



Bruche Primary School Academy

Behaviour Policy Principles, Exclusion Procedures and Anti-Bullying Strategy

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Policy Responsibilities and Review

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Chair signature:	Matt Jones
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1. Purpose

1.1 Statement of Intent

Bruche Primary School Academy promotes an environment where all feel safe, valued, happy and secure and where everyone treats each other with courtesy, respect and tolerance where children can learn free from disruption. We believe it is important to encourage children, adults and staff to behave in a caring, co-operative and self-disciplined manner. We expect all members of our school to develop a clear sense of what is right and wrong and care for themselves, others and their environment. We believe that it is the duty of every adult to help to create pupils who are in the habit of self-restraint and self-regulation. Good behaviour is not merely the absence of poor behaviour but involves pupils flourishing as learners and as human beings.

We believe that praise and positive reinforcement are the most important elements of behaviour management and children who display appropriate behaviours must be encouraged and rewarded. Children need to know when they have been successful as this leads to a positive outlook and improved self-esteem, which in turn leads to improved behaviour. As such, children are consistently taught the rules and routines they are expected to follow, and every opportunity is taken to positively reinforce these.

Absolute consistency, clarity and social norms are key to any good behaviour policy. Therefore, we never overlook or fail to act when rules or routines are broken, no matter how time pressured things are.

1.2 Aims

To provide:

- A behaviour culture that reflects Warrington Primary Trust's guiding principle and core values and that is embedded and enacted in everything we do.
- Strong school leadership, where leaders are highly visible and ambitious goals are set.
- A positive, fair and consistent approach with attention to detail.
- Well established, universally known and well-articulated protocols that are easy to understand and implement.
- Well communicated expectations around praise and positive reinforcement.
- A detailed graduated behaviour code.
- Expectations around the development of effective partnerships with parents and the wider community.
- Engaged staff who receive high quality support and training.

1.3 Monitoring and Review

- This behaviour policy and the associated protocols will be reviewed by the Headteacher, Behaviour Lead and the Full Governing Committee annually.
- Application of the policy will be monitored by the SLT and others within routine school self-evaluation activities.
- The Behaviour Expectations and Pathways will be kept under constant review and updated as

required.

- Termly survey data from all stakeholders will be considered.

2. Leadership and Management

2.1 Organisation and facilities

Everything we do is carefully planned and structured to give children every opportunity to behave well and succeed. This includes all elements of our education strategy the timetable, the layout of the classroom and shared spaces, exit and entry points, flexible staffing structures, CPD, curriculum and pedagogy.

2.2 Governance

The Local Governing Committee is responsible for a statement of behaviour principles and for holding the Headteacher to account for their implementation. The behaviour link governor is **Carol Buckley Mellor**.

Local Governing Committee Statement of Behaviour Principles

- Under Section 88 (1) of the Education and Inspections Act 2006 and in line with the DFE 'Behaviour and Discipline in Schools - Guidance for governing bodies', we ensure good behaviour and discipline on the part of pupils are pursued by the school.
- Under section 149 of the Equality Act 2010 we aim to eliminate discrimination.
- Under Section 175 of the Education Act 2002 we have due regard to ensuring we promote the safeguarding and welfare of children.
- We require the school to have due regard to the DFE guidance 'Searching, screening and confiscation' January 2018.
- We require the school to have due regard to the DFE guidance 'Use of reasonable force' July 2013.
- We require the Headteacher to outline the school's response to negative behaviour that occurs beyond the school gate.
- We require the Headteacher to apply the WPAT policy 'Allegations of Abuse' in the case of staff accused of misconduct.
- We expect the school to be proactive in working with other agencies, particularly for pupils who display continuous disruptive behaviour.

2.3 Head Teacher and Senior Leaders

The Headteacher has overall responsibility for ensuring the safety and well-being of all pupils and adults. Senior Leaders are released each day to monitor behaviour to support CPD and ensure this curriculum is consistently being taught. In addition, the team are visible to our families on the school gate at the start of the day, alongside the SENDCo and other members of the Welfare Team.

