



Northbourne Church of England Primary School

Behaviour Policy

School Mission Statement Northbourne CEP School

VISION STATEMENT:

Together we gather and grow to bring life to our rural school community. Everyone is welcomed, known, valued and treasured as individuals. God's countryside is our classroom, where we live, breathe and connect with our evolving natural world. Through our curriculum we nurture pupils to be resilient, inquisitive and compassionate. By embracing stewardship, we recognise our shared responsibility for each other and the world. We empower each other to act and make a difference to our neighbour.

To grow in: Faith, Love, Compassion, Kindness, Respect & Forgiveness

Our six Christian Values are at the heart of our vision. Every day we aspire to grow in **Faith, Love, Compassion, Kindness, Respect and Forgiveness**, so that our school family may experience the joy and hope of "life in all its fullness" (John: 10 v10)

Review every 2 years

Reviewed 2023	Next Review 2025			
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Northbourne Church of England Primary School
BEHAVIOUR FOR LEARNING POLICY

At Northbourne, we believe in the establishment of a sound, positive, caring ethos based on our School values (Resilience, Independence, Emotional Intelligence, Communication, Collaboration and Inquisitiveness) and Christian values is an essential prerequisite for learning. It depends upon trusting relationships and a process of cooperative teamwork and the school welcomes and encourages the involvement of the governors, parents and carers and others in the community.

It is every child's right to learn and every teacher's right to teach
But no child has the right to disrupt the learning of others.

Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with this Behaviour for Learning Policy
- The Behaviour for Learning Policy is understood by pupils and staff
- Exclusions will only be used as a last resort
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Pupil Code of Conduct - Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

The core beliefs of Northbourne CEP School are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing.
- Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.
- Encourage children to reflect on their behaviour and make amends.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school Behavior for Learning Policy is on reward and praise, which should be given whenever possible for both work and behaviour.

The school recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both the impact of teaching and reinforcing expected behaviours and has a motivational role in helping students to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.

Each class uses a behaviour chart as a strategy to highlight both good and unacceptable behavior. This system encourages positive behaviour and reinforces the classroom rules throughout the school day. Each class creates their own class rules, linked to our School and Christian values and this Behaviour for Learning Policy.

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Each child has a fresh start every day and their name can be moved for either positive or negative behaviour. There will be emphasis on reaching the 'outstanding' level on the chart in order to promote positive behaviour. However, when negative behaviour occurs, a child's name will be moved down the chart and then there will be a chance for the child to correct this. Should their behaviour consistently not improve, then parents will be informed.

Rewards:

Good behavior and learning is firstly rewarded by immediate qualified praise from the teachers and other adults within school. A language of success and praise is evident throughout the school and children need to know why they are being praised. The sentence "Well done for . . ." or "I like the way you . . ." are good phrases to remember. These phrases are linked to the classroom, playtime and lunchtime rules and recognising that good choices have been made.

The Strategies used to Promote Positive Behaviour

- Every class will create their own Class Rules. The children are encouraged to create these rules with positive behaviour in mind and with a focus on our Christian, School and British values.
- School and Christian values are highly promoted across all aspects of learning.
- Individual class reward systems are applied by the class teacher.
- The school celebrates children's achievements across the year, in a variety of contexts (e.g. the school Newsletter).
- House points are used to promote positive behaviour and good learning across the curriculum.
- All staff aim to be a good role model in all of their behaviour to pupils and staff alike.
- Staff meet and greet the children in order to welcome them in a positive way and are approachable in order to develop good working relationships.
- Staff notice good behaviour and use good role models within the class and around school to guide inappropriate behaviour.
- Reward assemblies are used to celebrate achievements, values and successes including adherence to the school and class rules.
- Staff aim to spot and predict possible situations and diffuse them prior to escalation. This could include using of the 'Solve it Together' technique (see Appendix One).
- Tactical ignoring is used for low level behaviours and a nearby pupil is praised for their appropriate behaviour.
- A reminder is always given allowing the children time to modify their behaviour.
- All children are treated fairly and equally and any variations in the policy that have been agreed for specific individuals can be communicated to their peers if helpful.

