



# Trawden Forest Primary School

## Behaviour Policy

### **Introduction**

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen.

This Behaviour Policy has been produced by the school community working together and it reflects the values promoted in the school's mission statement- Tolerance, Respect, Achievement, Wonder, Determination, Enjoyment and Nurture.

This policy sets out the expectations of behaviour at Trawden Forest Primary School. The governors, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes. It also explains the consequences should misdemeanours arise.

This policy should be read in conjunction with the School's Anti-bullying Policy, Safeguarding Policy, Equal Opportunities Policy, Race Equality Policy and Trawden Forest Primary School's mission statement.

### **Aims and Principles**

Through shared values which promote the attitudes, skills and knowledge needed to facilitate positive learning habits, we believe that the most effective way of achieving these aims is to encourage and praise positive behaviour. These are the underlying principles we wish to nurture throughout the school:

- ✓ Enable effective teaching and learning
- ✓ Treat all members of the school community with consideration and respect
- ✓ Value others and be polite and friendly
- ✓ Work hard and try one's best
- ✓ Respect the school environment and other people's property
- ✓ Respect the culture and beliefs of others
- ✓ Promote self-esteem and emotional well-being

The School recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach.

### Five Key Outcomes

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well- Being

Trawden Forest Primary school employs the 'best interest principle' whereby all actions must be taken within the best interests of the child(ren) as the paramount consideration. This means it is the first thing we think about and it takes precedence over all other considerations.

### **Role of the Pupil**

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently (see Anti-bullying Policy).

Pupils are expected to:

- ✓ Follow the school and classroom rules (See appendix 1)
- ✓ Accept responsibility and the consequences of their actions
- ✓ Listen to and respond appropriately to what adults say

### **Role of Staff**

Adults in the school have an important responsibility to model high standards of behaviour.

Adults in school are expected to:

- ✓ Create a calm, purposeful and positive atmosphere with realistic expectations
- ✓ Provide a caring and effective learning environment
- ✓ Encourage all pupils, whatever their ability, to achieve their full potential
- ✓ Encourage positive relationships based on mutual respect
- ✓ Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Inclusion Leader and outside agencies when needed

It is the responsibility of all adults to implement the school behaviour policy **consistently** throughout the school.

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored.

It is the responsibility of the Headteacher to report upon the effectiveness of the Behaviour Policy as requested.

### **Role of Parents**

Parents are expected to:

- ✓ Support their child in adhering to the school rules and the expectations of good behaviour
- ✓ Ensure that their child fully understands the school rules and the consequences of not adhering to them
- ✓ Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- ✓ Discuss any concerns with the class teacher promptly

### **Role of Governors**

The Governors of the school support the Headteacher and staff by:

- ✓ Promoting the inclusive ethos of Trawden Forest Primary School where all are equally valued as members of the school community
- ✓ Creating an effective partnership between pupils, parents, staff and governors
- ✓ Maintaining a caring, safe and nurturing environment where pupils can flourish
- ✓ Developing a positive reputation in the community
- ✓ Ensuring that the school community is safeguarded

### **Positive Behaviour Management**

Positive behaviour management may be defined as the strategies the school employs to promote a well-ordered, purposeful school community. These strategies underpin the Behaviour Policy.

## Guidelines

Children who make consistently good choices in class and around school are rewarded for their efforts (see appendix 2 - positive reward system). In addition, the following may be used:

- verbal praise
- approving signs/acknowledgements
- class rewards – e.g. time on the adventure playground
- sent to another teacher/Head teacher with work
- added to the behaviour book

## **School Expectations**

When children are addressed by an adult in school they are expected to demonstrate active-listening skills (see appendix 1). They are also given opportunities in class to develop this when speaking and listening in a variety of contexts (e.g. partner work, group work, whole class discussions and formal debates). Throughout school children and staff are aware of the school expectations (see appendix 9)

## **Behaviour for Learning (Characteristics of Effective Learning)**

Throughout Trawden Forest we place emphasis on the 4 Rs for effective behaviour for learning. These include:

Respect - to develop the understanding of how to treat someone or something, regarding at all times others peoples' feelings, wishes and rights.

Reflectiveness – to show the quality to evaluate, contemplate and develop , both during and after a situation; to use experiences to grow and learn.

Resourcefulness – to demonstrate the ability to find quick and clever ways to overcome difficulties in a variety of situations.

Resilience – to build the stamina and self-confidence to not give up and to tackle problems with effort and enthusiasm.

## Feedback and development

We place emphasis on valuing effort, not just attainment, and we respect the differing abilities of the children in our care. We use display to help develop self-esteem through demonstrating the value of every individual's contribution. It is expected that pupils will be engaged in their learning.

We plan carefully and differentiate work so it is well matched to children's abilities. We mark children's work to provide feed-back to the children on their progress and achievements.

Positive comments should always precede areas for development (see Marking and Feedback Policy). We provide feedback to children and their parents on individual progress and achievements and signal that the children's efforts are valued and that progress matters.

## Creating and thinking critically- thinking

Classrooms are organised to develop independence and personal initiative and we provide an environment that is conducive to on-task behaviour. Children are given opportunities to apply previous learning and choose ways to do things.

## The Use of Positive Handling Strategies

Positive handling is a holistic approach involving policy, guidance, management of environment and deployment of staff. The focus is always on the rewarding of positive behaviours both individually and collectively, therefore a clear and consistent rewards system (see appendix 2) is adhered to.

In the instances that pupils are exhibiting challenging or difficult behaviour a skilled and comprehensive approach is needed. Depending on the training of the staff member, this may involve personal behaviour, diversion, diffusion, de-escalation and, where necessary, physical intervention/ restraint.

Positive Handling Plans (see appendix 5) document agreed strategies, non-verbal, verbal and physical which support the individual (see appendix 6). The aim is to provide security, safety and acceptance, allowing for recovery and repair.

## Understanding behaviour as a language

Trawden Forest Primary places behaviour within a spectrum of communication. In school, the consistent use of appropriate consequences is communicated to all stake holders, with robust systems to help underpin the challenging feelings/thoughts that contribute to negative behaviours. Whole school values (see PSHE policy and guidance) and personalised use of intervention (SEN provision), support and influence attitudes, skills and knowledge that develop positive behaviour strategies.

