

Ryarsh Primary School

Behaviour Policy

Rationale

Our school Vision statement: Here at Ryarsh Primary School we are dedicated to providing a safe, nurturing and happy learning environment. We are united by a strong sense of community and work together to enthuse and inspire all learners to give their very best.

At Ryarsh Primary School we believe that the promotion of good behaviour, the development of self-respect and of respect for others is a vital part of a child's education. In our school, we create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.

Throughout our school curriculum, behaviour and values are taught as well as knowledge and skills. This will encourage self-discipline and teach children respect for themselves, for other people and for property.

In addition, adults are required to adhere to the Staff Code of Conduct.

The behaviour policy is supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.

Our School Values

Everyone at Ryarsh Primary School acts with:

- Integrity
- Compassion
- Determination
- Respect
- Unity

Principles

Our values underpin our approach to behaviour. First and foremost, we aim to develop strong learning behaviours in all our children. This helps provide them with the tools needed to learn in a deep and rich way. These behaviours include:

- Active listening
- Strong collaboration
- Creative thinking
- Learning from failure
- Risk taking

To encourage, model and teach good behaviour rather than to simply punish bad behaviour, we provide a range of rewards for children of all ages and abilities. We also make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.

A consistent and fair approach is essential. Mutual respect is fostered between staff and children. It is expected that children's behaviour and adults' responses will be consistent at all times of the day.

The Role of School Staff

Staff at the School have the powers to discipline children including:

- The use of restorative approaches towards conflict resolution
- The use of school sanctions
- The power to discipline children for incidents that occur outside school

All of the above duties will be carried out by members of the School staff as designated by the Head. It is the responsibility of school staff to model good behaviour and implement the policy consistently and fairly. The School ensures new staff and support staff are aware of the policy and procedures through the staff handbook and this policy

The Role of children

The School encourages children to behave well and show self-discipline and respect, both in school and in the wider community. Children with extra responsibilities such as year 6 house captains, school council etc are expected to model good behaviour.

The School encourages children to take responsibility to develop a positive behaviour culture within the school. This is re-enforced in assemblies and our curriculum.

The school encourages children to be active in preventing bullying throughout the year with activities that raise awareness, especially in Anti-Bullying Week.

The Role of Parents/Carers

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without strong behaviour.
- By remembering that staff deal with behaviour problems patiently and positively.
- By signing the Home School Agreement which outlines the responsibilities of the school, children and parents/carers.

Strategies for Promoting Positive Behaviour

At the heart of encouraging positive behaviour is ensuring that the Behaviour Policy is known and understood by all and consistently implemented. All staff are expected to apply the rewards and sanctions in a consistent manner. All staff are also expected to model the behaviour we expect to see in our children and in particular to address children courteously and with respect and avoid escalating situations by shouting and failing to listen.

Start of Day

- Adults to “meet and greet” children at the class door on arrival
- Starter activity to be available immediately and accessible to all
- Teacher to positively remind the class and/or specific pupils of any targets they are aiming for each day (such as good listening, best handwriting, showing respect to their peers, making good choices etc...

During Lessons

- The lesson should begin promptly therefore engaging children from the start
- High expectations of work and behaviour.
- Explicitly teach routines so they are carried out quickly and calmly e.g. transitions from carpet space to table, getting whiteboards ready, handing out books etc.
- Encourages good behaviour – pay attention to planning, pace, interest and variety, differentiation, visual cues.
- Stimulating environment with motivating displays of child work.
- Ensure all children can access resources easily and that all can see IWB from their seat.
- Ensure school rules are visible to all
- Praise consistently (5:1 ratio minimum) – ‘Catch all children being good’. Use reward systems.
- Know all of your children well and understand their needs including SEN. Ensure you use strategies recommended in any specialist advice / reports etc, and resulting from discussion with parents.
- Make opportunities to build positive relationships with children in unstructured time
- Watch language, tone, posture, body language etc. Remain calm and cool at all times.
- Plan the use of any additional adults to support children who need extra help/challenge.
- Use of AfL to encourage motivation and engagement.
- Never make empty threats. Ensure you always follow through on what you have said.
- Criticise the behaviour – not the child. Avoid punishing the whole class for the actions of a few
- Reflect! Don’t be afraid to admit that you got it wrong. Seek advice and change your practice the next time.

