

Behaviour Policy 2023-2024

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| Name of Responsible Manager / Headteacher: | Ms R Willmouth |
| Policy Owner: | Miss N Harding |
| Date of Policy Approval by Governing Body: | October 2012 |
| Date of last Policy Review: | September 2023 |
| Date of next Policy Review: | September 2024 |

INTRODUCTION and AIMS

At Castle Hill Primary School we are committed to enabling all children to access education successfully. Within our school, all members of our school community will be listened to, valued, challenged and supported as individuals to recognise and achieve their aspirations. We aim to make effective provision for the learning and teaching of all groups, regardless of age, gender, ethnicity, attainment or background, and to promote tolerance and understanding amongst all children. This is an on-going process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. We are passionate about inclusion and it forms a key part of our school improvement plan. The way in which pupils and adults behave has a profound effect on all the work that is undertaken and the development of pupils into happy, respectful members of the community. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school;
- Share the expectations and consequences of behaviour;
- Provide a consistent approach to behaviour management that is applied equally to all pupils;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

ROLES

THE ROLE OF THE HEADTEACHER

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of misbehaviour in CPOMs.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

The head teacher must **publicise the school behaviour policy**, in writing, to staff, parents and pupils at least once a year.

THE ROLE OF GOVERNORS

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents and pupils.

The governing body must provide clear advice and guidance to the head teacher on which they can base the school behaviour policy.

THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour and they promote positive behaviour through developed relationships and modelling expected behaviour. They strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the Code of Conduct consistently. The teacher treats all children in their class with respect and understanding. It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour on CPOMs and in children's confidential files.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*).

This authority also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

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

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

THE ROLE OF NON-TEACHING STAFF (Professional Teaching Partners)

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time.

The staff at Castle Hill Primary School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All non teaching staff treat each child fairly and enforces the whole expectations consistently and treat all children in their group with respect and understanding. Support staff should report any significant incidents back to the class teacher.

PARENTAL INVOLVEMENT

The staff at Castle Hill Primary School welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Clearly define the role of parents in school, matching interests and skills to activities.
- Develop good communication between parents and school.

Castle Hill Primary School BEHAVIOUR POLICY

At Castle Hill Primary School, good behaviour and discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then we expect:

Children:

- To be polite, considerate and caring
- To demonstrate appropriate levels of concentration and self-discipline
- To show respect for people and property
- To take responsibility for their own actions
- To co-operate with and respond to the schools code of conduct
- To move in an orderly manner around school

Staff

- To follow and apply the behaviour policy
- To establish positive relationships with all children they work with
- To be fair and consistent
- To develop an effective working atmosphere
- The Headteacher fully supports the staffs' authority to discipline.

Parents

- To be aware of the expectations and the Home/School Agreement
- To co-operate with school
- To encourage their children to show respect and support the schools authority to discipline children.
- To ensure children's regular attendance and punctuality

Governing Body

- To support the head teacher and staff in maintaining expectatons and high levels of behaviour.
- To deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

Through praise and encouragement, we aim to emphasise the following positive qualities

- Kindness
- Consideration
- Tolerance

- Respect
- Collaboration
- Patience
- Perseverance
- Empathy
- Good Manners

The following behaviour is considered to be unacceptable:

- Bullying - individual or group; verbal or physical abuse; taunting; mimicking (including Cyberbullying)
- Aggression towards pupils and adults
- Swearing
- Rudeness
- Stealing

In order to complying with section 89 of the Educations and Inspections Act 2006, we have a separate Anti Bullying Policy which details our active approach to preventing bullying and resolving issues of bullying.