2.4 Behaviour Lead

The Behaviour Lead has delegated responsibility for monitoring the impact of policies and

initiatives, supporting staff with the day-to-day management of behaviour across the school, overseeing record keeping and reports and the analysis of data. All staff have the delegated responsibility to maintain a safe, calm, and purposeful learning environment. Every adult must always set an excellent example to pupils, modelling and teaching the behaviour they wish to see. They work hard to know their pupils well, understanding that high quality relationships are key to successful behaviour management.

2.5 Welfare Team

The Welfare Team co-ordinate and collaborate, so that there is a joined-up approach to the early identification of and response to individual needs:

1. Headteacher and DSL Trained: **Chris Jones**
2. Behaviour Lead and DSL Trained: **Hannah Kerrigan and Chris Gould**
3. SENDCo/Pupil Premium Lead and Mental Health Lead: **Hannah Kerrigan and Nicola Charles**
4. Welfare Lead and DSL: **Nicola Charles**
5. Attendance Officer: **Chris Dixon**
6. Medical Lead: **Lorraine Jones**

2.6 Parents

The role of parents is crucial in helping to maintain good behaviour. We encourage all of our parents to know and reinforce the behaviour policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise that directly with their child's class teacher so that we may continue to work in partnership with them. This is also an expectation of parents of children whose behaviour is becoming a concern, as parents are required to meet with different member of the Welfare Team as part of our restorative conversations.

3. Systems and Norms

Within our systems and norms we have 4 critical documents. These include our:

1. Code of Conduct
2. Behaviour Expectations
3. Lesson Routines
4. Behaviour Pathways

These cover clear structures around rules, routines and consequence systems

3.1 Code of Conduct

Our Code of Conduct (Appendix A) reflects the guiding principles and the core values of WPAT. It conveys the school's expectations and understanding for children, staff, and visitors. It is highly visible throughout the school, constantly referred to and explicitly taught:

1. To listen.
2. To do as asked
3. To work well with others
4. To try as hard as we can

We work with parents/carers to foster good relationships between the school and home through good communication. This includes the policy and protocols being clearly accessible on the school website and constantly referred to during all parent meetings. We ask our parents/carers to know the school code of conduct and support their children in following them. We share our high expectations around routines, attendance, time keeping, uniform, homework etc. and work together to achieve the best possible outcomes for children.

We proactively work with other agencies as soon as we become aware of any issues, and we support families together in a range of ways e.g. Early Help, referrals to family support etc.

3.2 Behaviour Expectations Protocols & Lesson Routines

Behaviour expectations (Appendix B) covers what we expect the children to do. We have generated a slide which covers what the children should do within school. We also specific routines to explain what should happen when at different points throughout the school week.

Lesson routines relate to the different routines within a particular subject, particularly those that require the children to move to an alternate room within the building or to use varying pieces of equipment. These can be found within our various Protocols towards the end of the document.

3.3 Behaviour Pathways: Rewards and Sanctions

Our behaviour paths outline the rewards which our children will receive and the most likely situation they will be awarded for, as well as an overview of the sanctions that will be issued within certain scenarios. We have adopted a graduated response with increasing gains with rewards and severity for sanctions. See Appendix C and D.

We believe that praise and positive reinforcement are more effective than sanctions. Outstanding behaviour is expected at all times, held in high regard by all and constantly promoted and rewarded.

3.4 Behaviour Toolkit:

This consists of the following template documents which must be used in-line with this policy:

- A. KS1 Reflection Sheet
- B. KS2 Reflection Sheet
- C. Positive Handling Plan
- D. Record of use of reasonable force
- E. Letter to parents/carers to report the use of reasonable force.

These can be found in the Toolkits at the end of this document.

3.5 Detentions

A detention is a commonly used sanction and is often used as a deterrent for negative behaviour as part of our behaviour pathway. All detentions will occur within the school day during either break or lunchtime, most likely on the same day depending on the time of the incident. We do not require parental consent to issue a detention.