End of Lesson

- Allow time for plenary and reflection on learning and achievements/successes
- Ensure the classroom is tidy
- Orderly dismissal
- Remind children of expectations regarding conduct around school

Out of the Classroom

- All adults notice and praise good behaviour seen around school
- All adults model good behaviour
- All staff challenge children who are not keeping school rules in a non-confrontational way—using key phrases as needed.
- All adults take responsibility to follow up on unacceptable behaviour that they have encountered
- All adults intervene whenever incidents occur – following Restorative Approaches where possible.
- • Corridors kept clean and tidy with motivating/informative displays.

Code of Conduct for Behaviour

- All children and adults are expected to support the school values
- Children and adults are encouraged to be proud to belong to Ryarsh Primary School family and always wear the correct school uniform.
- Children should always walk around the school.
- Physical violence is not acceptable, neither is retaliation.
- Foul or abusive language must not be used.
- Children are expected to be punctual.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem
- This code of conduct has been formulated with the safety and well-being of all the children in mind, and to enable the school to function efficiently as a place of learning.

School Rules

Our school rules are displayed and shared with the children as a means of communicating the code of conduct in child friendly language. We have chosen three rules through which the code of conduct can be promoted in all aspects of school life. We have made them simple to recall, so that they can be referred to more frequently and consistently by all adults. What is really important is brought into sharp focus and children can strive to demonstrate the behaviours that are most important to improving their learning.

Be:

- Ready
- Respectful
- Safe

Understanding the School Rules

Each teacher will lead a discussion about the rules with the children at the beginning of the school year. The purpose of this discussion is to ensure that all children and adults in the classroom have a common, clear understanding of these rules and what they 'look like' in practice. The table below gives some ideas of things that might be covered by each rule but these should be decided with the children at an age appropriate level. The discussion should start with the question 'What do we want being ready / respectful / safe to look like in our classroom and the playground?' The ideas formulated by the children should form a small display (illustrations and or captions by the children) so that the rules can be referred to throughout the day. Children are encouraged to consider the school rules in all areas of the school and at all times of the school day.

Examples of behaviours might include:

	In our school
Ready	<ul style="list-style-type: none"> • Show the person who is speaking that you are listening • Coming into the classroom promptly in the mornings and after playtime /lunchtime • Good listening • Getting involved in class / group discussions • Facing new challenges • Being resilient • Wearing correct uniform • Lining up quietly and sensibly • Responding to the playtime whistle
Respectful	<ul style="list-style-type: none"> • Being kind and polite • Caring for school property and the property of others • Being honest • Following instructions the first time we are asked • Waiting our turn to speak • Showing good manners • Wearing correct uniform • Keeping the school rules • Understanding that not everybody has the same views
Safe	<ul style="list-style-type: none"> • No bullying • Keep hands and feet to ourselves • Use lesson resources / playground equipment for what they are supposed to be used for. • Four chair legs on the floor • Know and follow the fire procedures • No play fighting or rough play • Treat other people kindly • Playing football only when there is an adult referee • Safe conduct around school eg in the dining hall, walking inside school, walking in from playtimes etc.

Further details about break and lunchtime rules are provided in appendix 2.

Strategies for reinforcing positive behaviour - Incentives and rewards

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children. The scheme is based on ways in which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

All staff give verbal or written praise as often as possible.

Stickers

Stickers are often rewarded for displaying great behaviour, demonstrating the school values or great learning. These are handed out at the discretion of the adults in the school and are done so with fairness and consistency.

Positive conversations with parents

All adults can speak directly to parents and carers to let them know of something worthy of praise. This could be to praise their efforts, good behaviour or acts of kindness. Parents will be spoken to at the end of the school day outside school, or if this is not possible, then a phone call home may be made.

House Points (from year 1)

House points can be offered as a quick incentive by any adult for children demonstrating the school values. These need to be added to a house point poster in each class and are collected at the end of the week by the house captains.

Positive notes home (thank you cards)

All staff, with the exception of teachers, will endeavour to give one positive note home each week to praise their efforts / behaviour / acts of kindness. The notes will be written on the cards that are kept in the staffroom and the child's name ticked off on their class list – also kept in the staffroom.