We aim to encourage the children to exercise self-regulation and develop the ability to:

- Control their feelings
- Take turns and share
- Learn to interrupt only if, and when, appropriate
- Listen and respond immediately to the teacher's voice
- Work independently and collaboratively
- Work without disturbing others
- Work consistently, always giving their best
- Take risks and push themselves

We realise that a child's behaviour can be affected by their poor self-awareness. Staff aim to promote positive self-awareness by:

- Developing positive relationships
- Providing opportunities for children to work at their own level in order to achieve success.
- Helping children gain confidence in their own ability.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

STRATEGIES

In order to assist with the implementation of our behaviour policy, all staff should:

- As a part of our whole school Thrive initiative, all classes will create a values board. This is reflective of class and whole school values and may include aspects of HPL and Thrive.
- Values boards will display the class' chosen values and should act as a reminder to children for their behaviour both in and out of the classroom.
- Aim to be good role models by demonstrating wanted behaviour and labelling emotions.
- Follow the whole school behaviour system procedures and protocols.

- Supervise children to and from classrooms, into shared teaching areas and to and from playgrounds.
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Encourage group games in the playground, placing emphasis on taking turns using the playground buddies and peer support pupils.
- Give reasoned explanations for the schools expectations and resulting sanctions.
- Use key words for reinforcement, which link to HPL e.g. open-mindedness, collaboration, concern for society, hardworking
- Use the common reward system throughout school with house points, learner of the week and certificates awarded for academic and non-academic achievement and effort.
- Praise individuals, groups or classes as and where appropriate.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Ensure copies of the Pupil Code of Conduct are included in parental information booklets
- Use and follow school's procedures for non-attendance and persistent lateness.
- Involve outside agencies where necessary through consultation with the SENDCo.

WHOLE CLASS APPROACH

To promote good discipline within the classroom all staff should aim to:

- Establish defined classroom areas
- Label resources clearly and make them easily accessible
- Design classroom layout to facilitate ease of movement
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly
- Place emphasis on independent learning
- Be well prepared and organised
- Allow adequate time for tidying up
- Make expectations clear to children and parents, when applicable
- Share responsibilities between all children (it is our aim that every child will have some job in school)
- Avoid shouting, use eye contact, gestures
- Maintain a quiet, calm atmosphere
- Encourage children to raise their hands rather than interrupt
- Send children to collect resources in small groups
- Be ready in the classroom to greet children before the start of each lesson
- Involve children in the organisation of systems wherever possible
- Be positive e.g. use of 'please walk', rather than 'don't run'

For some children, the use of the whole school behaviour approach can prove challenging. In order to ensure the inclusion of all children within the class, school staff utilise one page profiles, liaison and collaboration between home and school and outside agency support to adapt approaches.

The school is reintroducing the Golden Rules and these will be in place in all classes. **The rules are based on the principle that everyone has a right to learn and a responsibility to allow others that right.**

The rules are discussed at the beginning of the year with the children. The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

The school has eight Golden Rules. These are revisited regularly at school level (usually through assemblies), class level and with individuals. The rules are:

- We will be friendly
- We will be helpful and show our collaboration skills
- We will be concerned for others and respect other people and their property
- We will take good care of the equipment, buildings and grounds
- We will talk quietly
- We will walk on the paths and inside the building
- We will be resilient and work hard and try our best
- We will always tell the truth.

Emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead. Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour. Our ELSA and TALA trained staff are able to work with pupils who are struggling emotionally and need support in a wide range of issues e.g. friendship groups, bereavement, home issues such as divorce etc. We also have a **Pastoral Team**, and these staff members will take this support a stage further by supporting parents at home. If concerning behaviour persists, staff will be expected to maintain comprehensive behaviour logs and parents are involved. Outside support e.g. Primary Behaviour Support (PBS) or **Child and Adolescent Mental Health (CAMHs)** may be sought.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

TEN TOP TIPS FOR POSITIVE BEHAVIOUR MANAGEMENT

1. Establish a friendly, positive, supportive relationship with the pupils in your care.
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.

6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do. Use your voice primarily to teach not to discipline!
7. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
8. Avoid telling a pupil off in public.
9. Avoid the use of sanctions when support strategies will suffice.
10. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

IMPROVING and MODIFYING BEHAVIOUR

The aim at Castle Hill Primary School is to support pupils in a firm and structured way so they can improve their behaviour and learn more effectively. This can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work cooperatively and consistently.