The member of staff who has issued the consequence will supervise the child for the detention. During this time, the child will complete the work from the session in which the incident occurred and a restorative conversation will take place. This conversation will help to ensure the incident does not occur again. The child will not miss their entire break or lunchtime, staff will ensure they have had sufficient time to eat their snack/lunch and to use the toilet before their time commences.

3.6 Removal from Classroom

Removal is where a pupil is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the current learning task in a supervised setting, i.e. in a partner class as part of our reflective process. Where removal is used as an opportunity to reflect, it may last up to five minutes for a child in KS1 or ten minutes for a child within KS2.

In the event that removal occurs to maintain the safety of a child, then this may last for a longer period of time. During this time, the child will be supervised by a trained adult and educational task will continue where possible. Once the child has had sufficient time to self-regulate, then a restorative conversation will take place and they will be integrated back into the classroom with support from a teaching assistant.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Extensive support will be given to the child and their family by the Welfare Team with an aim to improve behaviour so they can be integrated and succeed within the mainstream school community.

3.7 Suspension and Permanent Exclusion

As a tolerant, supportive learning community suspension and permanent exclusion will only be used as a last resort and will only be used in line with current DfE guidance. The school does not wish to suspend or permanently exclude any child but recognises that sometimes this may be necessary.

The Headteacher is the only person who can suspend and permanently exclude a child. When a child is at risk of suspension or permanent exclusion, we follow the DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England'.

3.8 Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force, as permitted by law. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing a criminal offence. It is only used when all possible options have been exhausted. As with rewards, sanctions, reasonable force is used consistently, proportionally and reasonably, by staff, in line with this policy, taking into account children with SEND and the bespoke needs of vulnerable children.

A staff team are trained in the use of reasonable force (Team Teach) and if a child's risk assessment identifies deployment of this approach, this team will be deployed. However, all adults have the power to physically intervene to control or restrain a pupil, if in their professional judgment this is required to prevent pupils from hurting themselves or others, from damaging property or causing disorder.

3.9 Banned Items

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include, knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes/vapes, fireworks, pornographic images, any article that could reasonably be considered likely to be used to commit a criminal offence, cause injury, damage property or has been banned by the school.

School staff can confiscate any prohibited item found as a result of the search. School staff can also confiscate any item they consider harmful or detrimental to school discipline. School will not be liable for any items that are lost following confiscation; all items are brought into school at parent's risk.

3.10 Discipline Beyond the School Gate

The school reserves the right to discipline pupils for incidents that occur outside of school in line with our graduated behaviour code and exclusion protocols, detailed elsewhere in this policy. This

includes incidents that may occur online.

The Headteacher may notify the police if the behaviour is considered anti- social, criminal or poses a serious threat to another person.

The school will always consider whether this behaviour could be linked to an unmet need and follow the safeguarding policy.

4 Pupil Support System

We respect the rights of all children within our setting and recognise that when a child is involved in an incident, either as the victim or perpetrator, we must have a support system in place for them. The Welfare Team make a risk assessment which identifies the support required, e.g. anger management, conflict resolution etc. and who will deliver this. Impact is carefully monitored.

Careful data management and tracking allows for early identification of pupils at risk of failing and preventative measures are put in place. Ongoing monitoring allows for impact to be assessed and strategies adjusted as needed.

4.1 Record Keeping and Data Analysis

We use the CPOMS systems to record behaviour and safeguarding concerns. This allows the timely sharing of information, a joined-up approach and early identification of any issues. It also enables data to be robustly and purposefully integrated by the Behaviour Lead. Staff are all trained as part of our CPD offer. Our Behaviour Lead analyses the data to ascertain patterns and to not only prevent further occurrences of negative behaviour, but to also ensure effective support is given at the earliest opportunity.

4.2 Reasonable Adjustments (see SEND Policy and SEND Information Report)

As an inclusive school, all pupils, staff and visitors should be free from any form of discrimination. The school recognises its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, and Para 7 of Schedule 1 Education Regulations 2010, to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach may be adjusted to cater to the needs of the pupil. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.

4.3 Pupil Transitions

Transitions at all levels are carefully planned based on group and individual needs. As required, additional support from the welfare team is given. Parents/carers are involved and informed as appropriate.