The use of the Pastoral Care System to affect a change in behaviour.

At Northbourne, we use a range of strategies:

- Use circle time/PSHE activities including mindfulness and 'calm me' activities.
- Focus on improving relationships and interpersonal skills, reflect on strengths, recognise individual feelings, develop conflict resolution and problem solving, build tolerance and respect.
- Use small group social skills and self-esteem programmes to develop confidence and social interaction skills.
- Use of small group programmes/interventions to develop emotional literacy skills.
- Lunchtime club is provided to support those who need to develop social skills and support those who are insecure in their friendships. It is also for those who are having difficulties managing their behaviour on the playground.
- Use a Buddy System where children can support each other.
- Staff promote the use of the 'Solve it Together' technique which enables children to problem solve and reflect on their own conduct towards their peers and also enables some simple mediation between pupils. The system gives children time to talk to each other using the structured approach.
- Circle of Friends is used to support individuals who are at risk of being excluded (or are socially isolated) from a social group because of their emotional needs or behaviour.
- Use support staff as role models to give pupils opportunities to help and take responsibility for jobs around the school.
- We encourage pupils who have difficulties with behaviour to recognise their own 'triggers' and take 'time out' from the situation in a safe space. These children are identified to midday supervisors and other staff.

Sanctions

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation.

When dealing with all forms of inappropriate behaviour, staff should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly, referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the School and Christian Values, the rules, reinstates the limits, and teaches alternative behaviours. This is where we might use the ‘Solve It Together’ technique.

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start. Using the ‘Solve It Together’ technique approach, learning about our mistakes and moving forward is a key part of the process.

It is imperative that any sanction is applied fairly and the consequences fully discussed.

All staff should operate a stepped approach to sanctions (appendix 2, 3 and 4), which allow children to identify the next consequence. Children, for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Dependent on pupil’s age, the nature of the offence and the severity of the behaviour, the staff will use a range of strategies to correct pupil behaviour. These include:

In the classroom

All children have their names moved up positively on the behaviour chart while they are making good choices. If however the rules are broken the following happens:

- Children are given a warning and a chance to improve their behaviour
- Children have their names moved down as a first sanction to think about their behaviour
- Should their behaviour not improve, their name is moved down again and they face further sanctions such as loss of break times or time out
- Senior Leadership are informed of poor behaviour and parents notified.

Children have a fresh start every day and for younger children, this may be every half day.

In the playground

A verbal warning is given once. If they break the rule again, they are asked to sit down/stand for 5 minutes and reflect on their behaviour. This is an immediate consequence. If an incident of a serious nature occurs it can be followed up by loss of playtime/lunchtime and the child will need to talk with a senior member of staff.

Time Out (classroom or playtimes)

There may be occasions when a child will need time out of a situation in order to calm down. This involves temporarily removing a child from an environment where inappropriate behaviour has occurred, thereby discouraging such behaviour. When the child is sufficiently calm and able to manage his or her behaviour appropriately, he/she will be encouraged positively, to join the class again.

Lunchtimes

Lunchtimes are supervised by our midday supervisors. They follow our playtime and lunchtime rules. If the rules are broken they will issue a verbal warning and give the child a chance to modify their own behaviour. If the unacceptable behaviour continues or if the child breaks the rule again they will be asked to sit down/stand for 5 minutes and reflect on their behaviour. This is an immediate consequence. Any serious breaches of behaviour will be referred to a senior member of staff.

Team Teach

On occasion, we may have to use positive handling if a child has put themselves or other children in danger. For those children who have specific behaviour needs, we complete risk assessments (Appendix 8) alongside their behaviour strategy plan. Specific members of staff are trained in the Team Teach approach and de-escalation techniques.

In accordance with current Team-Teach guidance, the following statement from the Director, George Matthews, is included in this policy with regard to working realities: “Team-Teach techniques 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.”
www.teamteach.co.uk (May 2006)

Use of 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.”

“Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, reasonable 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.” *Use of Reasonable Force (DfE July 2013)*

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (This will be recorded on a Positive Handling Form - See appendix 7)

Behaviour Intervention and Recording Systems

All inappropriate behaviour and consequent sanctions are logged:

- ‘Solve it Together’ record sheets (Appendix 1)
- Day book (kept in class)
- All bullying incidents are recorded on CPOMs
- All racial and sexually motivated incidents are recorded on CPOMs
- Behaviour incidents can be initially noted before being recorded on CPOMS (Appendix Five)
- Positive handling and Intervention (Appendix 8)

There are a number of stages (or actions) that we take and follow in order to support pupils who have repeated behaviour difficulties. These include:

Teacher Action:

- The pupil’s needs are identified by the class teacher and initially discussed with parents. If the behaviour difficulties continue, the school will arrange a meeting with parents. Behaviour support strategies are available in Appendix 6.
- The class teacher will discuss the concerns with the child (if appropriate), parents and Seniors Leaders. Targets will be agreed by both school and home and a review date set.
- The school and parents will complete an assessment of behaviour.
- An Individual Behaviour Strategy Plan may be necessary. SEN and behaviour plans are discussed with parents at parent’s evenings and are sent home three times a year.
- Repeated negative behaviour will be logged on CPOMs.
- Outside Agency advice may be sought.

School Based SEN Support:

- An Individual SEN Support Plan (with targets) is drawn up by the teacher and SENCo, with parent awareness and involvement.
- If there is no further improvement the pupil is referred (with parent permission) to Outside Agencies via the LIFT process.
- Further records and observations are made and a Pastoral Support Plan (PSP) may be necessary.

Pastoral Support Plan

Some pupils may require a Pastoral Support Plan (PSP) if they are at risk of exclusion due to their behaviour in school. An additional risk assessment may be necessary for support in school or on school trips. Pastoral Support Plans are discussed with parents.

Exclusions

If a child commits a serious offence then the child is sent to the Headteacher and the parent/s contacted. All children will be treated fairly and consistently so the applied punishments for unacceptable behaviour make the distinction between serious/minor offences apparent.

Exclusion is seen as a last resort or as a consequence of a 'serious offence'. A child may be excluded from their own class for a set period of time. They remain in school (Internal Exclusion) but spend their time with the Headteacher or senior member of staff. They complete learning set by their own class teacher.

The use of fixed and permanent external exclusions will be used when all other strategies have not changed the pattern of behaviour. All pupils who have been excluded and those considered at risk of exclusion will be subject to a Pastoral Support Plan (PSP) agreed by the Headteacher, SENCo, child and parents. These will usually be reviewed each new term.

A decision to permanently exclude a child would only be taken in response to serious breaches of the school's Behaviour for Learning Policy and after a range of alternative strategies has been tried and been unsuccessful; or if allowing the child to remain in school would seriously harm the education or welfare of other members of the school community.

A return from exclusion meeting is always held on the first day back in school with parent, child and a senior member of staff. Outside agencies may be contacted if appropriate. For any exclusion over five days an exclusion meeting must be held. This provides the opportunity for three governors to review the exclusion. The parents of the child have the right to attend this meeting and express their point of view.

The school will follow the Department for Education guidance on the reasons and purpose for exclusion, including informing the LEA. Governors are informed of all exclusions.

Runaway children

Within any school community there is always the possibility that a child may become emotionally distressed and try to leave the school grounds. We therefore take as many precautions as possible to avoid this occurrence, these include:-

- A fenced perimeter around the school
- Ensuring a reasonable ratio of staff to children is maintained at all times
- Discussions with classes through PSHE, Collective Worship and Pupil Voice teams about strategies to avoid confrontational behaviour
- Children who we know have a history of absconding or emotional difficulties which may lead to absconding will be given individual strategies of which their parent/carers will be informed.