VIP Lanyards/Always club

Children who show extraordinary behaviour and character (linked to our school values) can be awarded a VIP lanyard in the celebration assembly. This is also celebrated within the weekly newsletter, and the child wears the lanyard in school until the next Friday. The child is also invited to attend hot chocolate Fridays with the headteacher. This is tracked by each class teacher to ensure fairness and consistency.

Headteacher's Award (for excellent learning)

Children that demonstrate excellent learning can be awarded a Headteacher's award. They will go to the Headteacher's office to speak about their learning and collect a sticker. Some work will be displayed on the golden board outside of the headteacher's office.

Deputy Headteacher's Award (for exceptional behaviour and demonstrating the school values)

Children that demonstrate exceptional behaviour can be awarded a Deputy Headteacher's award. They will go to the Deputy Headteacher to speak about their behaviour and collect their rewards. These will be recorded and celebrated at during Friday's celebration assembly.

Ryarsh Award for Excellence (awarded termly)

At the end of every term, one child is selected for the excellent award. A certificate is written and is presented to the child, with their families present, during a special excellence award assembly. A copy of the certificate and a photograph of the child is then displayed near the entrance of the school. All children will be provided with at least one excellent award before leaving the school.

Strategies for reinforcing positive behaviour – positive framing

What you repeatedly say in response to poor behaviour is important. Being able to use ‘positive framing’ to address any undesirable behaviour is an effective way to communicate your response. Here are some key phrases:

‘I’ve noticed.....’	Removes the judgement from behaviour interventions. ‘I’ve noticed that you are late/crawled under the table/are finding it difficult to follow instructions’. There is no blame attached, there is nothing for the learner to defend against, and avoids accusations and arguments.
‘I need you to.... thank you’	Assertive and direct. Using ‘I need you to..’ allows you to give instructions that are not based on choice. Often introducing choice in the moment is not helpful, ‘You can choose to do this now or at break time’ will tempt many learners to go for the latter and that is not the outcome you really wanted. Thanking the child when they have done as they have been asked models courteous behaviour, and can help to develop your relationship with the child.
‘You are better than that...’ “I know you will...”	Instantly reminds the learner that you have faith in them despite their poor behaviour today. Done well, it can reframe the learner as the best version of themselves. It refers them back to a time when they behaved well and committed to the task.
‘I care about you’	Lets the pupil know that you believe in them and want good outcomes for them.
“Be that as it may...I still need you to...”	Avoids confrontation or stand-offs and gives the child a chance to make the right choice, without losing their dignity. Some children need take up time and will not comply immediately. It can help if you say this and then turn/ walk away, and it avoids a win or lose situation
“Thank you for...”	This approach assumes that the child will do it and is positively phrased.

Sanctions

Our approach to sanctions concentrates on encouraging children to make sensible choices and putting things right when possible. If a child breaks a school rule (e.g. by disturbing others through chatting, calling out etc) the ‘Sanctions Ladder’ should be followed with children moving to the next point on the ladder if the behaviour continues or worsens.

Sanctions Ladder – Remember to praise in public, reprimand in private

	In the classroom	At break/lunch and around the school
Reminder	The child will be reminded of the rule that has been broken.	The child will be reminded of the rule that has been broken.
Warning	The child will receive a verbal warning, explaining clearly what needs to change. Consequence will be explained (time out or move in class)	The child will receive a verbal warning, explaining clearly what needs to change. Consequence will be explained (stand by me) Adult observes the child and follows up if they see a repeat of the behaviour
Last Chance	The child will receive a last chance warning, explaining clearly what needs to change Consequence will be explained (time out or move in class)	The child will be given a last chance warning, explaining clearly what needs to change. Consequence will be explained - Adult could ask the child to stand beside them to think about their behaviour or calm down for a while if appropriate
Time out or move in class	The child will be moved in class or have time out in another classroom. Class teacher notifies parents of the incident verbally. Record on CPOMS.	Child will miss the rest of that break. Class teacher informed at the end of break - notifies parents of the incident verbally. There they can discuss their behaviour with an adult and consider how best to repair the problem. Record on CPOMS.
Repair	The class teacher will talk to the child to discuss their behaviour and consider how best to repair the problem. E.g. complete missed work during own time, apologise to those that have been affected, decide what you need to stop / start doing.	They will take actions to repair the problem as discussed

If, as any stage, the child refuses to come off the playground, then call a member of the leadership team will be contacted and support the child to make the right decision.