4.4 Anti-Bullying Strategy

We aim to provide a safe and secure environment where all pupils can learn without anxiety. We

believe bullying is wrong and endeavor to prevent it by having an ethos in which bullying is unacceptable and where it is each person's responsibility to prevent it.

Pro-active measures are in place to avoid all forms of bullying, and these are delivered in a range of ways: assemblies and Personal Development curriculum. Within these methods are the resources provided by UNICEF to ensure that use a 'Rights Based Approach'.

Any incidents of bullying will be dealt with in line with the agreed protocol attached. Violence or threatening behavior or abuse will not be tolerated in any circumstances, physically, verbally or through social media.

In formulating our strategy, we take due regard to the key legislation:

- The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010. A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED)

Definition:

Bullying may be physical, verbal or (in the case of cyberbullying) written and has three key characteristics:

1. It is ongoing and continuous repeated (not the same as a conflict between two equals or a random, unprovoked, aggressive act).
2. It is deliberate and targeted.
3. It is unequal – it involves a power imbalance it may be physical, psychological (knowing what upsets someone) derived from an intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate.

In addition, we define cyberbullying as: The use of information and communications technology, particularly mobile phones and the internet, to deliberately to upset someone else.

Specific types of bullying include those relating to:

- Race, religion, belief, culture, or gender.
- SEN or disabilities.
- Appearance or health conditions - including maternity or pregnancy.
- Sexual orientation - including homosexual, gay or homophobic, gender reassignment.
- Young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual.

4.5 Child-on-Child Abuse

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the procedures outlined within our safeguarding policy. **Mrs Charles**, our DSL, will consider each incident on a case-by-case basis, seeking support from external agencies where required.

We advocate high standards of conduct amongst our pupils and staff by modelling use of good manners, courtesy and dignified relationships. We will not tolerate sexually abusive language used as 'banter' or something to be expected as part of growing up. Pupils who fall short of these behaviour expectations will receive sanctions in line with the school's behaviour pathways whilst other investigations by police and/or children's social care are ongoing.

5. Staff Training and Development

We commit to the continuing professional development of staff through robust procedures, including training, performance management and induction. This ensure that all staff are accountable for their decisions, adhere to school rules and protocols and consistently demonstrate school values. Staff receive specific training on how to teach behaviour management within school, this is standalone and repeated throughout the year.

5.1 Staff Induction

We are committed to ensuring that all new staff are fully aware of all policies and routines to ensure consistency. As part of the induction process, new members of staff are introduced to the school's Manual of Instructions, these documents give clear overviews of the expectations within different areas of the curriculum, of which behaviour is one. Protocols are clearly demonstrated to support understanding and maintain high standards amongst staff and pupils.

5.2 Pastoral Support for Staff Accused of Misconduct

Any allegation of misconduct will be dealt with in line with the WPAT policy 'Allegations of Abuse.

To Listen

To do as asked



To work well
with others

To try as hard
as we can

APPENDIX B – Pupil Expectations

Technology

- Mobile phones to be switched off and stored by the teacher at the start of the day.
- Mobiles are brought in at parents' discretion.



Movement around school

Arrive at school on time each day.
Put your belonging away, quietly enter class and start your morning task.
Put up your hand and ask politely if you need to go to the toilet
line up quietly to move around school
Walk on the left side at all times.

British values

-  Rule of law
-  Individual liberty
-  Mutual respect
-  Tolerance of different faiths and beliefs
-  Democracy



Honesty

- Telling the truth
- Having integrity



Humility

- Not thinking less of yourself, but thinking of yourself less
- Trying to do the right thing
- Putting others first



Resilience

- Overcoming obstacles
- Solving problems
- Knowing it's okay if things sometimes go wrong



Responsibility

- Looking after yourself, others, the community and the environment
- Using your talents for the good of others as well as yourself

Bruche Primary School Pupil Expectations



Uniform

- No jewellery - other than small plain, round ear stud. Only one in each ear
- No nail varnish or transfers
- Long hair tied back for PE
- Earrings must be removed or covered for PE
- Clearly labelled clothes PE Kit to be in school every day.