## A Graduated Response to Behaviour Intervention

In school, we provide a graduated approach to behaviour intervention. Through consistency and early referral, in line with the Lancashire Behaviour Tool (LCC,2017/18), staff are trained to use the recording and monitoring procedures in school to provide tailored support for pupils affected by challenging behaviour.

See guidance for staff (Appendix 10)

## Risk- Reduction Strategies

“It is better to predict and prevent than to find and fix.”- George Matthews

At Trawden Forest Primary School we use the CALM approach:

### **Communicate**

#### **Awareness and assessment**

#### **Listen and look**

#### **Make safe**

In line with our Safe Guarding Policy, our primary focus is to maintain a safe environment for our children. Staff are trained in a variety of strategies (see appendix 6) which they can deploy to ensure that they remain calm, positive, focused and in control at all times.

Communication is vital to the management of our systems. Routines are clearly highlighted through use of visual timetables, verbal prompts, seating plans and displays. Newsletters, paper/ digital correspondence and meetings are organised throughout the academic year to ensure a clear home/school link with parents and carers. Staff are trained in the use of help scripts and prompts that ensure a clarity within school and a consistency when tackling challenging behaviours (see appendix 6 & 7). Similarly, pupils are encouraged to communicate using reflection sheets (see appendix 8), one-to-one discussions, pupil voice, an anonymous worry box and the school council, as platforms to raise their thoughts or concerns.

## **Non adherence to positive behaviour policy - summary of procedures**

### Identifying the behaviours that challenge

At Trawden Forest Primary School we employ a tiered approach to the identification of behaviours that challenge (see appendix 3). Staff are trained to read, evaluate, assess and decide on the best course of action in line with the school’s behaviour systems and policy.

In class, a flow chart of behaviour (see appendix 4) is adopted and represented through the use of a visual traffic light display. Staff and pupils are clear of the expectations and understand the steps that are referred to.

The agreed system for dealing with inappropriate behaviour in class involves grading the behaviour according to a system of three levels, further details of which can be found in the appendices.

On the display	Behaviour Level description	Further implications
Gold-	<p>Above-expected standard</p> <p>Children may be placed on gold if they demonstrate exceptional behaviour or learning attitudes. This should be based on realistic expectations for each child and they must show they have worked above the expected standard.</p> <p>All children may achieve gold regardless of any other moves on the system.</p> <p>This should focus on the 4 rs used to identify effective behaviour for learning.</p>	<p>A golden ticket to be taken home.</p> <p>Opportunities for out of school activities.</p>
Green-	<p>Expected Standard</p> <p>The reward system is to encourage and acknowledge all children who follow the school's expectations e.g. positive behaviour, supporting peers and adults with daily tasks and taking responsibility to achieve their personal best.</p>	<p>Children who remain on green all week will receive an extra break time on the Friday.</p>
Reminder-	<p><b>Level 1: Trivial Behaviours</b></p> <p>These will be mildly disruptive behaviours such as calling out or pushing in line and will be dealt with by the responsible adult using age appropriate strategies requiring minimal interaction – this may include use of body language/ tone of voice that is non-intrusive to the learning (see suggested responses for low-level problems). If this persists the behaviour will be addressed: a clear choice and consequence for the behaviour will be explained (see appendix 7); the pupil</p>	<p>Children may work back to green or even gold at this point if they respond to the reminder and demonstrate positive behaviour.</p>

	may be spoken to in more detail and it will be explained that if the behaviour continues it will result in a move onto the next level.	
Amber-	<p><b>Level 2: Moderately serious behaviours</b></p> <p>This includes repeated level 1 incidents and also more serious disruptive behaviours such as deliberately damaging school property or offensive name calling. Sanctions might include time out or other class based consequences.</p> <p><b>The incident will be recorded in the class and HT behaviour log and parents/Headteacher informed.</b></p>	<p>A reflection sheet must be completed by the pupil in a designated reflection area.</p> <p>If 3 level 2 concerns happen in a week- a slip will be sent home by the class teacher informing parents/carers of the incident</p> <p>This must be signed and returned to school.</p> <p><b>The incident will be recorded in the school's behaviour log.</b></p> <p><b>Children will be able to earn back their time throughout the week so once they are at the expected behaviour may take part in the extra break on a Friday .</b></p>
Red-	<p><b>Level 3: Continued disruption in class.</b></p> <p>This is when a pupil(s) are actively choosing to disrupt the other children in the lesson. Repeated behaviours have continued and the attitude for learning is counter-productive to the whole-class learning.</p>	<p>A slip will be sent home by the head teacher informing parents/carers of the incident.</p> <p>This must be signed and returned to school.</p> <p><b>The incident will be recorded in the school's behaviour log.</b></p> <p><b>Children <u>will not</u> be allowed to take part in the extra break time on a Friday.</b></p>
	<b>Level 3: Serious/very serious behaviours</b>	Children will be internally excluded (seclusion) from class for a fixed period.



	<p>This would include fighting or vandalism and requires the involvement of both the parents and the Headteacher.</p>	<p>Parents will be notified immediately.</p> <p>A meeting will be planned with parents/carers involving class teacher and head teacher. A record of the meeting will be kept and the pupil's behaviour will be monitored.</p> <p>A child's action plan/ PHP/ IBP may be established or reviewed.</p> <p><b>Such incidents will be recorded on the school behaviour system and monitored there after, with the ultimate sanction being fixed term or permanent exclusion.</b></p>
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These procedures assume a gradual increase or persistence in unacceptable behaviour. If behaviour degrades very quickly or if the first incident is of a serious nature (i.e violence) then it is acceptable to skip stages.

There may be occasions, however, when domestic circumstances, or the child's disposition, would warrant an internal exclusion (or seclusion) where he or she completes their school work in a designated workspace within school and has their break periods away from their peers. We expect that early intervention and discussions with parents will resolve the issues. Early involvement makes it easier to develop a positive partnership between school and home. This course of action should work alongside any PHP or IBP (positive handling plan or individual behaviour plan) and be referenced against any additional needs , ongoing support or special educational needs of the child.