On some occasions, a child’s behaviour may be so poor that it is immediately deemed to be a serious incident. The child’s response will then be managed in line with the serious incident process – see chart below.

Serious Breaches of the Behaviour Policy

In certain instances, a child may commit a “serious” breach of the behaviour policy. All serious behaviour incidents will be investigated by 2 members of the Leadership Team before final decisions are taken.

See examples below.

If a child is sent out of class or from the playground 3 or more times in one week
Refusal to follow adult instructions – after a reminder, warning and last chance
Intentional harmful physical contact with a child or adult
Racial, cultural, disability or any discriminatory abuse
Inappropriate sexual comments
Inappropriate language or tone at an adult
Deliberately intending to endanger another child or adult
Deliberately damaging any property
Stealing
Biting
Any other significant breach of the behaviour code that 2 members of the ELT agree that a serious behaviour has occurred

Serious Incident Sanctions and Actions

	Actions	Sanctions may include
First incident in one term	<p>CPOMS incident form completed.</p> <p>A member of the LT notified verbally</p> <p>Class teacher notifies parents of the incident verbally.</p> <p>LT member will decide if other parents need to be contacted</p>	<p>The child may be withdrawn from the classroom or is removed from the playground for a set period of time, dependent on the misdemeanour</p> <p>Repair – to fit the misdemeanour</p> <p>Warning of next steps in future if there are repeated incidents of this kind</p> <p>Parents informed</p> <p>In extreme circumstances and at the discretion of the Headteacher (and in his absence, the Deputy Headteacher), the child may be given an Internal seclusion or a Fixed Term Exclusion</p>
Second incident in one term	<p>CPOMS incident form completed.</p> <p>A member of the LT notified verbally</p> <p>Class teacher notifies parents of the incident verbally.</p> <p>SLT will send a letter to parents, and follow up internally.</p> <p>Teacher discusses with a member of the ELT and plans any additional support required for the child.</p>	<p>The child may be withdrawn from the classroom or is removed from the playground for a set period of time, dependent on the misdemeanour</p> <p>Repair – to fit the misdemeanour</p> <p>Warning of next steps if there are repeated incidents</p> <p>Parents informed</p> <p>In extreme circumstances and at the discretion of the Headteacher (and in her absence, the Deputy Headteacher), the child may be given an Internal seclusion or a Fixed Term Exclusion</p> <p>Additional support may include: Daily or weekly report, Playtime Plan, Additional reflection time – off the Playground</p> <p>All plans to be shared with parents</p>
Third incident in one term	<p>CPOMS incident form completed.</p> <p>A member of the LT notified verbally</p> <p>Class teacher notifies parents of the incident verbally.</p> <p>Parents contacted and a formal meeting arranged with a member of the SLT to discuss the child's behaviour, including a formal warning of possible future sanctions.</p> <p>A Pastoral Support Plan is created by the class teacher alongside a member of the SLT. Views of the parent and child are included.</p> <p>If required, risk assessment and/or response plan created</p> <p>All documents shared with relevant staff, child and parents</p> <p>May require involvement of external agencies such as social care, behaviour support, CAMHS and others.</p>	<p>Parents informed</p> <p>Repair – to fit the misdemeanour</p> <p>In extreme circumstances and at the discretion of the Headteacher (and in her absence, the Deputy Headteacher), the child may be given an Internal seclusion or a Fixed Term Exclusion</p> <p>Additional support may include: Daily or weekly report Playtime Plan Additional reflection time – off the Playground</p> <p>Formal support plan created.</p> <p>All plans to be shared with parents</p>

Exclusion

For a serious breach of the school's behaviour code, or if the behaviour is recurring, despite the school's best efforts to support the child, the Headteacher has the right to exclude children from school for a fixed term. In extreme situations in the absence of the Headteacher this may be exercised by the Deputy Headteacher.

The decision to permanently exclude a child is a serious one and should normally be used as a last resort by the Headteacher. The process is complex and is in accordance with Kent Exclusions Guidance.