Homework

- All homework to be completed and returned on specified day.
- Any paper homework should be completed using a pencil.

Planners

- Planners should be signed and in school every day

Code of Conduct

- Respect yourself and others
- Try hard and do your best
- Listen and do as you are asked
- Be honest and do the right thing

APPENDIX C – Behaviour Pathways - Rewards Document

MAT Values	Contextual Values	Code of Conduct	Behaviour to Reward	Commendation Awards
Children First	Humility	Respect yourself and others	Be kind	<p><u>Conduct</u></p> <p>Bronze - 300 Praise Points Silver - 600 Praise Points Gold - 1000 Praise Points</p> <p><u>Uniform</u></p> <p>Bronze - Full uniform with appropriate footwear and P.E kit for one term Silver - Full uniform with appropriate footwear and P.E kit for two terms Gold - Full uniform with appropriate footwear and P.E kit for three term</p> <p><u>Attendance and Punctuality</u></p> <p>Bronze - 96% attendance or significantly improved for one term Silver - 96% attendance or significantly improved for two terms Gold - 96% attendance or significantly improved for three terms</p>
Pioneering	Responsibility	Listen and do as you are asked	Tidy away resources Polite behaviour Willingness to contribute in class	
Resilience	Resilience	Try hard and do your best	Return homework Finish task in lesson Use 'stuck strategy' when needed	
	Honesty	Be honest and do the right things	Edit and improve work independently Truthful answers Helping others who are struggling	
			Speaking out at an injustice Taking responsibility for your actions	

Behaviour Demonstrated	Appropriate Action	By Whom	Parental Support
Code of Conduct being followed, no behaviour concerns	Regular verbal praise, praise points awarded, and feedback to home.	All staff	Praise and reward
Stage 1			
<ul style="list-style-type: none"> • Shouting out • Chatting • Wasting learning time 	<ul style="list-style-type: none"> ○ Thinking card shown ○ Positive reframing used ○ Praise given when behaviour modified 	<ul style="list-style-type: none"> • Class Teacher • Teaching Assistant 	
Stage 2			
<ul style="list-style-type: none"> • Continuation of Stage 1 behaviours: <ul style="list-style-type: none"> - High frequency of occurrences in one or more lessons throughout the day • Being disrespectful • Pushing or shoving • Name calling • Use of inappropriate language 	<ul style="list-style-type: none"> ○ Time-out – age appropriate time at class reflection table whilst continuing to engage with lesson (KS1: 5 minutes, KS2: 10 minutes) ○ Quiet conversation with class teacher ○ Positive reframing used ○ Parents notified at the end of the day 	<ul style="list-style-type: none"> • Class Teacher • Teaching Assistant 	<ul style="list-style-type: none"> ○ Keeping in touch meetings with class teacher
Stage 3			
<ul style="list-style-type: none"> • Continuation of Stage 2 behaviours <ul style="list-style-type: none"> - Frequent occurrences over 3 week period • Non-compliance with consequence • Refusal to complete learning tasks 	<ul style="list-style-type: none"> ○ Blue arrow card – 10 minutes in partner classroom ○ Reflection form completed ○ Refusal: Child reminded of appropriate choices and put on the clock. ○ Detention given to complete any missed learning at next break and restorative conversation with class teacher ○ Incident recorded on CPOMS ○ Formal meeting agreed with parents to discuss 	<ul style="list-style-type: none"> • Class Teacher • Teaching Assistant • Partner Class Teacher 	<ul style="list-style-type: none"> ○ Attend meeting with Class t Teacher as agreed
Stage 4			
<ul style="list-style-type: none"> • Continuation of Stage 3 behaviours <ul style="list-style-type: none"> - Frequent occurrences over 3 week period • Two reflection forms completed in one half term OR • Fighting • Harmful deliberate contact to another pupil • Being deliberately verbally abusive 	<ul style="list-style-type: none"> ○ Pupil sent to Key Stage Leader who will complete an investigation and record on CPOMS ○ Detention(s) given as appropriate ○ Parents to attend meeting with Class Teacher and Key Stage Leader ○ Restorative conversation supported by Class Teacher ○ Behaviour Lead notified ○ Welfare Team notified to consider additional support ○ Implementation of IBP considered 	<ul style="list-style-type: none"> • Class Teacher • Key Stage Leader • Behaviour Lead • Welfare Team 	<ul style="list-style-type: none"> ○ Attend meeting with Class Teacher and Key Stage Leader
Stage 5			
<ul style="list-style-type: none"> • Continuation of Stage 4 behaviours OR • Persistent disruptive behaviour • Serious one off incident <ul style="list-style-type: none"> - Weapon(s) - Deliberate assault of adult or pupil knowing it will cause significant or life-threatening injury *Age appropriate. - Significant damage to property 	<ul style="list-style-type: none"> ○ Pupil sent to Behaviour Lead who will complete an investigation and record on CPOMS ○ Meeting with Class Teacher, Behaviour Lead and parents to consider next steps – possible suspension or permanent exclusion ○ Welfare Team involvement ○ LA notified and involved where necessary 	<ul style="list-style-type: none"> • Class Teacher • Behaviour Lead • Headteacher • Welfare Team • Local Authority 	<ul style="list-style-type: none"> ○ Attend meetings with key staff and external agency as required