If a child does leave the school site the following action will be taken:-

- The child will be called back and encouraged to return.
- If very young we will try to catch up to the child to restrain the child.
- Other children will not be pursued as this puts the child in greater danger of running into traffic.
- Parent/carers will be telephoned immediately. If in the vicinity they will be given the responsibility of locating the child. Police may be involved if parents/carers or school think appropriate.
- If parents are unavailable Police to be called – 999.

When the child has been found it will be necessary to discuss the cause of the incident with the child and parent/carers. Further action to be taken will depend on the nature of this discussion.

It is important to remember that no school can or should have the security measures of a prison. As with all issues regarding behaviour and conformity, co-operation is required on the behalf of the child. Children who break the rules – including absconding from the school site – are choosing to do so. If a child absconds they are choosing to put themselves in a potentially very dangerous situation. We will work closely with the child and their family to aim to prevent a repeat.

Screening, Searching & Confiscation

The school follows Government advice when confiscating items from pupils, which is outlined in their document "Screening, Searching & Confiscation – Advice for Head Teachers, School Staff and Governing Bodies" February 2014.

The Headteacher and authorised staff can search for any item disallowed by the school rules, which has been identified in the rules as an item which may be searched for.

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The following are items which are not allowed in class time

- Mobile phones and Smart watches (provision for safe keeping during school is in place)
- IPODs or similar electronic items
- Jewellery not in accordance with the school uniform policy
- Toys, including swap cards, and sweets

The school will confiscate any electronic items being used on the premises such as mobile phones or Smart watches.

Pupils wearing any accessories or jewellery which do not follow the school uniform policy can be expected to be asked to remove these. These items will be returned to the child at the end of the school day and contact will be made with the parent.

Any items that are deemed dangerous to the school community, such as knives, may have Police involvement due to the severity of the item being held.

APPENDIX ONE

Group 'Solve It Together' Conversation Log

Staff name:

Date:

Name of people involved				
Hearing both sides of the problem. What happened?				
How did you feel?				
How do you think other person/people felt?				
Finding Solutions. How can we solve the problem? (Link to School and Christian Values)				
The agreement. What will happen now?				

Individual 'Solve It Together' Conversation Log Staff name:

Date:

<p>Name of people involved</p>	
<p>Hearing both sides of the problem. What happened?</p>	
<p>How did you feel?</p>	
<p>How do you think other person/people felt?</p>	
<p>Finding Solutions. How can we solve the problem? (Link to School and Christian Values)</p>	
<p>The agreement. What will happen now?</p>	