Parents have the right of appeal to the Governing Body against any decision to exclude.

Children with Special Educational Needs or Disability or Social, Emotional or Mental Health Difficulties

We are especially aware of the needs of some of our more vulnerable children eg. looked after children, children with SEN, physical or mental health needs.

All children at Ryarsh are expected to follow the school's behaviour code. However, a few children may not be able to respond to the whole school incentives and sanctions in the same way as others.

Some children with social, emotional and mental health needs may be unable to recognise acceptable boundaries of behaviour and can be unhappy, angry and suffering from low self-esteem. They may have basic emotional or physical needs which are not being met and may feel that they are incapable of being good, so they do not even try. Children can be afraid of their own behaviour and feel they cannot regain control.

The usual whole school systems for incentives and sanctions are unlikely to motivate children with such difficulties and reasonable adjustments will be made to support their needs. A personalised programme of support that is tailored to the individual child's needs and aimed at helping them break out of this negative pattern of behaviour. This will be co-ordinated by Mrs Harris and the child's class teacher, in partnership with parents. The child will work towards small achievable targets and motivating rewards, to ensure that they experience success on a regular basis.

When any child reaches this stage, support and incidents will be logged by the school in case the child needs to be referred to outside agencies, or in case of exclusion. All plans will be prepared in conjunction and shared with class teachers, other relevant school staff, parents and when appropriate, the child.

Restrictive Physical Intervention

What is Reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

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.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

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

Breakfast and After School Clubs

The school's high expectations for behaviour will be applied consistently through all parts of the day, including while children are at breakfast club and after school clubs. In order to achieve this, breakfast and after school club leaders and supervisors will receive training from the school in the principles of behaviour management. Support in managing behaviour effectively will be provided by the class teachers, key stage leaders and the Headteacher.

If problems with individuals persist, Supervisors will record names and incidents and consult with the SLT and record on CPOMS. Parents will be involved in a discussion of their child's behaviour. Pupils who persistently offend may not be able to attend breakfast and after school clubs.

Pupils attending breakfast and after school clubs may be rewarded according to the agreed school's rewards system.

Record Keeping and Reporting

CPOMS will be used as the main tracking system for all children's behaviour.

Behaviour will be discussed during every SLT meeting. Behaviour will be reported on to governors on a termly basis within the Headteacher's report and during governors monitoring visits.

Behaviour Out of School

Children are expected to uphold the reputation of the School whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the School into disrepute or has repercussions for the orderly running of the School. The School will always cooperate with the Police in any investigation of incidents which are thought to involve Ryarsh Primary School children.

Monitoring

In order to help monitor the effectiveness of the Behaviour Policy we will review the application of the behaviour policy through observations and the scrutiny of CPOMS. The Governors will review the policy at least every three years or at an earlier opportunity if appropriate.

This policy should be read in conjunction with the following policies:- Anti-Bullying, Child Protection (including allegations against staff), Teaching & Learning, Complaints and Health & Safety, and Whistleblowing.

Policy adopted by Governing Body	Summer 2021
To be reviewed	Summer 2024
Signed by Head Teacher	
Signed by Chair of Governors	

Appendix 1 - School rules poster that includes rewards and sanctions

At Ryarsh Primary School, everyone tries their best to make sure that we are ready, respectful and safe.	
<p>Ready</p> 	<ul style="list-style-type: none"> • Show the person who is speaking that you are listening • Coming into the classroom promptly in the mornings and after playtime /lunchtime • Good listening • Getting involved in class / group discussions • Facing new challenges • Being resilient • Wearing correct uniform • Lining up quietly and sensibly • Responding to the playtime whistle
<p>Respectful</p> 	<ul style="list-style-type: none"> • Being kind and polite • Caring for school property and the property of others • Being honest • Following instructions the first time we are asked • Waiting our turn to speak • Showing good manners • Wearing correct uniform • Keeping the school rules • Understanding that not everybody has the same views
<p>Safe</p> 	<ul style="list-style-type: none"> • No bullying • Keep hands and feet to ourselves • Use lesson resources / playground equipment for what they are supposed to be used for. • Four chair legs on the floor • Know and follow the fire procedures • No play fighting or rough play • Treat other people kindly • Playing football only when there is an adult referee • Safe conduct around school eg in the dining hall, walking inside school, walking in from playtimes etc.