Bruche Primary Positive Behaviour Management Policy
Protocol

School Expectations:

- To listen
- To do as asked
- To work well with others
- To try as hard as we can

Following the school expectations is rewarded as follows:

Smile/nod of recognition

Specific verbal praise that clearly identifies the expectation followed

Specific award of 'praise points' linked to a particular school expectation

Please note:

Children should always be clear about why they have been given a praise point and which expectation they have followed

Praise points are totaled weekly in classes and shared in the parent's app and on the school newsletter.

In addition for regular positive behaviour special responsibilities/ privileges may be awarded

For consistently following school expectations children are given a head teachers award badge in the weekly celebration assembly

Protocol – Use of Reasonable Force

Bruche Primary Positive Behaviour Management Policy Protocol #3 Use of Reasonable Force

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

This power applies to any member of staff at the school.

It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit”

(DfE Use of Reasonable Force Guidance July 2013)

A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

(a) Committing any offence

(b) Causing personal injury to, or damage to the property of, any person (including the pupil himself), or

(c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise”

(Section 93, Education & Inspections Act 2006)

Part A - Protocol for children without a behaviour plan in place

STEP 1

Class teacher makes a judgment and assessment of a situation that arises and they feel that reasonable force is required to maintain the safety of a child and those around them.

STEP 2

Call for urgent assistance either by telephone, or using the red card system in place. If time is of the essence and the safety of the child or those around them is at risk – TAKE IMMEDIATE ACTION!

STEP 3

Deal with the situation, managing the child until they are calm and ready to return to their classroom/learning.

STEP 4

Following an occurrence of reasonable force, the child must be checked for any possible marks on their body. This must be done discreetly with the child’s dignity as a priority with TWO adults present.

STEP 5

Once the child has returned to class. Staff members involved in the incident will be assessed to see if they require time to reset before continuing with their duties.

STEP 6

All incidents MUST be recorded. Recording of the incident will be completed - this will include an entry on CPOMs, completion of a Positive Handling form and child’s parents notified verbally, followed by written correspondence regarding the incident.

STEP 7

Inform the DSL who will review the incident, and write up a risk assessment and action plan for the child in the event of future incidents.

Part B - Protocol for children with a behavior plan in place

STEP 1

Class teacher makes a judgment and assessment of a situation that arises and they feel that reasonable force is required to maintain the safety of a child and those around them.

STEP 2

Follow the protocols within their individual risk assessments. Call for assistance as required either by telephone, or using the red card system in place. If time is of the essence and the safety of the child or those around them is at risk – TAKE IMMEDIATE ACTION!

STEP 3

*Trained colleagues will attend to assist, and provide support as required. Their aim is to calm the child so they are ready to return to their learning, this decision is made by the team delivering support including the child's class teacher.