APPENDIX TWO – Sanctions Overview

	LEVEL ONE <i>Low level disruptive behaviour</i>	LEVEL TWO <i>Repetitive level one + more challenging behaviour</i>	LEVEL THREE <i>Repetitive level two +serious one off incidences</i>
Possible behaviours	<ul style="list-style-type: none"> ○ Low level non compliance ○ Calling out ○ Talking at the wrong time ○ Inappropriate noises ○ Prolonged time to get ready/not being prepared ○ Interrupting /calling out ○ Not using/respecting equipment appropriately ○ Disrupting learning of others ○ Spoiling own or others work ○ General lack of concern for normal discipline and class rules ○ Moving around class without permission ○ Play fighting 	<ul style="list-style-type: none"> ○ Leaving class without permission ○ Damaging other people’s property ○ Intimidating other pupils (physically or emotionally) ○ Disrespect to staff ○ Defiant behaviour to staff ○ Physical harm– pushing, slapping, punching, kicking, pinching, spitting, biting ○ Throwing objects ○ Repeatedly ignoring classroom rules ○ Discriminatory language 	<ul style="list-style-type: none"> ○ Stealing (from staff or pupils) ○ Bringing “weapons” or dangerous objects in to school ○ Using a dangerous weapon against another person ○ Offensive language or behaviour towards other children or adults ○ Causing another pupil serious physical harm/injury ○ Causing another child serious emotional abuse / bullying ○ Hitting out at a teacher ○ Inappropriate sexual/intimate behaviour ○ Damaging school property / vandalism ○ Leaving the school site without permission/truancy ○ Bringing illegal substances into school
Possible strategies	<ul style="list-style-type: none"> ○ Low key, indirect corrective action such as a look or physical proximity ○ Positive reinforcement of appropriate behaviour elsewhere ○ Verbal reminder to pupil of desired behaviour ○ Pupil receives a warning that they will be moved negatively on the behaviour chart if they continue to display this behaviour ○ Move seat in class away from others ○ Move to a place outside of the classroom (monitored) ○ Time out in a designated place to reflect on behaviour 	<ul style="list-style-type: none"> ○ Verbal reminder- use child’s name, remind child of desired behaviour, remind child of consequence of behaviour ○ De-escalation strategies ○ Pupil moved negatively on the behaviour chart ○ Time out (e.g. Head’s office) ○ Removal from class by a senior member of staff ○ Possible use of physical restraint if there is danger <p>In the event of severely disruptive behaviour that is impacting on other children’s right to learn, staff should send for a senior member of staff to come to class immediately (SOS card)</p>	<ul style="list-style-type: none"> ○ Removal of weapon if safe to do so ○ Call the Police ○ Physical restraint if required ○ Removal from class or situation (using restraint if required) ○ De-escalation strategies ○ Removal to the Head’s office ○ Removal of other children from the class or school <p>In the event of severely disruptive behaviour that endangers pupils or staff, staff should send for a senior member of staff to come to class immediately (SOS card)</p>
Possible consequences of not changing behaviour	<ul style="list-style-type: none"> ○ Miss part of breaktime as appropriate ○ Informal contact with parents 	<ul style="list-style-type: none"> ○ Internal exclusion (play/lunch/class) ○ Staged intervention started ○ Pastoral Support Plan ○ Phone call to parents followed by a meeting with class teacher / senior member of staff (as appropriate) 	<ul style="list-style-type: none"> ○ Phone call to parents and meeting arranged ○ Internal exclusion (play/lunch/class) ○ Possible exclusion from offsite activity ○ Possible fixed term exclusion ○ Possible permanent exclusion ○ Involvement of outside agencies
Recording	<ul style="list-style-type: none"> ○ Record behaviour and action taken in the ‘day book’ ○ Informal contact with parents to inform of the day’s behaviour and where they got to on chart – this includes celebrating if behaviour turned around. ○ Mention of behaviour to senior member of staff if the behaviour starts to be repeated. ○ Use of the ‘Solve it Together’ record 	<ul style="list-style-type: none"> ○ Use of the ‘Solve it Together’ record ○ Record on CPOMs if necessary ○ Positive handling forms ○ Record racist incidents on CPOMs ○ Record bullying incidents on CPOMs 	<ul style="list-style-type: none"> ○ Use of the ‘Solve it Together’ record ○ Record on CPOMs ○ Positive handling forms ○ Record racist incidents on CPOMs ○ Phone call to parents for meeting followed by formal letter ○ Exclusion paperwork ○ Reintegration meeting ○ Record bullying incidents on CPOMs

APPENDIX THREE - PLAYGROUND AGREEMENT

Playground equipment

- All equipment to be used sensibly and safely
- Sensible use of balls for games such a football or basketball
- Return all equipment in good condition to the assigned boxes

Adventure Playground – *only to be used if there is an adult to supervise*

- The area is to be used for the sole purpose of using the equipment – games of chase should be on the playground
- No jumping from height off any of the equipment
- No climbing on the top of the equipment
- No throwing people off the equipment
- Any equipment that cannot be reached by the child themselves should not be used (no lifting)
- No pushing on the equipment
- Ensure bottom of fireman pole clear before leaving platform
- No more than four children on the fireman pole platform
- Exit from the base of fireman pole should be in opposite direction

Fitness Equipment - *only to be used if there is an adult to supervise*

- Follow the instructions on the equipment for correct use
- Children should wait their turn by the edge of astro-turf – safe distance
- When busy ensure everyone gets a turn by reducing the time on each piece
- No pushing people off the equipment
- No running in and around the equipment

End of break time – playground/field

- On hearing the bell – stop play and put equipment away, exit equipment safely and line up sensibly
- Wait for an adult to lead the line in, walking the entire way
- If play needs to stop immediately, blow a whistle loudly and sharply

In addition to specific equipment behaviours listed above, other types of behaviours that are inappropriate are listed below:

- Rough play
- Play fighting
- Grabbing people by their clothing and swinging them around
- Shouting angrily
- Not listening to the adults in the playground or answering back
- Hitting or kicking anyone with your hands or feet
- Swearing and/or inappropriate language/threatening language

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- Bullying
- Name calling
- Kicking in puddles purposely
- Taking other people's things without asking
- Entering the school building during break time without permission from an adult
- Running on pathways and inside building

All games to be played sensibly, safely and with respect.

Ultimately:

The adult supervising has the final say

If they consider a child's use of any of the play equipment is unsafe then they

- Give a warning to encourage safer use (follow the behaviour steps below if unsafe use continues)
- Stop the activity

SANCTIONS - Steps to follow:

- Positive reinforcement of appropriate behaviour elsewhere.
- Verbal reminder to the pupil of desired behaviour
- Pupil receives a warning that they will a) have to leave the equipment or b) have time out if behaviour does not change (as appropriate)
- Time out on the playground (5 minutes)
- If behaviour resumes in the same session, a senior member of staff will discuss this with the child along with the possibility of missing break the following day. Parents will be informed by the class teacher as necessary
- If inappropriate behaviour is persistent in the same week, then the child will be sent to a senior member of staff. Breaks for the rest of the week will be missed and parents informed
- If a child is being significantly aggressive/defiant/rude this child is immediately sent to a senior member of staff or a senior member of staff will be sent for. The child will miss any playtimes that day/week (as deemed appropriate) and parents will be informed

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APPENDIX FOUR - LUNCHTIME AGREEMENT

Lunch hall

- Enter and leave the hall walking quietly
- Find somewhere to sit without a fuss and settle quickly
- Pupils having school dinners should line up quietly, ready to listen to those who are serving lunch
- When eating, pupils should put plates or packed lunch box on the table in front of them
- Always use polite manners
- Talk quietly to the children sitting next to or opposite but not to other tables or children far away
- Only speak when not eating, and do so quietly
- Clear all rubbish to the bowls provided taking care not to miss
- Pick up any rubbish from the table and ask an adult to help with any spillages
- Take plates, bowls, cups and cutlery to the collection point, scraping off food if needed
- Before leaving the hall, make sure tables are clear ready for the next sitting or for the tables to be put away
- Be polite to each other and the adults at all times

Refer also to OUR PLAYGROUND AGREEMENT for outside play rules and expectations

THE ROLE OF THE LUNCHTIME SUPERVISOR- Additional advice

In the dining hall your role is to ensure that the children eat their lunches in a sociable way, with efficient movement around the hall when collecting and returning their plates. The task is to maintain an orderly atmosphere allowing conversation (but not across tables which will raise the volume too high).

When on duty outside, a proactive approach will lessen the chances of disruptive behaviour. Distributing equipment, joining in games and keeping a close eye on possible difficult situations will go a long way towards ensuring a trouble-free lunchtime. Any poor behaviour should be recorded appropriately as it would be in the classroom.

Wet Lunchtimes

Class teachers will have identified what the children may have out during wet play. The children should move around the classroom sensibly (no running or chasing games) and should engage in quiet activities at the desks or on the carpet. Five minutes before the end of break, the children need to clear away everything and be reading a book by the time the class teacher returns.

When trouble arises – Please do respond to children who come to you complaining of unfair play or worse. There are always two sides to a story but do investigate. Use the ‘Solve it Together’ form to support conflict resolution.

APPENDIX FIVE – Temporary Incident Record Form
Only use this form for taking notes on an incident to then record on CPOMS

Name:

Date:

Class:

What happened? Include before the incident, who was involved and what happened afterwards.

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APPENDIX SIX - Behaviour Support Strategies

Name:	DOB:	Year group	Academic Year
<p>Precedents/Triggers:</p> <ul style="list-style-type: none"> ▪ ASD ▪ Attachment disorder ▪ ODD ▪ Frustration- expressive and receptive communication problems ▪ Seeking sensory stimulation eg: from small objects etc ▪ Hearing- unable to hear, or too noisy causing disorientation ▪ Illness/Tiredness/hunger 			
<p>Green Proactive Calm and relaxed</p>	<p>Amber-Active Starting to feel anxious or stressed</p>	<p>Red: Reactive Challenging behaviour occurring</p>	<p>Blue: Post Reactive Recovery- calm and relaxed again</p>
<p>BEHAVIOUR:</p> <ul style="list-style-type: none"> ▪ Sits down and focuses on an activity eg: favourite items such as flap books, toys, art activities, computer ▪ Walking with exaggerated steps smiling <p>SUPPORT STRATEGIES</p> <ul style="list-style-type: none"> ▪ Constant access to communication systems- Makaton/PECS/Objects of reference ▪ Routine/Structure/Visual support- eg timetable ▪ Opportunities to access favoured activities e.g. choice board, busy box 	<p>BEHAVIOUR</p> <ul style="list-style-type: none"> ▪ Pulling/pushing adults somewhere, pointing ▪ Growling ▪ Disengaged and agitated, moving around constantly ▪ Intense eye contact ▪ Loudly vocalising ▪ Searches for food ▪ Blocking ▪ Assuming control <p>SUPPORT STRATEGIES</p> <ul style="list-style-type: none"> ▪ Ascertain what s/he wants/needs ▪ Distract him/her 	<p>BEHAVIOUR</p> <ul style="list-style-type: none"> ▪ Self-harm: head slapping ▪ Crying ▪ Hitting/ kicking ▪ Throwing furniture ▪ Charging ▪ Darting off <p>SUPPORT STRATEGIES</p> <ul style="list-style-type: none"> ▪ Keep calm/Quiet voice ▪ Use his/her name first ▪ Use positive clear and concise language- tell him/her what to do instead of what not to do 'I know you will make the right choice and go to your calm down space because I trust you' ▪ Positive handling/Restraint 	<p>BEHAVIOUR</p> <ul style="list-style-type: none"> ▪ Sporadic crying ▪ Growling/ sounds ▪ Playing again ▪ Eating / drinking ▪ Lies down- cover self over <p>SUPPORT STRATEGIES</p> <ul style="list-style-type: none"> ▪ Ensure s/he has access to favoured items ▪ Ensure s/he is physically comfortable e.g. have they had enough to eat and drink?

APPENDIX SEVEN - Positive Handling and Intervention Report

Name:		Class:	
Date:	Time:	Time Span(mins):	
Location:		Activity:	
Report By:		Position:	
Names of staff involved			

Reasons for intervention		
Immediate danger of personal injury to pupil	Immediate danger of injury to other pupil(s)	Immediate danger to a member of staff
Severe disruption to other pupils	To avoid property damage	Other

Antecedents

Behaviour				
Intimidation	Verbal abuse	Fighting	Slapping	Kicking
Defiance	Destruction of Property	Damaging property	Interfering with others	Wandering

De-escalation techniques used			
Verbal advice & support	Reassurance	Calm script /talking	Persuasion
Distraction	Appropriate Humour	Choices given	Take up time
Time Out offered	Time out directed	Tactical Ignoring	Negotiation
Changed staff	Success reminder	Praise	Consequence reminder
Other			

Team Teach strategy used				
Strategy	Duration	No. of staff	Stand/sit	Effectiveness
Verbal				
Single Elbow				
Double Elbow				
Fig. 4				
Wrap				
Escort				

Medical Intervention	
Breathing / circulation checked:	Checked for bruising
Injury to child	Referred to Doctor
Injury to staff	Referred to Doctor
Injury to others	Referred to Doctor

Pupil Views

Monitoring			
Parents Informed	Name:	Time:	Date:
Parent comments:			
Further Action:			
Other Agencies Informed			

Signatures			
Staff:		Headteacher	
Pupil:		Parents /Carers	

APPENDIX EIGHT

Behaviour Risk Assessment for **

(Please note, this will be personalised and risk assessed for individual children)

Childs Name:	Class	Date completed:	Date to review:	
	What is the Risk?	Who is at Risk?	What is being done to mitigate risk?	Risk Assessment
1.	** will be disruptive and non-compliant	Other pupils (disruption to learning) ** (disruption to learning)	<ol style="list-style-type: none"> ** has Behaviour Strategy Plan (BSP) containing short term measures and longer term strategies to manage behaviour. ** has an individual Risk Assessment for trips out of school premises. Assembly has been identified as a trigger for ** and there is the option to sit out of assembly to prevent disruptive behaviour. Contingency for pupils to be removed from **'s presence. Review of any incidents by Senior Staff to consider any appropriate sanctions. 	HIGH (due to frequency) MEDIUM (frequency)
2.	** will attempt to hide, run away and leave site	** The School (reputational risk)	<ol style="list-style-type: none"> Behaviour Strategy Plan (BSP) has strategies in place to reduce/mitigate this risk ** has an individual Risk Assessment for trips out of school premises. Class Staff are aware of **'s hiding places on site and will check in first instance if ** goes missing. Contingency plan to contact police/parents if ** goes off site or can't be located. Review of any incidents by Senior Staff to consider any appropriate sanctions 	HIGH HIGH
3.	** is disruptive at lunch time and will throw food and run out the hall.	Other Pupils **	<ol style="list-style-type: none"> Midday lunch hall supervisors aware and ** has a designated seat to make observation easier. ** can be removed from hall if behaviour disruptive Class Staff are aware of **'s hiding places on site and will check in first instance if ** goes missing. 	LOW MEDIUM
4.	** will use bad language towards other children/adults	Other pupils Staff Visiting Guests	<ol style="list-style-type: none"> Behaviour Strategy Plan has short term strategies to deal with behaviour as it presents. Strategy in place that provides a 'safe place' for ** to be taken to on site. Staff aware and unlikely to be offended by ** Contingency for pupils/guests to be removed from **'s presence. Review of any incidents by Senior Staff to consider any appropriate sanctions. 	LOW LOW LOW

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5.	Risk that ** will injure a pupil or staff or be injured due to his behaviour	<p align="center">**</p> <p align="center">Other pupils</p> <p align="center">Staff</p> <p align="center">Visitors</p>	<ol style="list-style-type: none"> 1. Class Teacher(s) aware of the risk of **’s mood changing rapidly. 2. Strategies to cope with aggression exist in the Behaviour Strategy Plan to manage behaviour from calm/relaxed through challenging behaviour to post reactive recovery period. 3. All staff to dynamically risk assess the dangers posed to pupils/staff before attempting any intervention against the likely outcome of the intervention (risk v result) and consider viable alternatives. 4. Contingency for pupils/visitors to be removed from **’s presence. 5. Review of any incidents by Senior Staff to consider any appropriate sanctions. 	<p align="center">MEDIUM</p> <p align="center">MEDIUM</p> <p align="center">MEDIUM</p> <p align="center">LOW</p>
6.	Other parents will complain about **’s behaviour and remove/threaten to remove their children from school	<p align="center">Other Pupils (disruption to learning)</p> <p align="center">The School (reputational risk)</p>	<ol style="list-style-type: none"> 1. Questions/complaints to be referred to and dealt with by Senior Staff. 2. Senior Staff reviewing any incidents to consider appropriate sanctions. 	<p align="center">LOW</p> <p align="center">MEDIUM</p>
7.	Disruption to learning and school routines	<p align="center">Whole School</p>	<ol style="list-style-type: none"> 1. Mitigated by all actions as above. 	<p align="center">MEDIUM</p>