Some proven intervention techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with the Senior Leadership Team and SENDCo.

- **Ignoring** i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. what are you doing? what should you be doing? It's good you know what to do so can you do it?
- **Positive Choices** If you do this, then this will happen (positive outcome) If you choose to do this, then this will happen (negative outcome). Now you choose, what you are going to do?
- **Assertive discipline** to react confidently and quickly in situations that require the management of student behaviour. The teacher is supported by a few clearly stated classroom rules that have been explained, practiced, and enforced consistently. They give firm, clear, concise directions to students who are in need of outside guidance to help them behave appropriately. Students who comply are reinforced, whereas those who disobey rules and directions receive negative consequences. Assertive teachers do not view students as adversaries, nor do they use an abrasive, sarcastic, hostile style (as with "hostile" teachers). Neither do they react in a passive, inconsistent, timid, non-directive manner (as with "non-assertive" teachers).
- **Descriptive Praise** i.e. the staff member actively describes the behaviour that is impressive and acceptable.
- **Compliance Training** i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.

- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Thinking time** i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

REWARDS

Children will be praised in many positive ways for good behaviour, effort and achievement within the classroom. Ways that children will be rewarded are:

- Consistent use of praise to both individuals and groups.
- House points, stickers and stamps (for good behaviour and effort with their learning).
- Certificates awarded to two pupils in each class, a teacher choice and learner of the week and presented in Celebration Assembly on a Friday.
- The colour team with the most House points to be celebrated in Celebration Assembly. This achievement to be recorded on our Leading House Chart and at the end of a half term the winning group will receive an extra playtime. There will also be a weekly tally recorded on the website.
- Child with the most House Points in each class to be rewarded with a Top Scorer certificate.
- Children awarded with Marbles for good behaviour in class, either individually or as a class, which will lead to a Marble Jar Treat (usually at the end of each half term).
- Communication to parents, verbal / telephone / postcard home.
- Display of pupils' work.
- Termly Charter of Excellence Assembly awards linking to HPL – Meta thinking, Linking, Creating, Analysing and Realising

SANCTIONS

The School employs a number of sanctions as a consequence of negative behaviour, and to ensure a safe and positive learning environment. We employ sanctions appropriately to each individual situation

Early Years/ KS1

1. Polite reminder of the positive behaviour that is expected
2. Warning – child given a chance to change their behaviour
3. Name on the pad – the class teacher will give them a target for the next 20 minutes to motivate/re-engage. Their initials come off the pad if they meet the target and respond in a positive manner.
4. Name given a cross - If the child's inappropriate behaviour persists then the child will be given a cross next to their name, they will receive 5 minutes thinking time at that moment. Children will also be given restorative practise at this point which involves helping the child think through their behaviour, its consequences and what they can do to make it better.

If a child gets to step 4 their parent/guardian will either be spoken to at the end of the day either in person or on the telephone.

5. If a child gets to step 4 twice in one day they will be sent to their Head of Year or if already in the Head of Year's class they can be sent to another Head of Year. The exception to this will be Year R, where they will stay with the Head of Year R.
6. Three visits to a Head of Year in one week results in that child going to see a their Key Stage phase leader or a member of SLT. In Early Years if there are repeated visits within the week an individualised behaviour management plan would be considered.

KS2

1. Polite reminder of the positive behaviour that is expected
2. Warning – child given a chance to change their behaviour
3. Name on the pad – the class teacher will give them a target for the next 20 minutes to motivate/reengage. Their initials come off the pad if they meet the target and respond in a positive manner.
4. Name given a cross - If the child's inappropriate behaviour persists then the child will be given a cross next to their name, they will receive 5 minutes off of their next available break/ lunchtime. Children will also be given restorative practise which involves helping the child think through their behaviour, its consequences and what they can do to make it better.
5. If a child gets to step 4 their parent/guardian will either be spoken to at the end of the day either in person or on the telephone.
6. If a child gets to step 4 twice in one day they will be sent to their Head of Year or if already in the Head of Year's class they can be sent to another Head of Year.
7. Three visits to a Head of Year in one week results in that child going to see their Key Stage phase leader or a member of SLT.

Children will go to step 4 **instantly** for the following reasons, **these cannot be earned back**.

- Breaking the non-contact rule.
- Swearing.

In the case of a dispute all sides will be listened to and fairly treated.

This is for the majority of children, for those children who need more support additional measures will be put in place, for example – a behaviour tracker, an individual behaviour management plan (IBMP), personalised reward/behaviour chart, consultation with the primary behaviour service, a referral to the primary behavioural service if required.

Targeted Support

There are a number of behaviours which may signal the need for individualised provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

The most common cause of behavioural difficulties in children is their limited self-esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by;

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

In order to support these children an Individual Behavioural Management Support Plan may be required to help meet the individuals needs. Consultations and referrals to outside agencies may also be needed at this point. (See Appendix for blank form and example).

Some of the additional strategies that these children may require can include:

- Catching good ladder
- Turn it around ladder
- Zone of regulation
- Reflections cards
- Emotions wheel
- Now and next visual aids

OUTSIDE BEHAVIOUR EXPECTATIONS

Lunchtimes

At lunchtime the **Senior Lunchtime Supervisor** has responsibility for discipline using her team and staff available in school. The lunchtime team will use the same sanctions as in class.

1. Polite reminder of the positive behaviour that is expected
2. Warning – child given a chance to change their behaviour
3. Name on the pad – the senior lunchtime supervisor will give them a target for the next 20 minutes to motivate/reengage. Their initials come off the pad if they meet the target and respond in a positive manner.
4. Name given a cross - If there is not improvement in the child's behaviour, a cross is put next to their name, they will receive 5 minutes thinking time. Children will also be given restorative practise which involves helping the child think through their behaviour, its' consequences and what they can do to make it better.

If the child has had to have time out of their lunchtime, then the class teacher/ HOY will be told and parents will be spoken to at the end of the day or a telephone call if needed.

Playground Codes of Behaviour

Playground rules have been devised by the staff and children for behaviour and whilst playing football. They are displayed on the playground for children to see at all times.

These are:

- We look after each other and play safely
- We follow instructions straight away
- We show respect for people, property and the environment
- We ask children on their own to join games
- We say sorry if we hurt or bump into anyone by accident
- We take care of our equipment

Football Rules:

- Play skillfully, never aggressively.
- Keep your head up and look where you are going.
- Play the ball not the player.
- Play to win, right until the final whistle blows.
- Win or lose, congratulate each other and say thanks.
- Playing unfairly may be easy but no-one will respect you.
- It takes more skill and courage to play fairly.

CONFISCATION OF INAPPROPRIATE ITEMS

The school reserves the right to confiscate items. There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search for prohibited items. In the past these items have included:

- any article that has been or is likely to cause personal injury or damage to property.
- stolen items.
- tobacco and cigarette papers.
- any item banned by the school rules which has been identified in the rules as an item which may be searched for e.g. trading cards, mobile phones and other electronic devices.

RESTRICTIVE PHYSICAL INTERVENTION

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Please refer to the school's Restrictive Physical Intervention Policy, which is based on Hampshire guidance for further information.

REVIEW AND MONITORING

This policy overlaps with other policies and is reviewed annually in conjunction with those policies, in accordance with the schools review cycle.

Appendix 1

CODE OF CONDUCT

STEPS TO SUSPENSION – INTERNAL THEN EXTERNAL

Do's of the playground

- Do look after the younger children
- Do pick up litter
- Do stand quietly after the bell and walk into school
- Do stay off the grass unless given permission
- Do stay on the playground
- Do play safely and treat each other with kindness and consideration
- Do let everyone join in
- Do use respectable language
- Do walk away from trouble and tell an adult

Do's of the classroom

- Do be punctual
- Do use your manners
- Do put your hand up
- Do listen to the teacher and one another
- Do your best
- Do walk in class
- Do tidy up
- Do remember homework
- Do sit correctly
- Do talk quietly
- Do bring PE kit in on correct days

Do's of the school areas

- Do walk and keep to the footpaths
- Do look after school property

- Do respect all grown ups
- Do keep the school tidy
- Do hang up coats
- Do wear correct uniform
- Do make visitors welcome
- Do smile and be happy

Restorative Practice

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it. Everytime a child has received an x by their name on the pad, the class teacher or PTP will sit with them and ask these questions in order to give pupils the skills to manage conflicts, strengthen relationships, and take responsibility by developing empathy and emotional literacy.

With younger pupils the use of puppets/ visuals/ chat cartoons may be needed in order to help the children to talk and discuss the events that occurred.

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

Restorative practices have a number of proven benefits. Children show:

- Improved positivity, resilience and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards teachers and each other
- Increased empathy
- An understanding of how to make wrongs right.

Individual Behaviour Management Plan

| | | | | | | | | | |
|--|----------------------|----------------------------|------------------|-----------------|---------|---------|-------|-----------|-----------|
| Name: | Date of Plan: | Looked After Child: | | | | | | | |
| Key adult/team | | | | | | | | | |
| Any diagnosis or description of difficulties: | | | | | | | | | |
| Environment and Triggers: Describe the situations which have led to dangerous situations in the past: | | | | | | | | | |
| What is----- likely to do? | | | | | | | | | |
| Risk: Indicate the level of potential risk | | | | | | | | | |
| HIGH | MEDIUM | LOW | | | | | | | |
| Indicate and/or describe precisely what might happen: | | | | | | | | | |
| Slap | Punch | Self-harm | Bite | Damage property | Spit | Kick | Pinch | Hair grab | Neck grab |
| Clothing grab | Body holds | Arm grab | Weapons/missiles | Scream & shout | Abscond | Scratch | | | |
| (Stage 1) Prevention: Describe any changes to routines, personnel or environment which might reduce the risk of this happening: | | | | | | | | | |

(Stage 2) Diversions and Distractions: Describe interests, words, objects etc: which may divert attention from an escalating crisis:

DE-ESCALATION : Describe any strategies which have worked in the past or should be avoided

| STRATEGY (stage 1 & 2) | T Try | A Av oid | (Stage 3) PHYSICAL INTERVENTION | T Try | A Avoid |
|-------------------------------|----------|----------------|-------------------------------------|----------|------------|
| Verbal advice and support | | | Help Hug | | |
| Firm, calm & clear directions | | | Standing Single Elbow (2 person) | | |
| Negotiation | | | Standing Figure of four (2 person) | | |
| Limited choices | | | Standing Double Elbow | | |
| Distraction / Diversion | | | Half Shield (single person escort) | | |
| Change of environment | | | Sitting Single Elbow (2 person) | | |
| Reassurance | | | Sitting Figure of four (2 person) | | |
| Minimal Intervention | | | | | |
| Planned Ignoring | | | | | |
| Contingent touch | | | | | |
| CALM talking/stance/Place | | | | | |
| Humour | | | | | |
| Success Reminders | | | | | |
| Reminders about consequences | | | | | |
| Withdrawal Offered | | | | | |
| Withdrawal Directed | | | | | |
| Transfer Adult | | | | | |
| | | | | | |
| | | | | | |

(Stage 5 & 6) **Debrief and recovery:** Describe what needs to happen after an incident to aid and support recovery and best approach for debrief.

SIGNED:

Print Name:

Steps to suspension – internal then external

DfE exclusion reasons:

1. Physical assault against a pupil (fighting, violent behaviour, wounding, obstructing and jostling)
2. Physical assault against an adult (as above)
3. Verbal abuse/ threatening behaviour against a pupil (threatening violence, swearing, homophobic abuse, harassment, verbal intimidation, carrying an offensive weapon)
4. Verbal abuse/ threatening behaviour against an adult (see above)
5. Bullying (verbal, physical, homophobic and racist)
6. Racist abuse (taunting, harassment, derogatory statements, bullying, graffiti, swearing)
7. Sexual misconduct (lewd behaviour, assault, bullying, harassment, graffiti)
8. Drug/ alcohol (possession of illegal drugs, inappropriate use of prescribed drugs, dealing, substance abuse)
9. Damage (to school/personal property, vandalism, arson, graffiti)
10. Theft (school property, local shops, personal property)
11. Persistent disruptive behaviour (challenging, disobedience, persistent violations of the school rules)
12. Use or threat of an offensive weapon (bringing to school to cause harm, threatening others with weapon, harm, possession)
13. Abuse against sexual orientation and gender identity (verbal – threat, taunting, mimicking, mocking, harassment; written – derogatory comments and/or publishing on social media; physical abuse/ contact)
14. Abuse relating to disability (as above)
15. Inappropriate use of social media/ online technology (filming staff/ pupils without permission; commenting on staff/ pupils accounts; circulating footage to cause offence, hacking, creating web pages/ social media accounts relating to staff/pupils)
16. Wilful and repeated transgressions of protected measures in place to protect public health (refusal to follow Health and Safety rules, social distancing rules, mask wearing, misuse of antibacterial spray/gel).

Castle Hill Primary School Steps to Suspension

Playground – breaktime/lunchtime

Possible circumstances:

- Verbally aggressive to another child/staff member (including unkind comments)
- Physically aggressive to another child/staff member (including pushing & shoving)
- Inappropriate playing of equipment that results in injury
- Refusing to follow school rules

Step 1 (first time)

- To miss the following break/lunchtime.
- Given an appropriate task to recognise why time is lost (eg letter of apology, chat cartoon with adult).
- Class teacher to inform parents.

Step 2 (repeated incident)

- To miss break/lunchtime for the rest of week.
- Given an appropriate task, supervised by an adult.
- To see a member of SLT.
- HOY & class teacher to inform parents.

Step 3 (no improvement)

- Parents are invited into school with their child by the class teacher/HoY (HoY to join if the class teacher needs support). Behaviour plan to be written and agreed. Follow on meetings set up to assess impact of step 3.
- Reintegration plan onto the playground to be agreed e.g. zones, separate areas, friends shared to support separation for both perpetrator and victim, Chill Zone

Step 4

- Parent/child to meet a member of SLT (Head of GB/TL) or RW external suspension to be discussed.

Step 5

- JDFM and external suspension to be implemented.

In-class

Possible circumstances:

- Verbally aggressive to another child/staff member (including unkind comments)
- Physically aggressive to another child/staff member (including pushing & shoving)
- Persistent disruptive behaviour that takes teacher attention away from teaching the other children in the class
- Damage to school property (including throwing of objects that might cause harm)
- Refusing to follow school rules

Step 1 (first time)

- Meet with HOY and given warning.

- Class teacher to phone parent.

Step 2 (repeated behaviour)

- Child to spend the rest of the lesson in the 'sister' classroom.
- HOY & class teacher to speak to parent

Step 3 (if no improvement)

- Child to have internal suspension for rest of day in another year group (GB = CT; RD KS1 = NH/AB/LC?; KS2 = CW).
- HOY to invite parents in with their child to discuss next steps and parental support.
- Behaviour Plan (IBMP) to be written and shared with all. Follow on meetings set up with parents to assess the impact of step 3.

Step 4

- Child to have internal suspension for the rest of week with an agreed reintegration plan.
- Meeting with CT/HOY/member of SLT to be had.
- Follow on meetings set up with parents to assess the impact of step 4.

Step 5

- External suspension (1/2 day)
- TL to inform Hampshire Inclusions Team and letter to parents sent.
- Meeting with JDFM or RW on return to school.
- Follow on meetings set up with parents to assess the impact of step 5.

Step 6

- External suspension (1 day)
- TL to inform Hampshire Inclusions Team and letter to parents sent.
- Meeting with JDFM or RW on return to school.

Step 7

- External suspension (more than a day)
- TL to inform Hampshire Inclusions Team and letter to parents sent.
- Meeting with JDFM on return to school.

Step 8

- Permanent exclusion.