### **Care and control of pupils**

#### **(a) Overview**

Some staff at Trawden Forest Primary School may at some time during their careers encounter overtly challenging / aggressive behaviour. This may constitute a threat of injury or damage to the aggressor, to their peers, to the teacher or to property. Faced

with this reality the occasion may arise whereby a degree of physical intervention may become necessary.

### **Only trained and authorised staff are permitted to use methods of physical intervention.**

Trawden Forest Primary School and Lancashire LA approved methods of physical intervention involve the use of **Team Teach techniques only**.

There is considerable uncertainty throughout the teaching profession regarding the implications of physical intervention on the part of the staff (though a situation may arise when such an intervention may be necessary).

To this end, Teachers and Teaching Assistants with a responsibility for the pupils/students within their care need to have recourse to a fundamental understating of the basic rights and obligations required of them in order that they do not leave themselves open to prosecution under criminal or civil law. Therefore, it may be pertinent to consider the following points in order to gain a fuller understanding of the rights of the individual.

#### **(b) Corporal Punishment**

The law states that the intentional use of force in schools as a punishment (otherwise known as corporal punishment) is expressly **forbidden** (Section 47, Education No. 2) Act, 1986). 'Corporal punishment' includes the use of the cane, smacking, slapping, punching, pushing, prodding, throwing missiles, other forms of rough handling and physical chastisement.

#### **(c) Prohibited Sanctions**

Also, Regulations made under the Children Act, 1989, provide that certain disciplinary measures shall **NOT** be used. In addition to corporal punishment the disciplinary measures identified are:

- Corporal punishment as exemplified above.
- Any deprivation of food or drink.
- Any requirement that a child wear distinctive or inappropriate clothes.
- The use or withholding of medication or medical or dental treatment.
- The intention of deprivation of sleep.
- The imposition of fines.
- Any intimate physical examination.
- The use of accommodation / furniture to physically restrict the liberty of any child;

(Unless this is required to ensure the safety of the child and others, and is identified in a pupils positive handling plan, is approved by parents and during the episode, the child is constantly supervised by a member of staff).

#### **(d) Maintenance of Discipline**

The duties of a member of staff will include the maintenance of discipline among pupils and the safeguards of their health and safety. In these terms, a member of staff will have a duty of care towards all pupils. It must be remembered, however, that a member of staff cannot reasonably be expected to foresee every incident nor is he/she under a duty to run the risk of personal injury; staff are, therefore, entitled to protect themselves from harm. Positive behaviour should be promoted consistently throughout school (see appendix 2)

### **(e) Confrontations**

Try to avoid confrontations at all times. Observe the pupil/student closely and get used to the signs; learn to cue into the pupil's feelings. Try to establish the areas of stress affecting the pupil. Perhaps they are family circumstances, doing the task in hand, relating to the teacher and classmates, or perhaps relating to the young person himself.

When flashpoints arise, staff should refer to positive handling strategies – Responses to serious incidents (appendix 6)

### **(f) Physical Intervention**

It must be recognised that, faced with incidents of overtly challenging/ aggressive behaviour, physical intervention by a member of staff may be necessary.

Reasonable force may be used to restrain: What is reasonable and necessary? - a pupil/student for his / her own protection or to avert danger to another person or to a lesser extent to property.

N.B. Please note, that mere words (issued by a pupil/student), no matter how insulting, do not amount to an assault and can never justify the use of force or restraint.

Physical intervention (Team Teach techniques) should only be used to prevent the pupil/student harming themselves and/or others or from damaging property. It should involve the minimum amount of force and should seek, at all times, to avoid injury ( for guidance refer to DFE- Use of reasonable force, 2015)

Staff and pupils should follow the guidance for restoration and recovery (see appendix 3 - level 4, 5 and 6 ) following any serious incidents.

### **(g) Summary**

i. You should reward success with praise and deal with failure calmly and consistently.

ii. One of the most valuable tasks you can perform in helping a troubled pupil/student is to resolve each conflict.

iii. Helping pupils/students to overcome their difficulties is a partnership with the pupils/students themselves, parents and school staff.

iv. Pupils/students with challenging behaviours need befriending, understanding, praising, rewarding, bringing out. They also need to achieve and succeed, to build their confidence and self-esteem, to feel accepted and to experience a sense of belonging.

## **Recording and monitoring**

### Whole School

All schools are required to keep an **Incident Log** and a **Serious Incident Log**.

In school, incidents, issues and concerns are recorded and monitored through a secure electronic system (CPOMS).

Every member of staff across school has an obligation to report any concerns which they may have. **CPOMS** allows them to record information in a central repository and have relevant people alerted immediately. Senior leaders can build a chronology around a student and can produce reports on vulnerable pupil groups for **Case Conference Meetings, Governors** and **Ofsted**.

While major measures such as exclusion, suspension or expulsion should be recorded, it is not intended that this system should include minor measures employed in day-to-day classroom management.

Serious incidents should be recorded and alerted to the Head teacher. If the use of physical intervention is required this should be recorded in line with the DFE Reasonable Force Guidance (2015).

The record of the incident should include:

- how the incident developed;
- attempts made to calm the situation;
- names of any staff or pupils who witnessed the incident;
- the outcomes of the incident, including any injuries sustained by any pupil or member of staff;
- any damage to property which has resulted;
- whether/how parents have been informed;

- and, after investigation, a summary of actions taken.

Staff may find it helpful to seek advice from a senior colleague.

If injuries have been sustained, a Health and Safety Accident / Incident Form will also be completed, and returned to the Local Authority. The guidance for this can be found online (<https://www.hse.gov.uk/forms/incident/>).

### In class

All staff will have an individual log in to the CPOMS system. This can be accessed from various electronic devices with internet connection. All Level 2 and 3 incidents should be recorded and logged on the CPOMS system immediately. Staff and children, who were involved in the incident, will be identified and additional concerns, actions or information can be added at any point.

Additionally, pupil concerns regarding child protection and safe guarding can be recorded and cross-referenced using this system (see Safeguarding and Child Protection Policy for guidance)

### In the playground

During break times and lunch time, staff, who are supervising the children, must have access to the behaviour book- which will be kept in designated areas in each key stage.

The behaviour book is used, by any member of staff, to record children who are failing to meet the expectations of the school or similarly, children who are exceeding the expectations of the school.

This book will be passed on and used to apply any sanctions during the following breaktime.

*For example*

*Incident - a child fails to line up in the correct manner in regards to the school's expectations*

*Sanction- the child's name is recorded in the behaviour book. Once they are away from their peers they are calmly reminded of the expectations and informed they will miss 5 minutes of their next break to reimburse the time they have wasted.*

### Recording in the behaviour book

The date should be recorded at the beginning of every day. The time when a name is recorded in the book should be logged and the names of children should be written in initial form (In correspondence with the Data Protection Policy)

All level 2 and 3 incidents should also be logged by an assigned member of staff. All staff members involved in the incident must be recorded and actions to resolve the incident must begin immediately. A class teacher must record this on the behaviour logging system and notify relevant staff

## **Identification of Support**

### **Behaviour Management / Positive Handling Plans**

Where a pupil/student demonstrates a range of challenging behaviours and / or the use of physical intervention may be required in the management of a pupil's behaviour, an individual behaviour management plan / positive handling plan (PHP or IBP) will be drawn up by the staff concerned and the strategies to be used, agreed with parents. The plan contains a brief description of the pupil's/student's behaviour, a summary risk assessment, the positive / physical interventions to be used and the agreed physical control / restraint techniques to be used, if required. (The school's Positive Handling Plan proforma & recording system can be seen in **Appendix 9**). It is encouraged that all children needing a IBP or PHP will complete a 'Boxall Profile' at beginning of their plan and at regular intervals afterwards.

Where physical intervention (Team Teach techniques) has been used to manage a pupil/student who does not have a specific PHP, a record of the incident/s are kept using the CPOMS system in school. This record supports the monitoring / management of behaviour throughout the school as well as providing evidence for the need to move a pupil/student onto a PHP if prior evidence on admission is not available.

If the case of a pupil/student with a PHP where their behaviour escalates and additional physical intervention techniques, outside those agreed within the plan, are used, (i.e. more restrictive holds are used), a record of the incident must be kept.

Following any serious incidents monitoring must take place and a review/ referral for an Individual Behaviour Plan or Positive Handling Plan may follow.

*CPOMS also enables our school to track referrals to external agencies, such as the NHS/CAMHS, Children's Services, and the Police.(including letters and phone calls) and be alerted if timescales are not being met. CPOMS also uses the same action-based functionality to track communication with parents and carers, as well as students themselves. A meeting held, conversation with a child, or a decision to undertake a CAF can all be recorded on the system, in a safe, secure and searchable record*

### **Fixed -term Exclusions**

Section 52 of the Education Act 2002 and Regulations made under the Act, namely the Education (Pupil Exclusions and Appeals) (Maintained Schools) (England) Regulations

2017: govern the exclusion of pupils from maintained schools. 'Exclude' means exclude on disciplinary grounds. Head teachers, teachers in charge of a Pupil Referral Unit (PRU), governing bodies, local authorities (LAs) and Independent Appeal Panels (IAPs) must by law have regard to this guidance when making decisions on exclusions and administering the exclusion procedure. Although the Act, Behaviour and Positive Handling Policy defines 'exclude' as meaning simply exclude on disciplinary grounds (without specifying any degree of seriousness), the DFE guidance states that exclusion is a serious step. Exclusion should only be used in response to serious breaches of the school's discipline policy.

Parents will be notified of the reason for exclusion. Before the child is re-admitted to school, a meeting between the parents and school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure the risk of a repetition of the offending behaviour is avoided. A written record of the discussion will be made to include commitments to the agreed plan by both parents and school. Copies will be provided for the parents.

## Appendices

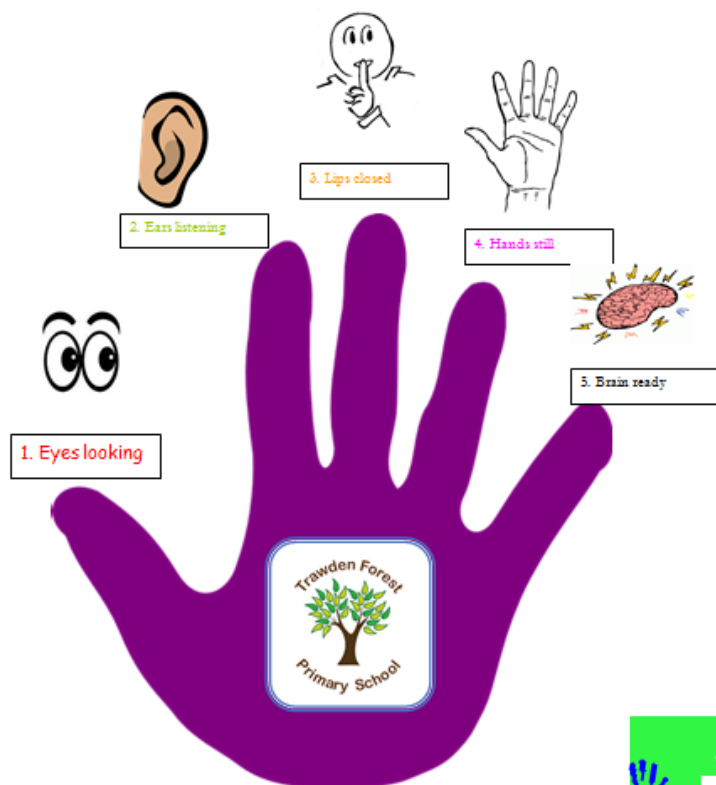
1. Active Listening Strategy
2. Promoting Positive Values and Behaviours/ Positive Reward System
3. Tiered Behaviour Identification Indicators
4. Behaviour Flowchart
5. Positive Handling Plan Proforma
6. Positive Handling Strategies
7. Communication Help Script
8. Reflection Sheet KS2/ KS1
9. School Expectations
10. Graduated Response to Behaviour Intervention



## Appendix 1

### Active Listening Expectations

In Trawden Forest Primary School we use the 'Give Me 5' signifier to highlight to children when they must show active listening skills.



## Appendix 2

### **Promoting Positive Values and Behaviours**

(g) 'Catch the pupil/student being good'

How often do we respond to positive behaviour?

How often do we smile?

It is difficult to make a positive statement without smiling so it is vital that staff praise pupils/students for good work/behaviour as well as reprimanding them for inappropriate behaviour.

What do we mean by 'positive behaviour'? It could be working quietly; being kind and helpful towards others; completing a task; sharing things; walking throughout the school; taking turns; or being polite.

*Being 'good' is not just acting 'normally', we must not fall into the trap of just accepting or expecting this but we must praise and reinforce good behaviour in a genuinely relaxed and natural way.*

(h) Ways to value young people

i. Accept the young person for what he/she is.

ii. Don't tell – ask and give a reason.

iii. Show respect for young people in the way you listen and talk to them.

iv. Seek every opportunity, no matter how small to value the good things a young person does.

v. Enable a young person to succeed as 'nothing succeeds like success'. (Success also breeds success!)

- vi. Don't emphasis failings and shortcomings.
- vii. Avoid humiliating or embarrassing a young person.
- viii. Think before you speak – inappropriate casual comments can kill confidence.
- ix. Always criticise the behaviour, not the young person.
- x. Never use anger to control a young person.
- xi. Match your responses to the severity of the misbehaviour; avoid escalation.
- xii. Decide in advance how you will respond when misbehaviour occurs.

### **Positive Reward System**

At Trawden Forest Primary school we believe in positively reinforcing positive behaviour.

#### **Golden Points**

Golden points are the primary reward around school. Each golden point awarded will represent a dual approach to positive reinforcement:

-Individually the golden point will add to a pupil's collective total, which will constitute in a tiered award that will be presented during an assembly.

- 20 team points = A prize from the Golden Box and a certificate presented in assembly

When a child receives a golden point the reason will be clearly explained to the child and a stamp will be added to their collection sheet.

When would a child receive a golden point?

A golden point represents when a child chooses to go 'above and beyond' what is expected. It is not for children who are working within the expectation of the school, but for a child who models effective behaviour for learning.

#### **Achiever of the Week**

Each week a child will be selected by the teacher to receive an achiever of the week certificate. They will receive the certificate during assembly and will be praised for something they have achieved.

### **Head-teacher Awards**

A member of staff may nominate a child to show or explain something they have produced or achieved that day. As a reward a child may receive a Head-teacher Award ( a golden sticker)

### **100 % Attendance**

If a child achieves 100% attendance they will receive a certificate each half term. At the end of the school year if a child has achieved 100% the child and parents/carers will be invited into school to celebrate this with members of staff.

### Appendix 3

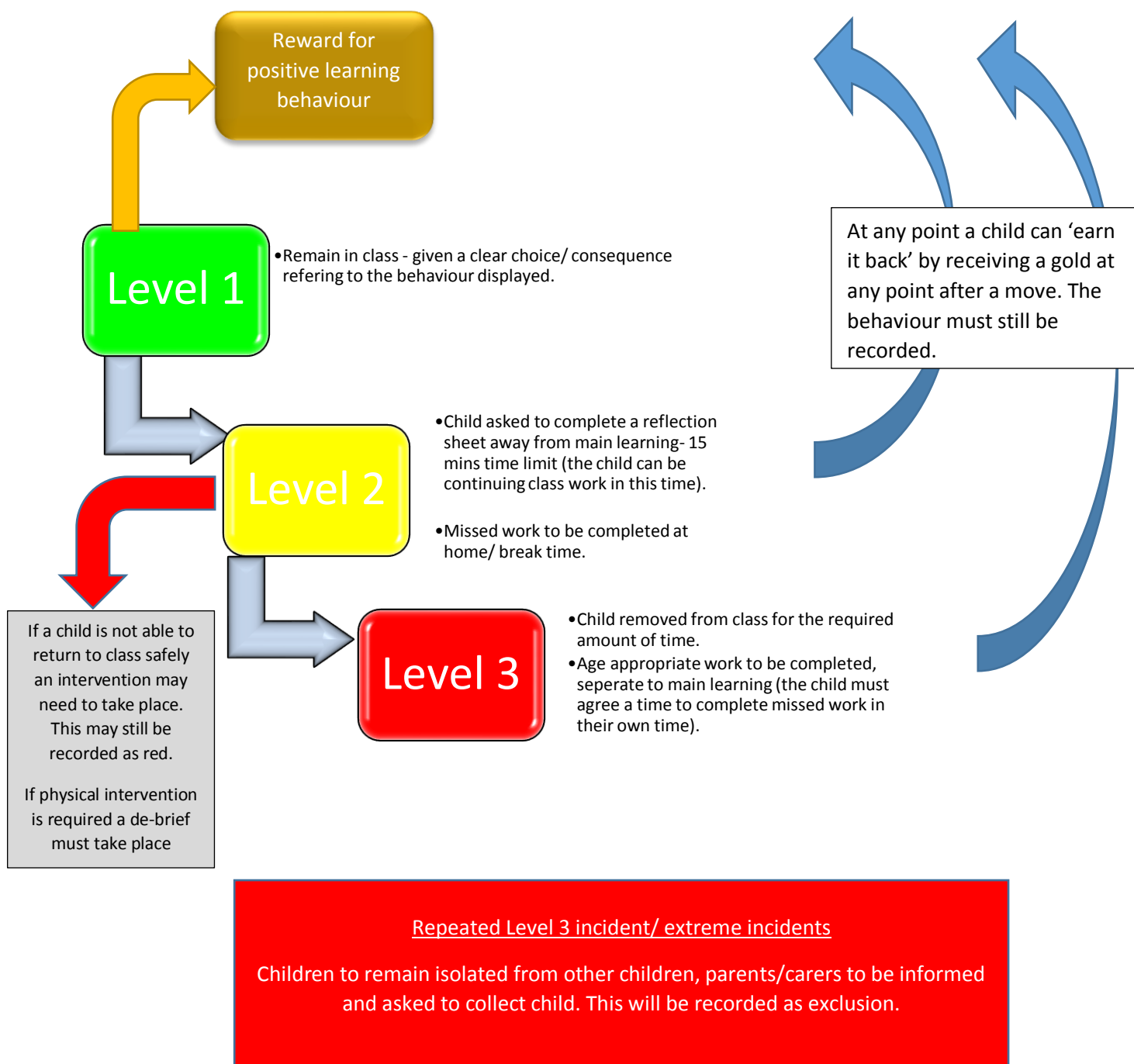
Level 1- Verbal Reminder	Low Level Behaviours – Indicators of possible escalation	Low Level Positive Handling Response
	<ul style="list-style-type: none"> <li>• Individual show signs of anxiety</li> <li>• Hiding face in hands or bent over/ under table</li> <li>• Pulling up collar or pulling down hat</li> <li>• Rocking or tapping</li> <li>• Withdrawing from group</li> <li>• Refusing to co-operate</li> <li>• Adopting defensive postures</li> </ul>	<ul style="list-style-type: none"> <li>• Read the body language</li> <li>• Read the behaviour</li> <li>• Intervene early</li> <li>• Communicate – “Talk and I’ll listen”</li> <li>• Use appropriate humour</li> <li>• Display C.A.L.M body language</li> <li>• Talk low and slow and quietly</li> <li>• Offer reassurance – including positive physical prompts</li> <li>• Assess the situation</li> <li>• Divert and distract by introducing another activity or topic</li> </ul>
Level 2	Medium Level Behaviour Indicators	Medium Level Positive Handling Responses
	<ul style="list-style-type: none"> <li>• Individual begins to display higher tension</li> <li>• Belligerent and abusive</li> <li>• Making personal and offensive remarks</li> <li>• Talking louder-higher-quicker</li> <li>• Adopting aggressive postures</li> <li>• Changes in eye contact</li> <li>• Pacing around</li> <li>• Breaking minor rules</li> <li>• Low level destruction</li> <li>• Picking up objects which could be used as weapons</li> <li>• Challenges – “I will not... you can’t make me”</li> </ul>	<p>Continue to use Level One de-escalation responses +</p> <ul style="list-style-type: none"> <li>• State desired behaviours clearly</li> <li>• Set clear enforceable limits</li> <li>• Offer alternatives and options</li> <li>• Offer clear choices</li> <li>• Give a get out with dignity</li> <li>• Assess the situation, consider making the environment safer and getting help</li> <li>• Guide the elbows towards safety</li> </ul>
Level 3	High Level Behaviour Indicators	High Level Positive Handling Responses
	<ul style="list-style-type: none"> <li>• Shouting and screaming</li> <li>• Crying</li> <li>• Damaging property</li> <li>• Moving towards danger</li> <li>• Fiddling with electrics</li> <li>• Climbing trees, roofs or out of windows</li> <li>• Tapping or threatening to break glass</li> <li>• Moving towards weapons</li> <li>• Picking up objects which can be used as weapons</li> <li>• Hurting self</li> <li>• Grabbing or threatening others</li> <li>• Hurting others (kicking- slapping – punching)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use all the Level One and Two De-escalation responses</li> <li>• Make the environment safer</li> <li>• Moving furniture and removing weapon objects</li> <li>• Guide assertively – <b>hold or restrain if necessary</b></li> <li>• Ensure face, voice and posture are supportive not aggressive</li> <li>• Use Help Protocol <b>-to save face by changing face</b></li> </ul>
Level 4	Recovery Behaviours	Recovery Positive Handling Responses
	<ul style="list-style-type: none"> <li>• The recovery stage can easily be confused with the anxiety stage</li> <li>• People may sit quietly in a hunched position</li> </ul>	<ul style="list-style-type: none"> <li>• Support and monitor</li> <li>• This may not be a good time to touch as touch at this stage can provoke a reversion to crisis</li> <li>• Give space and time</li> </ul>

	<ul style="list-style-type: none"> <li>The difference is that they can revert to extreme violence without the build-up associated with the normal escalation at stage 2</li> </ul>	<ul style="list-style-type: none"> <li>Look for signs that the person is ready to talk</li> </ul>
<b>Level 5</b>	Depression	Post Incident Support
	<ul style="list-style-type: none"> <li>After a significant incident people, can become depressed</li> <li>They may not want to interact but need support and reassurance</li> </ul>	<ul style="list-style-type: none"> <li>Support, reassure and monitor</li> <li>Respond to any signs that the person wants to communicate</li> <li>Show concern and care but do not attempt to resolve residual disciplinary issues at this stage</li> </ul>
<b>Level 6</b>	Follow Up	
	<ul style="list-style-type: none"> <li>Listening and learning</li> <li>Report, record, review and communicate</li> <li>Follow-up any disciplinary or restorative issues</li> <li>Planning to avoid similar events in the future</li> </ul>	

## Appendix 4

### Behaviour Flowchart

At the beginning of each day all children start on Green. At the end of each day all children, who have moved, must be recorded. The record sheet should be visible on the outside of your classroom door.



A slip must go home for all children on amber (level 2) or red (level 3). These slips must be signed by a parent/carer and returned to school the next day (see resource pack).

Appendix 5

Positive Handling Plan

**Trawden Forest Primary School  
POSITIVE HANDLING PLAN**

**NAME:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_ **YEAR:** \_\_\_\_

**Start Date:**

**Review Date :**

**ADDITIONAL INFORMATION:**

**TRIGGER BEHAVIOURS:**

**TARGET:**

**SUCCESS CRITERIA:**



**PREFERRED SUPPORTIVE STRATEGIES:** (Underline/Describe strategies which, when and where possible, should be attempted before positive handling techniques are used).

Examples:

*Tactical ignoring – follow the lead from the staff member who is working with Harvey. Praise and acknowledgment when tasks are completed.*

*Avoidance of audience*

*Verbal and visual card prompt to prepare for change.*

*Staff to be aware and where possible stay outside the circle of danger aware during playtimes.*

*Lunchtime staff to monitor and ensure Senior Staff Members are available at all times.*

*told to get down count to 10. Wait without communication. Repeat.*

*Use name and explain waiting till he gets down. No verbal communication but wait in area till he comes down. After 10 minutes, say 'it is time to go back to your area'. If he refuses say 'I'll wait but I would like to go back to your area'. Wait till he is ready with prompts 5 min intervals. No other verbal engagement.*

*Consequence: loss of 'positive time' or playtime*

*Any serious incidents/Assault will be treated as a serious incident and may warrant a fixed-term exclusion.*

*Guide using a caring "C" just above the elbow to a calm place.*

*Staff to use minimum language and remind him to stop and think when he shouts verbal abuse. When you are calm, we will let go.*

*Harvey to continue having short sessions 2x per week on developing social skills and calming strategies.*

Preferred Handling Strategies: (Described the preferred staff responses/holds)

Technique	Standing/Sitting	Number of staff
<i>Single elbow</i>	<i>Standing / sitting</i>	<i>1</i>
<i>Single elbow x 2</i>	<i>Standing / sitting</i>	<i>2</i>

REPAIR AND REBUILD PROCESSES FOLLOWING THE INCIDENT (What care is to be provided?).

**What learning opportunities exist for the child? How will the child be reintegrated back into school?)**

*Simple verbal repair for example – ‘\*\*\*\*\* kicked me |I felt sad’, ‘Is \*\*\*\*\* sorry’, await the response, ‘Is \*\*\*\*\*going to be good’, await the response on the appropriate response, ‘I will be happy. \*\*\*\*\* can now go back with my class.*

**RECORDING AND NOTIFICATION REQUIRED**

Incident Book      Y / N                      RF1    Y / N                      HS1    Y / N

**If techniques used outside of this plan, or an injury has occurred to a member of staff.**

**EVALUATION (This section is to be completed during the review)**

**SIGNATURES:**

Headteacher: .....Date .....

Parent / Carer: .....Date .....

Staff authorised to use techniques:

All teaching and non-teaching staff trained in Teamteach- positive handling

## Appendix 6

### Positive Handling Strategies

#### **Suggested Responses to low-level problems**

<b>INTERVENTION</b>	<b>RESPONSE</b>	<b>COMMENT</b>
Non-verbal Techniques	Gesture- Look at the pupil and shake your head, point at the work.	This should be done without anger.
	Move nearer that you know what is going on	<b>You should move gently and slowly so that you know what is going on</b>
Planned ignoring	Help the pupil with work making no reference to the misbehaviour	These are applicable to fairly low-level pupil / peer disruption and puts the misbehaviour in its place as irrelevant without debasing the pupil
Change the subject	'Look at this,' 'Can you do a job for me?'	
<b>Change the work</b>	Give the pupil a choice; what can be done next?	
<b>Reduce Work-based Anxiety</b>	<b>PRAISE</b> - Find something in the pupil's work but make it genuine. Look back in their book – showing the improvement of work	Given in private this emphasises the importance and reduces the pupil's anxiety about supposed inability.
Non-work comments	Get the pupil's interest in another way. e.g. 'Did you watch that video last night?'	This reminds the pupil that you are human and non-aggressive. It takes his mind off the misbehaviour.  After a while you can move on.
Correct confusion.	'These crayons will be shared by the whole group' The argument over the tools is unimportant compared to the work..	'Useful for pupil/pupil problems.  Alternatively provide extra crayons without fuss

## Confrontations- Points to consider

- Do not react with anger and antagonism, bear in mind what the pupil/student is aiming at in their hostility.
- Remain calm – do not respond to hostility with hostility – this will strengthen the pupil's/student's resolve that everyone is against them.
- Do not reject the pupil/student by sending them away from you as this reinforces the pupil's/student's feelings of rejection.
- The use of sanctions will completely nullify the process of gradually winning the child's confidence – this can lead to even more hostile behaviour until they become uncontrollable.
- Avoid public denigration of the pupil/student – this stirs up resentment and hostility and sours relationships.
- Take your time in discussing the pupil's/student's behaviour; immediately after a confrontation is not a good time. Try not to say 'I am glad you have.....' that reminds him of his resolve to be awkward or uncooperative.

## Responses to serious incidents

### **(f) Responses to serious problems**

i. Remain calm. Remind yourself of the back-up that is available; where you can call for 'staff – help'. The calmer you are the less the problem is likely to get inflamed.

ii. Be objective – ask yourself:-

- What caused the flare up?
- What is actually happening?
- What do you want to happen?

Think in terms of causation rather than being distracted by overt behaviours.

iii. Remove the pupil/student from his audience, quietly and calmly. Summon 'staff-help' if needed.

iv. Talk quietly to the pupil/student in soothing mellow tones acknowledging the reason for his anger (if known); let him express his anger but encourage him to be calm. Hold the pupil/student if appropriate. (Use Team Teach techniques only for holding).

v. Don't rush things; do not be in too much of a hurry to discuss the pupil's/student's misbehaviour as this can be done later.

vi. Do not personalise the misdemeanour, i.e. When discussing the pupil's/student's behaviour with him / her use the term "That's bad," rather than "You're bad / naughty."

vii. Stay with the pupil/student as long as necessary and only return to the group when he/she is ready. Remind the pupil/student what you want him to do in order to return to the group e.g. 'when you are quiet, you can use the computer' etc.

viii. Rotate supervision / handling of pupils to lessen the strain on staff; some staff may be able to cope with the challenging behaviours better than others.

**Remember you are part of a team working together.**

Backing off from a confrontation in favour of another member of staff is a good response and should not be regarded as failure to cope / address the problem behaviour. You may be able to return a support 'the repair process'.

ix. Explain to the pupil/student what you are doing and why you are taking sanctions, such as removal, to help him understand what he has done wrong. Similarly explain to visitors/students your procedure for coping with the pupil's challenging behaviour so they do not misinterpret the situation.

x. For pupils who frequently exhibit challenging behaviours, a Behaviour Management / Positive Handling Plan should be completed. This programme should be discussed with fellow staff and parents. Where physical intervention may be deemed necessary, procedures to be adopted should be clearly outlined and agreed with parents.

Staff should give verbal warnings to the child and those in attendance that physical intervention will be used;

e.g. '..... stand up

..... you are in the way, stand up

..... if you do not get up, I/we shall have to help you up'

If the child does not respond, calmly move the child using an agreed approach with another member of staff if necessary.

Appendix 7

Communication help script

Context	Level 1
Reasoning	Script
Non-verbal gesture is not acknowledged- focus on challenging behaviour	John, (mention challenging behaviour) is disrupting the lesson.
Give child clear choice and consequences	If you continue
Context	Level 3 possible threat of anger/ harm
Reasoning	Script
Try to use the first name – avoid the use of you	John .. I can see that something is wrong / has happened.
Do not blame or mention sanctions at this stage	Come along (sideways stance and direct child to safer environment)
Context	Level 3 physical intervention in process
Reasoning	Script
Use signals to support members of staff	Offer “Help is available” Response “You can help by...”
Sometimes a <b>change of face</b> is needed – More help signals that the person is going to take charge of the situation	Offer “More help is available” Response “What do you suggest?”



# Reflection Sheet – KS2

Name:

Date:

Time:

What lesson are you missing?

What school promise or promises did you break? Please tick

<i>Listen and not talk when children or adults are speaking.</i>	<input type="checkbox"/>
<i>Walk quietly around school, especially on the stairs.</i>	<input type="checkbox"/>
<i>Always use manners and not be cheeky.</i>	<input type="checkbox"/>
<i>Join in and work really hard.</i>	<input type="checkbox"/>
<i>Behave sensibly in the cloakroom area and playground.</i>	<input type="checkbox"/>
<i>Respect everyone, the school building and property.</i>	<input type="checkbox"/>
<i>Be kind to everyone and not hurt their bodies or feelings.</i>	<input type="checkbox"/>

Who did you upset?

What will you do when you go back into class?





# Reflection Sheet – KS1



Name:

Date:

Time:

I feel...



Happy



Sad



Angry



Worried



Shy



Excited



Surprised



Silly



Embarrassed

The class feels...



Happy



Sad



Angry



Worried



Shy



Excited



Surprised



Silly



Embarrassed

I will try my best to

---

---

## Appendix 9

### School Expectations

#### **Playground**

- First whistle, children stop playing and stand still. Second whistle, children line up quietly.
- No use of play equipment or footballs before school. Remind children daily. Confiscate balls and toys until end of day.
- Staff to be in the playground to supervise by 8.45 am.
- Play equipment no longer timetabled. Year 3 to have priority for the first half term.
- Teacher or TA to supervise their class to the playground and meet their class on the playground after break to supervise them through the cloakroom.

#### **Corridors**

- Children to walk quietly around school. Quietly stop those running and ask them to go back and walk. Praise this when done well.
- Keep to the left when using the stairs and use quiet feet. Again, quietly stop those being inappropriate and ask them to show you the proper way. Praise this when done well.
- Use good manners around school. Model this to pupils, holding doors and asking if you can help someone who is struggling. Always praise good examples.

#### **Dining room**

Good table manners are to be insisted on by all adults in attendance. This includes:

- Using a knife and fork to eat
- Limiting conversations to people sitting nearby
- Following instructions given by adults
- Using good manners when collecting food
- Keeping own place tidy

Quietly point out any inappropriate behaviour and help children to correct it. Notice when children get it right. When there is a clear or repeated defiance of these expectations refer to behaviour policy.

#### **Break time**

Children are to be supervised at all times. If children are finishing work or doing jobs at break time, they must be supervised. It is acceptable to share this responsibility with other staff. Lunchtime staff cannot be expected to supervise children in the ICT suite or hall. By arrangement, y6 pupils may carry out certain regular duties at break time as long as they know who is responsible for them during this time.



## Graduated Response to Behaviour Intervention Within School

All documents can be located within [STAFF RESOURCES>BEHAVIOUR SYSTEM 2016/17>INTERVENTION](#)

All documents should be completed electronically and attached to the pupil's chronology on [CPOMS](#)

Step 1	Action	Guidance
	Log all incidents on <b>CPOMS</b>	Include <b>contributory information</b> (*see ABC guidance below) and alert the relevant staff – Behaviour Lead, SENDco, DSL, Nurture Lead
	Track/ monitor behaviour patterns	Complete a <b>Class Behaviour Chart</b>
	Ensure <b>Positive Behaviour Strategies</b> are in place	Audit strategies in place using the <b>Positive Behaviour Strategies</b> checklist  <b><u>Repeat if strategies can be implemented.</u></b>
	Parents/ Carers to be informed that pupil's behaviour is being monitored	Class Teacher to contact parents/ carers and suggest a meeting to discuss concerns.  Meeting minutes to be recorded on CPOMS and a follow up meeting must be arranged.
Step 2	Action	Guidance
	Meet with Behaviour Lead to discuss support	Class Teacher to complete <b>Behaviour Lead Referral Form</b>
	Behaviour Lead to conduct interval observations	Behaviour lead and/or SENDco to complete an <b>Interval Observation</b> preferably within a variety of settings
	Boxall Profile to be completed	Class teacher to complete Boxall Profile and referral for Nurture Support may be requested if needed. Learning Plan taken from Boxall Profile.
	Parents/ Carers to be informed	School to contact parents/ carers and arrange a meeting with relevant staff (Behaviour Lead, SENDco) and other agencies if needed.  Meeting minutes to be recorded on CPOMS and a follow-up meeting must be arranged.  <b><u>Repeat if strategies are effective</u></b>
Step 3	Action	Guidance
	<b>Pastoral Support Plan</b> to be created	All referral information to be used to create a support plan for the pupil. Key learning mentors to be identified in school.
	<b>Risk Assessment</b>	If needed risk assessment to be completed, risk reduction strategies may support this including differentiated behaviour

		system, timetable and positive handling plans.
	<b>Behaviour Agreement</b>	All Individual Behaviour Support Plans to be shared with parents. <b>Parents to sign behaviour agreement</b> and staff to be notified of the provision in place. Governors to be notified of the support in place. Weekly meetings need to take place to review this support.

\*contributory factors

*This ABC chart can be used to record behavioural concerns.*

- 'A' stands for **antecedents**, that is, what happens immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information.

- 'B' refers to the **behaviour** itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like.

- 'C' refers to the **consequences** of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the person.

*It can also be a good idea to keep track of where and when the behaviour occurred to help in identifying any patterns.*