Rewards	Sanctions
<ul style="list-style-type: none"> • Stickers • Positive conversations with parents • House Points (from year 1) • Positive notes home (thank you cards) • VIP Lanyards/Always club • Headteacher's Award (for excellent learning) • Deputy Headteacher's Award (for exceptional behaviour and demonstrating the school values) • Ryarsh Award for Excellence (awarded termly) 	<ul style="list-style-type: none"> • Verbal reminder • Verbal warning • Consequence (time out, move in class or move into another classroom) • Parents notified • Repair problem - Completing work during break/lunch • Missed breaktime or lunchtime.

Playtime and lunchtime expectations

These expectations need explicit teaching at the beginning of each school year and children need reminding about them frequently:

General Guidelines	
<p>Be Respectful</p> 	<ul style="list-style-type: none"> • All children to do as they asked by the adults on duty at all break times. • books can be taken from class for this but must be taken care of and returned • All children will play nicely and do not spoil other children's games. • Children will be kind and always include others • Everyone will use excellent manners
<p>Stay Safe</p> 	<ul style="list-style-type: none"> • Both adults and children have the responsibility of keeping others safe. • Play sensibly with others, do not play rough games, or play fight • All rotas will be followed so that the correct activities are taking place in the correct zones. • Use the gazebo to talk/read • If a ball goes over the playground wall or field fence an adult must be told. Children must not climb over the fence. • Children use the toilets near the office or in the pod when playing on the field. • Children must walk on the paths around the hall, not run. • Children must not climb trees or walk through bushes/pathways through stinging nettles

End of playtime

- A bell will be rung to signal the end of playtime
- First bell - All children should stand still and calm
- Second bell – All children should walk in quietly and go directly to their classroom
- Teaching assistants should position themselves in key places in the corridors to ensure supervision of their class and teachers wait to greet children at the door.

VIP & Always Club Nomination

Dolphin	
Seahorse	
Penguin	
Lions	
Koalas	
Leopard	
Orang-utan	

Use of Reasonable Force to Control or Restrain Pupils: Incident Record

Child's name	Staff member	Incident Date
Name of others involved (staff and children)	Names of Witnesses (Staff and children)	Time/Duration
Antecedents (Events leading up to incident)		
Behaviour (Description of what happened, how the pupil responded)		
Consequences (How did staff intervene, how did the child respond, how was the situation resolved, steps)		

What de-escalation techniques were used prior to physical intervention? (tick)	
<ul style="list-style-type: none"> <input type="radio"/> Defusing <input type="radio"/> Distracting <input type="radio"/> Behaviour reminder <input type="radio"/> Time out offered <input type="radio"/> Choices 	<ul style="list-style-type: none"> <input type="radio"/> Consequences <input type="radio"/> Reassurance/Calm talking <input type="radio"/> Step away/Spac <input type="radio"/> Negotiation
Justification/Reason for Physical Intervention (tick)	
<ul style="list-style-type: none"> <input type="radio"/> Physical safety of the pupil was at risk <input type="radio"/> Physical safety of another pupil was at risk <input type="radio"/> Physical safety of a member of staff was at risk <input type="radio"/> The pupil was attempting to harm him/herself 	<ul style="list-style-type: none"> <input type="radio"/> Prevent/interrupt absconding <input type="radio"/> Behaviour disrupting safe and secure learning environment <input type="radio"/> Damage to property/learning environment
Nature of Restrictive Physical Intervention Used (tick)	
<ul style="list-style-type: none"> <input type="radio"/> physical intervention <input type="radio"/> Standing <input type="radio"/> Sitting <input type="radio"/> Kneeling <input type="radio"/> Safe hold <input type="radio"/> Restrained in quiet room <input type="radio"/> Single person escort <input type="radio"/> Two person escort 	
Response and View of the Pupil	
Details of Any Resulting Injury (injury to whom and action taken as a result e.g. first aid, medical)	
Headteacher Comment	Parents Informed/Comment
Report complied by:	Report countersigned by:
Name and role:	Name and role:
Signature:	Signature:
Date:	Date: