



Ruishton Church of England School

Behaviour Policy

Implementation Date	September 2024
Date for Review	September 2026
Approved By	LSC
Approval Date	October 2021

Key Principles

This policy and our approach to promoting positive behaviour is underpinned by research.

Our Behaviour Policy has been written with particular reference and understanding to:

- The Equality Act 2010
- The UN Convention on the Rights of the Child
- 'What's the Message' principles: <https://whatsthemessage.co.uk/>
- Zones of Regulation: a framework designed to promote self-regulation and emotional control
- Running the Room- Tom Bennett 'Behaviour Tzar'
- Pervasive negative effects of rewards on intrinsic motivation: the myth, Banko, Cameron, Pierce (2001)
- Restorative Justice 4 Schools: <http://www.restorativejustice4schools.co.uk>
- Emotion Coaching: <https://www.emotioncoachinguk.com/>
- P.A.C.E: <http://www.danielhughes.org/p.a.c.e..html>
- EEF Guidance report on Improving Behaviour in Schools, September 2019
https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf

The development of positive social, emotional and learning behaviours is core to our work as a school. Our approach to behaviour management is underpinned by investing extensively in developing, fostering and maintaining positive relationships between all stakeholders in our community. We believe behaviour is a form of communication and we work hard to understand the causes of behaviour.

Our policy is heavily informed by research and development around attachment, neuroscience, adverse childhood experiences, trauma and supporting children's mental health and wellbeing. Shame, for example, is a part of healthy human development and all children experience it however the experience of shame within the context of trauma and abuse is very different. It is our ambition to be a trauma aware school and be mindful of shame and how traumatised children will be very sensitive to shame and the impact this can have on their subsequent behaviour.

We also draw heavily on research into the role of creativity and play in developing emotional resilience and promoting positive behaviour.

Our Aims

It is our aim at Ruishton CofE Primary School to provide a school environment that is safe and stimulating for the children in our care. We have a commitment to improving outcomes for all pupils and eliminating all forms of discrimination, harassment and bullying. In order to ensure that this is so, we have agreed a positive approach to behaviour management to create a calm, secure and happy working environment for all.

Aims

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make the boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour so children understand what 'this looks like'
- To give pupils, staff and parents a shared sense of direction and feeling of common purpose.
- To ground all of the above upon a foundation of shared Christian beliefs, values and practice.

Children's Responsibilities

- Respect each other, the school environment and themselves.
- Be polite to each other at all times.
- Work to the best of their abilities, and allow others to do the same.
- Play safely and thoughtfully.
- Strive to be good ambassadors for the school and in the wider community.
- To follow/obey the instructions of all the school staff.
- To co-operate with other children and adults.
- To refer to the 'Behaviour Matrix' to ensure they understand what the appropriate behaviour might look like in different situations.

Staff Responsibilities

- To build positive relationships with every child they interact with.
- To make clear our expectations of good behaviour, teaching them how to behave by modelling and repetition.
- To treat all children fairly and with respect, recognising their individuality and in line with ELSA principles (**See Appendix 1**).
- To raise children's self-esteem and develop their full potential.
- To create a safe, pleasant and stimulating environment, physically and emotionally.
- To use 'rewards', rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents/carers so that all children can see that the key adults in their lives share a common aim.
- To be aware of a child's individual needs, where appropriate, a child may have their own personal behaviour plan to further support their needs in agreement with parents and SENDCo (**Appendix 6**)

- To offer a framework for social education.

Parents'/Carers' Responsibilities

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

Governing Body Responsibilities

- Support the school in the implementation of the policy
- Support the Headteacher when necessary, regarding making decisions about serious behavioural incidents
- Review the effectiveness of the policy as required.

Our expectations

In order to create a safe environment, one which our children can thrive in, we have in place certain procedures to aid smooth transitions within the school day.

Procedures for mornings

The school is open from 8.45am. Children can be dropped off at the gate from this time and will be allowed to enter class to complete a calming morning activity, whilst the remaining children arrive. Staff will greet children at the classroom door.

Procedures for Playtimes

A bell is rung at the end of playtime which signals children need to line up with their class. Teachers, and when not possible, teaching assistants, will meet the children in their designated spot to bring them into the classroom. At lunchtime, a bell is rung to signal end of lunch and children line up again, Lunchtime Supervisors remain on the playground to supervise children until their teachers arrive to collect.

Movement around the school

When moving around the school, the expectation is that all children and adults will move around the school in a sensible manner i.e. walk sensibly along corridors and pathways. Children will be accompanied to and from Collective Worship by an adult. Children will be encouraged to use the toilet during playtimes. They will also be allowed to use toilets during lesson times if necessary and will have drinks available at all times from their own personal drinks bottle or cup.

Expectations

We feel it is important that the children in Ruishton School recognise the expectations and are clear on what these expectations may look like throughout the school day. To support the children with this we have created a '**Behaviour Matrix**' (see **Appendix 2**).

Promoting Positive Learning Behaviours

There are various terms used to describe the learning behaviours necessary to succeed in learning both within school and the workplace. Some schools call them 'learning powers', 'habits of the mind', 'attitudes to learning', 'characteristics of effective learners'; we call them **Behaviour Values**.

These values have been created by drawing upon our Church Values, which are rotated on a 3-year cycle, so that children are routinely exposed to them. They are underpinned by our determination to ensure children learn and leave Ruishton well-rehearsed in demonstrating them daily. Every classroom displays the learning behaviours in the form of posters.



The nine Behaviour Values are:

1. Respect

Respecting myself, my learning journey and its successes and failures, respect my peers when sharing the learning environment

2. Service

Serving myself and my peers by giving feedback, sharing my skills and my knowledge

3. Courage

Showing courage by trying new strategies, sharing my mistakes and communicating when I am struggling

4. Creativity

Brainstorming my ideas, improvising with my teachers and peers and using my imagination

5. Trust

Trusting in my ability to learn and make progress, trusting my teachers and peers will help me

6. Responsibility

Showing responsibility by planning my learning, staying focussed, monitoring my mistakes and keeping on task

7. Truthfulness

Being truthful with my evaluations of my learning, being truthful with what I know and what I don't know yet

8. Wisdom

Showing curiosity towards new knowledge, sharing my wisdom, asking questions, recalling my prior knowledge and skills

9. Perseverance

Setting myself goals, keeping going even when the work is hard and challenging myself to learn more

Recognising Achievement

All pupils are encouraged to exhibit positive behaviour, take pride in their behaviour and to feel valued for their contribution to the life of the school.

At Ruishton, we believe it is important that all children regularly experience success and understand both the combination of intrinsic motivation and the worldly reality of reward. Staff and children should take every opportunity to celebrate individual and group success in all aspects of school life. Backed by a combination of research (Hattie and Clarke, 2019; Cameron, Banko, Pierce, 2001) we recognise success predominantly through verbal praise and encouragement, inciting intrinsic motivation in children to recognise and feel good about achievement, underpinned by our Behaviour Values. We also use some methods of extrinsic reward, recognising that this is a fact of the wider world and a positive way to celebrate demonstrations of achievement.

We achieve our approach through:

- Positive encouragement and targeted/specific feedback of a job 'well done'.
- Providing opportunities for peers to recognise and praise each other.
- Highlighting demonstrations of our Behaviour Values either through verbal praise or by rewarding a House Point
- Privileges and responsibilities (e.g. Pupil Leadership Teams, Classroom Monitor roles)
- Sharing achievements with other staff/ pupils in our Recognition Collective Worship
- Communicating positive efforts with parents/carers

When praise or **House Points** are given as a reward, adults are reminded to give explicit reasons and consider the language that they use carefully.

House Points are:

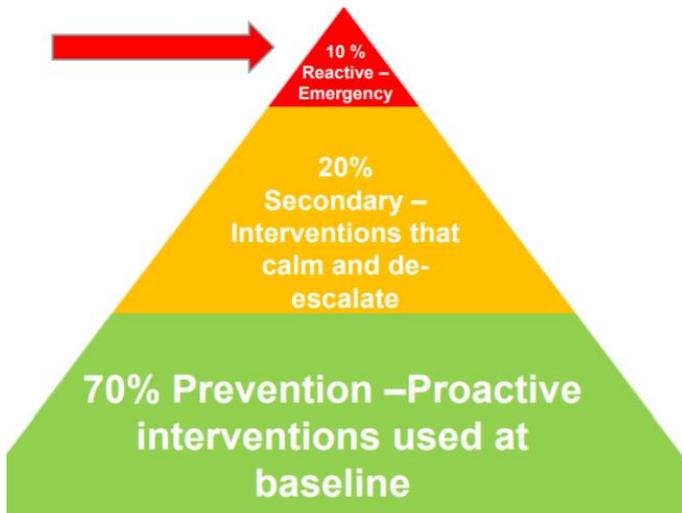
- Given as a 'performance measure' or demonstration of the Behaviour Values only (i.e. not performance based against inequitable contexts e.g. 10/10 spellings)
- Not to be expected (offered beforehand) or used as a pre-motivator: "you'll get a house point if..."
- Not to be taken away or threatened to be taken away as a consequence or punishment
- Can be awarded individually, whole-class, or to groups for a collective 'performance' or demonstration of Behaviour Values.
- Can be rewarded for outstanding areas of competition achievement (e.g. children who compete in events outside of school), in recognition of the wider world approach to hard work and reward.

Internalising and Externalising Behaviours

We recognise that behaviours can be internalised or externalised and that these behaviour profiles differ significantly. Internalised behaviours such as low mood or withdrawal are often less noticeable than more disruptive externalising behaviours. We are committed to notice and respond appropriately to all forms of behaviour.

Responding to Negative Behaviour

We work to prevent and de-escalate negative behaviours. Following our 'What's the Message?' model and, in terms of our time spent, we aim to invest 70% of our time preventing negative behaviours, 20% of our time de-escalating behaviours and will, therefore, only need to spend 10% of our time reacting to negative behaviours. This includes a recognition of staffs' own behaviours when communicating with children displaying 'negative' behaviour and an understanding of the Mehrabian's principle that communication is 55% visual/body language, 38% voice and tone and 7% spoken words.



The functional perspective

We recognise that a behaviour is a symptom of a need that needs to be met. All behaviours serve some purpose of function for the individual; they are a means by which an individual can satisfy, or attempt to satisfy, a need, want or drive. They are, therefore, always:

'Reasonable, rational and understandable.'



We understand that sometimes it can be difficult to translate the message and therefore identify the need, however we recognise that behaviours come in four types:

1. Tangible – the need for something, an object
2. Escape or Avoidance
3. Social Interaction, attention
4. Sensory

Understanding of these principles means our staff will show empathy and consider responses carefully when dealing with negative behaviour to prevent further escalation.

Phases of Behaviour Escalation

We recognise that negative behaviour often goes through a similar pattern of phases and we use this knowledge to try and de-escalate behaviour before it reaches a crisis point.

Baseline: This is when a 70% of our prevention strategies will be implemented. In other words, meeting the needs of the pupil and promoting positive behaviour.

Triggering phase: A pupil may exhibit changes in the 'baseline' behaviour or mood. An individual may appear upset, angry, withdrawn or demanding.

Escalation phase: Pupil progresses to the point where they show signs of clear agitation. Adrenaline is building up in the body, which interferes with the ability to think rationally and react rationally (see emotional hijack below).

Crisis phase: A pupil is now unable to maintain self-control. At this point, the safety of others and themselves may be jeopardised as the quality of judgement of the person is at its lowest point.

Recovery phase: A pupil returns to baseline behaviour and mood. Heightened adrenaline remains in the body for at least ninety minutes and can last up to 3 days, causing an individual to react more forcefully if provoked or demands placed upon them. *Note: post-crisis some children may feel remorseful, ashamed, humiliated about the incident/outburst.*

Planned or Logical Consequences

We recognise that there will be times when a pupil might make a negative choice and, as a result of this, a consequence must follow.

Consequences are outcomes – negative or positive – that happen naturally or through society in response to a person's action. With any of our choices or behaviours there are consequences. Some consequences to behaviour occur naturally and some are planned. On occasions the natural consequence of a negative behaviour are sufficient and sometimes a planned consequence is necessary in order to help teach the pupil about the result of their actions. Planned consequences are a way for a person to repair the harm that has been done and reduce the likelihood of a behaviour re-occurring. A planned consequence could be small and short lived or more serious and long term.

Our guiding principles when putting in place planned consequences are:

Link it to the behaviour: There needs to be a close link to the behaviour when imposing a consequence.

Consider the timing of the consequence: (consider the phases of behaviour escalation). Avoid placing a 'demand' at the 'escalation' stage. This could be a trigger. Planned consequences should ideally be

implemented when a pupil is at a baseline state. There will of course be occasions when there is a critical or emergency situation when the consequence has to be planned and implemented quickly.

Work Collaboratively: All staff members may issue a consequence but consistency is key, all staff will refer to the graduated response chart.

Follow Through: Planned consequences must be followed through

Consistency: If a consequence to a behaviour has been implemented as part of a planned approach then all staff should be consistent with this approach

Procedures Around Consequences

Staff will respond to any unacceptable behaviour by referring to our graduated response (**Appendix 3**); refusal of any stage from the child will result in escalation to the next stage of response.

Staff will deal with **unacceptable behaviour** in a caring, supportive and fair manner, having regard to the age of the child, nature of the incident and wider context. Each case of negative behaviour is treated individually according to the child's specific needs but staff should look for trends and patterns. Each child does have the right to play and free time (Article 31); but children also have the right to be protected from harm (Article 21) so the response to each incident will be considered with these rights in mind.

Note the following serious behaviours will result in immediate escalation to stage 4:

- Any physical behaviour (all types: hitting, kicking, spitting) towards others or school property putting others at risk.
- Any racial or abusive language/swearing.
- Any sexualised language.

When dealing with negative behaviour staff know to apply the following principles:

1. **Seek help** – if in doubt, from another colleague or member of SLT
2. **Tune in** - to own emotions and move away from the situation if feeling overwhelmed/threatened/risk of losing control
3. **De-escalate** – work to try and de-escalate the behaviour to prevent it reaching crisis point
4. **Plan consequence** – work with others, teacher or SLT if a serious incident to plan and communicate any necessary consequence (making sure this is line with our guiding principles)
5. **Restorative work** – at the 'right time' support the child to 'mend' the relationship/s of those involved or repair any harm done where possible

Again, each instance of serious negative behaviour will be responded to after analysis of the circumstances and context of the behaviour.

More serious forms of unacceptable behaviour including: physical assault, deliberate damage to property, stealing, leaving the school premises without permission and serious verbal abuse are rare at Ruishton CofE Primary School. The response to this behaviour should follow the graduated response, but may require escalation rapidly in order to safeguard the child/children involved.

Repeated patterns of serious unacceptable behaviour would result in an escalation of response.

At this stage, a behaviour support plan (**Appendix 6**) needs to be drawn up in consultation with appropriate staff and other external support where appropriate (see stage 6). If, after this support, the behaviour recurs, fixed term exclusion will be considered. A reintegration meeting will be held with parents on the child's return to school.

If the child involved does not modify their behaviour, then either further fixed term exclusions will take place or, in a very serious case, permanent exclusion will be considered by the Head Teacher. Advice from the Local Authority and external agencies will be sought. Parents have the right of appeal to the Governing

Body against any decision to exclude their child either permanently or fixed term. The appeal must be made within ten days of the exclusion and be sent to the Clerk of the Governing Body.

Very serious forms of unacceptable behaviour that affects the health and safety of pupils at the school could result in suspending the above procedure and the child being excluded immediately.

Procedures during non-structured times

At Ruishton we recognise that there must be a consistent approach to managing unacceptable behaviour within classrooms and outside during non-structured times (hub, break, lunchtime etc.). The relevant staff members will follow the graduated response for non-structured times (**Appendix 4**) and notify class teachers of its use.

Some incidents during non-structured times can be prevented by early intervention as soon as children's body language indicates a conflict may be developing. Incidents that do occur and give cause for concern should be reported to the child's class teacher and, if necessary, member of senior leadership.

Relevant staff members can report back to class teachers on positive behaviours witnessed throughout breaktimes.

Physical Intervention

For the purpose of this policy, we will use the following definitions.

- (a) Physical Contact: Situations in which appropriate physical contact takes place between staff and pupils, e.g. in games/PE teaching, administering First Aid or to comfort a distressed pupil
- (b) Use of Force/Physical Intervention: This will involve the use of positive handling and reasonable force to physically intervene or restrain a pupil. This may be to divert them from a destructive or disruptive action to prevent or manage a risk to the pupil themselves, staff/others or significant damage to property.

In Ruishton School, we believe that pupils and staff need to be safe, that pupils know how to behave and know that the adults around them are able to manage them safely and confidently. Parents also need to know that their children are safe with us and that physical intervention will only be used as a last resort where the potential consequences of not intervening are serious and pose a risk of harm to themselves and/or others.

All the school staff need to feel able to manage inappropriate behaviour in line with effective implementation of this policy; one that promotes positive behaviour and focusses on preventative strategies. However, when all other methods fail, the legal provisions on school discipline also provide members of staff to use reasonable force to prevent children committing an offence, injuring themselves or others or damaging property. Staff will be trained on effective and safe methods of physical intervention (see Appendix 8).

Reporting and Monitoring

All forms of internalised and externalised behaviours should be recorded on CPOMs as a behaviour incident and the appropriate category selected. Staff should alert the following when raising logs: Class teacher (if not them recording), Phase Leader, SENDco and DSL if the behaviour is a cause for concern.

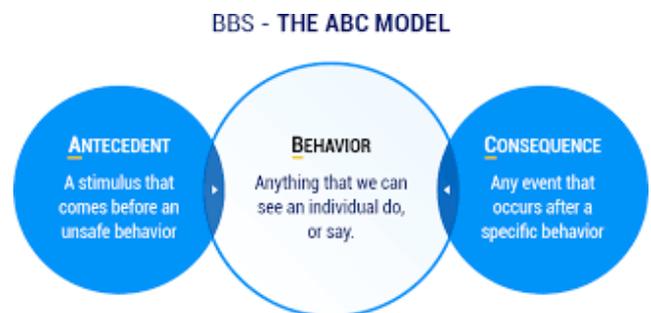
What to record?

All reports made should include the date, time, antecedent, behaviour and consequence (ABC). The ABC model ensures that the full picture is painted; including what was going on prior to the negative behaviour that may have been a trigger (Antecedent), what the behaviour looked like (Behaviour), and what happened as a result of the behaviour (Consequence). Reporting using an ABC approach can help to identify trends and patterns in behaviour, highlighting triggers.

Antecedent – What happened before the behaviour? Where was it? Who was there? What was happening?

Behaviour – What behaviour was displayed?

Consequence – What happened after the behaviour? What consequences were there as a direct result of the behavior i.e. not planned consequences.



Example CPOMs log:

Today, during lunchtime some year 3 boys were playing football.

Child A missed a penalty, the other team cheered and laughed (antecedent)

Child A then walked over to one of the team members (child B) and pushed them in the chest (behaviour)

Child B fell backwards and child A ran off crying (consequence)

Actions taken:

- *Both children were spoken to see if ok, confirmed child B not physically hurt, followed graduated response and when child A was calmer, agreed a planned consequence for their action.*
- *Spoke with both children who completed reflective sheets as part of restorative approach*
- *Passed on to class teacher to inform parents/log on CPOMs*

Additionally, there might be occasions where a member of staff needs to physically intervene in order to protect pupils and/or other staff (see **Physical Intervention** above). When a member of staff has had to use force or physically intervene, they are required to report this to a member of SLT as soon as reasonably

possible, and report using a Use of Force incident reporting form within 48 hours of the incident (see Appendix 7).

For monitoring purposes, the headteacher or a member of SLT are required to review the incident upon receipt of the incident reporting form and, where necessary, take appropriate action. All forms will be uploaded to a pupil's CPOMs profile.

Continuous Professional Development

As indicated throughout this policy, we are committed to understanding our children's behaviour and moreover identifying the need to be met. We will continue to work closely alongside our own specialist trained staff including: SENDCo, a play therapist, ELSA, a pastoral lead; all of whom support us to uphold and deepen our understanding of how social and emotional learning develops and can be supported, as well how best to promote positive behaviours. These staff have regular training and/ or supervision.

As well as a core of specialist staff, we are committed to provide all of our staff with training and support to ensure our approach is embedded within our school culture ethos and continue to monitor this to ensure our staff are best equipped to support our children.

Appendix 1

ELSA (Emotional Literacy Support Assistants)

(AND SUPPORTING EMOTIONAL LITERACY)

The core Christian values at Ruishton School are: Trust, Honesty, Respect and Compassion.

In addition, the Christian value of Justice is supported and modelled through 'ELSA' principles.

ELSA focuses on Emotional Awareness, Social Skills, Self-esteem and Understanding/ managing anger. It is a short term programme of support to help children with their emotional literacy. It can help children to:

- *Recognise and express their emotions;*
- *Improve their strategies for understanding and controlling anger;*
- *Increase their self-esteem and*
- *Improve their social skills.*

We understand that poor behaviour can often be the outcome of underdeveloped skills in these

Arguments and conflicts will be dealt with in a restorative way at Ruishton C of E school. In practice, this will occur as part of the school's daily classroom routines, but additional discrete PSHCE teaching may be required to support and reinforce positive relationships and behaviour.

At Ruishton school, we aim to consistently model and develop an appropriate way of interacting with others. This will include appropriate ways of looking at, speaking to, and listening to others.

In modelling and supporting positive relationships and behaviour, a member of staff may ask age appropriate questions to elicit:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?

In the case of specific conflict scenarios, these questions should be asked of both/ all parties.

It is preferable to ask questions one at a time, allowing each party to fully express their answer before moving onto the next question. At no point is there to be any judgement.

The crucial point is to very clearly model the appropriate way to speak and listen as you ask the questions.

When the above questions have been discussed and clarified, those involved should be asked, "What do you think needs to happen next?"

Through consistent modelling and listening, we believe that children can learn to interact more positively with one another and behaviour will be improved.

SUMMARY:

We will be impartial,

We will listen carefully to each child and make sure that there are no interruptions and

We will focus on how each child feels.

Appendix 2

The 'Behaviour Matrix' to support children's understanding of what the appropriate behaviour might look like in different situations.

	Respect ourselves	Respect others	Respect Property
Classroom	<p>Be on Task</p> <p>Work hard and to the best of your ability.</p> <p>Be prepared (equipment)</p> <p>Listen to learn</p> <p>Take pride in our work</p>	<p>Be kind: Keep hands and feet to yourself.</p> <p>Help/ share with others</p> <p>Be polite: Speak to others as you would like to be spoken to.</p> <p>Listen to others</p>	<p>Recycle</p> <p>Clean up after yourself</p> <p>Treat other's property as you would like yours to be treated, including Chromebooks</p>
Corridor	<p>Walk</p> <p>Smile</p>	<p>Use quiet voice and volume.</p> <p>Walk to the left</p> <p>Hold the door open for others</p> <p>Respect others' space when lining up</p>	<p>Tidy up litter</p> <p>Maintain physical space.</p>
Lunch Hall	<p>Eat healthy foods and try new foods.</p> <p>Take time to eat and enjoy eating with friends</p>	<p>Practise good table manners.</p> <p>Use a conversation voice</p> <p>Help any children in need</p>	<p>Tidy away tray, cups cutlery and any litter.</p>
Playground	<p>Play fairly and with honesty.</p> <p>Play and have fun</p>	<p>Play safely and thoughtfully</p> <p>Include others</p> <p>Share equipment</p> <p>Listen / watch</p>	<p>Use equipment properly</p> <p>Put litter in the bin</p>
Collective Worship	<p>Sit in one spot</p> <p>Listen and take time to reflect</p>	<p>Use appropriate applause</p> <p>Show respect, entering and leaving Collective Worship</p>	<p>Tidy up</p> <p>Treat benches/ furniture appropriately</p>
The wider community	<p>Strive to be a good ambassador (a 'Ruishton Child') for the school.</p>	<p>Treat others with respect, dignity and compassion.</p>	<p>Tidy up litter</p> <p>Treat other's property as you would like yours to be treated.</p>

Appendix 3

Classroom graduated response:

Between the stages of 1-5, the response will be reset after each session e.g. after break. Children who reach stage four or above four times within a half term will be moved to stage five to engage support from SENDco and parents to discuss next steps and appropriate support plans.

Stage 1	A non-verbal warning (e.g. look, STC sign) to redirect/remind child to correct behaviour
Stage 2	<p>A verbal warning</p> <ul style="list-style-type: none"> • Child has clear understanding of the behaviours they are displaying and the impact on learning/play. • Child is spoken to quietly and calmly. • Remember 'What's the message?' What might the child need? What are they finding challenging? Ask them if there's something else they need/could help them. • Be clear on what they need to do address behaviour. • Child is reminded of stage 3 i.e. if you carry on doing X you will be moved to the reflective space.
Stage 3	<p>Reflective space</p> <ul style="list-style-type: none"> • Moved to a quiet, reflective space for 5 minutes to reflect and then if they choose, they can stay there to complete their learning. • <i>Ideally the reflective space will be by a window, providing the calming influence of outdoors. It should also be accessible to the learning in the classroom i.e. A seating position that will enable the learner to still engage. This space is protected for reflection and needs to be accessible at all times.</i>
Stage 4	<p>Time out of class (15 minutes)</p> <ul style="list-style-type: none"> • If a child refuses to move to the reflective space, behaviour is escalated to stage 4. • Child is asked to leave the room for 15 minutes to work in another classroom. If teacher feels appropriate, the child will complete a 'reflective sheet' - (Appendix 5) • Timer/stopwatch is given. • After 15 minutes a child can return to their classroom to complete the lesson, if they would rather remain in an alternative class, they may. • Class teacher will need to inform parents of any stage 4 incidents, either by phone call or face-to-face. • CPOMS log must be made. • If this stage is reached at a point of transition the reflective process must be completed post transition e.g. lunch, reflect in the afternoon. • <i>If this stage is reached for the 4th time in a half-term, the response is escalated to Stage 5.</i>
Stage 5	Time out of class (full session)

	<ul style="list-style-type: none"> • If a child returns to the classroom after stage 4 and behaviour persists, behaviour is escalated to stage 5. • Child is removed from classroom to another class for a full session (or equivalent). • Child needs to report to a member of SLT, Phase Lead in first instance. • Child to be raised at Phase Team meeting and agreement whether to take to SLT to gain further support and initiate Behaviour Support Meeting with SENDco and Safeguarding Lead. • Class teacher will need to inform parents of any stage 5 incidents, either by phone call or face-to-face. • CPOMS log must be made.
Stage 6	<p>Internal exclusion</p> <ul style="list-style-type: none"> • If a child refuses to adhere the rules of stage 4 and 5 the behaviour will be escalated to stage 6. • The child will be internally excluded for the remainder of the day (or for an appropriate time the following day if the incident occurred end of day). • They will be given a designated space with the HT or member of SLT. • Staff may also choose to give them separate playtimes/lunchtimes. • A telephone call/face-to-face conversation will need to be had with parents at this point. • An individual Behaviour Support Plan (See Appendix 5) may need to be created with the SENDco and other relevant agencies. • CPOMS log must be made.
Stage 7	<p>Fixed term exclusion</p> <ul style="list-style-type: none"> • Headteacher fixes a temporary exclusion. • Parents will be informed by phone/face-to-face with action confirmed in writing. • Number of days/half days will depend on an individual case by case basis. • Re-integration Meeting is held on return. • CPOMS log must be made.
Stage 8	<p>Permanent exclusion</p> <ul style="list-style-type: none"> • For serious behaviour breaches of the behaviour policy a permanent exclusion will be used. Refer to exclusions policy.

Appendix 4

Break times and lunch times graduated response;

Stage 1	<p>Verbal warning</p> <ul style="list-style-type: none"> • Child has clear understanding of the behaviours they are displaying • Child is spoken to quietly and calmly • Child is allowed to go back and play immediately
Stage 2	<p>Standing with an adult</p> <ul style="list-style-type: none"> • If a child has had a verbal warning but has persisted with the behaviour they are asked to stand with an adult • Child is given a timer/or the adult times • After five minutes child is allowed to go back and continue their playtime
Stage 3	<p>Reflective space</p> <ul style="list-style-type: none"> • If a child persists with stage 1 and stage 2 behaviour it is escalated to stage 3 • KS1 children will be asked to go and sit in the gazebo for an appropriate amount of time (to be decided by the adult) to reflect on behaviour • KS2 children are asked to go and collect, then complete a reflective sheet from outside HT office (Appendix 5) • They are asked to bring the sheet out and give it to the member of staff who delivered the consequence • Member of staff then passes this on to class teacher at the end of lunch • Class teacher to message parent through class dojo • A CPOMS log must be made
Stage 4	<p>Removal</p> <ul style="list-style-type: none"> • If a child is not responding to the three previous stages child is sent in to sit outside the staffroom. • Refusal will result in a member of SLT being called and the child being internally excluded during the afternoons lesson • See stage 6 above.



Behaviour Reflection Sheet

Name:

Class:

Date:

1. What happened? 
2. What were you thinking? 
3. How did you feel? 
4. Who is affected? 
5. What do you need? 
6. How can you put it right? 

Appendix 6

A behaviour support plan is to be put in place if the school graduated response no longer supports their behaviour.

Behaviour support plan template



Behaviour Support Plan

Pupil Name: [Text]

D.O.B: [DD/MM/YYYY]

Plan Created: [DD/MM/YYYY] Plan Reviewed: [DD/MM/YYYY]

Context Text	Triggers Text
Things You Need To Know Text	Key Adults Text

De-escalation Strategies that could help	Zone What [Name] does, says and looks like	Escalation Strategies that may make things worse
✓		⊗
✓		⊗
✓		⊗
✓		⊗

This plan was written/reviewed on DD.MM.YYYY in consultation with:

Name	Role	Signed

Review & Next Steps:

Date:

Appendix 7

Use of Force – Incident Report Form

This form is based on a model document provided by React UK.

N.B. Please read 'Colleague Guidance: Reporting the Use of Force' which gives clear guidance about the information that must be included in the CPOMS log following an incident involving the use of force. This form must then be completed and returned to a member of your setting's Senior Leadership Team.

Name of Person Restrained:			
Date of Birth		Age	
Additional Needs	Yes / No	EHCP	Yes / No / On Pathway
Any known diagnosed Disorder/ Disability		Trauma History	Yes / No / Unknown
Ethnicity		EAL	Yes / No

Date and Time of Incident			
Date (inc Day)		Time	
The use of force must only be used when it is Reasonable in the circumstance, meaning: i. You believed that it was absolutely necessary & ii. Proportionate to the seriousness of the situation	<i>Please refer to Annex A to indicate which restraint techniques were used.</i> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8		
	Staff involved in / witness to the restraint <i>Please sign to confirm your role in this incident and to declare your belief that the restraint used was necessary and proportionate to the seriousness of the situation.</i>		
Name(s)/ Role(s): R = Right Arm L = Left Arm S = Supervising W = Witness	Name	Role	Signed

SLT informed (Name/ Date/ Time)	
Who consulted the child/ young person and when?	
Incident logged on CPOMS by all parties named above? Y/N	
Signed:	
Date/Time:	
Pupil Statement: (To be sought by a nominated colleague and where felt appropriate)	

Name				
Signed				
Date				
Parent informed (Please date)				
<input type="checkbox"/> Face to face	<input type="checkbox"/> Telephone	<input type="checkbox"/> Email	<input type="checkbox"/> Letter	<input type="checkbox"/> Text/ Messaging system
Action Points for Risk Assessment (To be completed by SLT)				
<i>Was the practice in keeping with existing risk assessment and behaviour support plan?</i>				
<i>What can we learn regarding the child/ young person's behaviour from this specific incident?</i>				
<i>What actions are to be taken to avoid a repeat of this behaviour?</i>				
<i>Incident Review Meeting Date:</i>				
Signed: <i>(SLT member)</i>			Date:	

	Colleague Guidance: Recording the Use of Force
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The use of force must only be used when it is

- o Reasonable in the circumstance, meaning:

- o You believed that it was absolutely necessary &
- o Proportionate to the seriousness of the situation

Following the use of force, the incident must be recorded. You should do this after the incident, when you are ready, but no later than 48 hours afterwards.

1. Record the incident on CPOMS (using the guidance below)
2. Complete the Incident Report Form
3. Hand the form to a member of the Senior Leadership Team

The SLT will review the incident log and the form, and then ensure the form is uploaded and linked to the CPOMS incident.

CPOMS Reporting Guidance

- When writing the log, remember to ensure the date and time reflects that of the incident that took place.
- Your statement must set out what happened; give details of your part in the use of force, your 'Honestly Held Belief', any restraints you applied and how the incident was finally resolved. It must give details of any attempts made to de-escalate throughout the incident. Your statement should be completed independently of other staff involved in the incident. The report should be completed within 24 hours.
- What were you doing just before the incident took place?
- What was the child/young person doing just before the incident took place?
- What signs of dysregulation were being communicated by the child/young person?
- How did you try to de-escalate the situation?
- What was the child/young person's response?
- Why did you believe it was necessary to restrain the child/ young person?
 - o To prevent or stop harm to themselves
 - o To prevent of stop harm to others
 - o Damage to property – please specify
 - o Other – please specify
- Describe exactly what happened (i.e. which restraints were used and by whom, why it was absolutely necessary, strictly proportionate and what your 'Honestly Held Belief' was, other steps taken to gain assistance)
- How long was the child/young person restrained?
- How was the child/ young person helped back to calm state of regulation?
- Did anybody sustain an injury? If so, what did you do?

Annex A



Annex A – Restrictive Techniques Used

<p>1. Double Hand Restraint</p> 	<p>2. Secure Cup Restraint</p> 	
<p>3. Straight Arm Restraint</p> 	<p>4. Seated Position</p> 	
<p>5. Leg restriction A</p> 	<p>6. Leg Restriction B</p> 	<p>6. Leg Restriction C</p> 
<p>7. Kneeling position</p> 	<p>8. Bean Bag Restraint</p> 	
<p>Other use of reasonable force:</p>		