STEP 4

Following an occurrence of reasonable force, the child must be checked for any possible marks on their body. This must be done discreetly with the child's dignity as a priority with TWO adults present.

STEP 5

Once the child has returned to class. Staff members involved in the incident will be assessed to see if they require time to reset before continuing with their duties.

STEP 6

All incidents MUST be recorded. Recording of the incident will be completed by Team Lead, this will include an

entry on CPOM's, Positive Handling form and child's parents notified verbally, followed by written correspondence regarding the incident.

STEP 7

If action has been taken then you must notify the DSL who will review the incident.

*All staff that are to assist with positive handling incidents have received certified Team Teach training.

Protocol – Classroom Conduct

Bruche Primary Positive Behaviour Management Policy Protocol #4 Classroom Conduct

When children are in the classroom, the following routines should be followed:

Children enter the classroom and sit at their designated seat

Children must always walk in the classroom

When a child is answering a question others must sit quietly and listen

Children must use an appropriate classroom voice

Children look after resources and keep equipment in their working area tidy at all times

Children must ask permission to go to the bathroom

If the member of staff needs the attention of the children, they will raise their hand and count to three.

Protocol – Start of Day Routine

Bruche Primary Positive Behaviour Management Policy Protocol #5 Start of Day Routine

When children are entering the school at the start of the day, the following routines should be followed:

Before the start of the school day, children should be accompanied by an adult and in their designated class line

Children are greeted by their class teachers and teaching assistants at the appropriate entrance and adults open the gates

Children must then line up in front of their class sink and wash their hands thoroughly, four at a time

Once children have washed their hands, they are ready to enter school

If the children use cloakrooms they access them in small groups

All belongings must be neatly stored and nothing must be on the floor or on top of the cupboards in the cloakrooms

Children must walk into the classroom calmly

Teachers and teaching assistants use positive praise to reinforce expected behaviours.

If a member of staff needs the attention of the children, they will raise their hand and count to three.

Protocol – End of Day Routine

Bruche Primary Positive Behaviour Management Policy Protocol #6 End of Day Routine

At the end of the school day the following expectations and routines should be followed:

Before getting ready for home the children will ensure their desks are tidy. Their pencil pots or tray should be organised neatly and all unnecessary items removed from the desks. The children should also ensure the floor around their desks is tidy and that chairs are tucked in

Any letters or notices should be handed out to the children to place in their bags

The children will collect their belongings from the cloakrooms calmly

Children will return to their classes to line up near the exit doors (KS1 children) or they line up in a designated area in the classroom (KS2 children), ready to leave

The children must walk

KS2 children are escorted across the playground to the gate. When at the gate, the children remain in their line order and are released to their grown up.

If the member of staff needs the attention of the children, they will raise their hand and count to three.

Protocol – Dining Hall & Classroom Dining

Bruche Primary Positive Behaviour Management Policy Protocol #7 Bruche Bistro - Dining Hall

When children are in our Bruche Bistro for dining, the following routines should be followed:

Before or upon entering the our Bruche Bistro, children should wash or sanitize their hands thoroughly

When ready, the member of staff will ask the children on school lunches to line up at the service area. They will line up a table at a time

Children must always walk around our Bruche Bistro

When lining up, children should do so calmly and quietly

If children need to use the bathroom during the lunch time, they will ask the member of staff. Children will be given permission to use the allocated bathrooms

Upon finishing their lunch, children should tidy their area by taking their dishes and cutlery to the cleaning station, or by disposing of any waste from their lunchboxes

Children should then talk quietly within their table group or engage in a staff led activity until their lunch period is over. The Bistro menu can be read and discussed on their tables or comments added to the chalk board while they wait.

Once all the children on the table have finished, they will be asked to line up by the member of staff

Children will line up quietly and calmly

If the member of staff needs the attention of the children, they will raise their hand and count to three.

Protocol – Changing for PE Routine

Bruche Primary Positive Behaviour Management Policy Protocol #8 Changing for PE Routine

Before PE

Class teacher leaves children seated at their tables when PE specialist arrives for transition

PE specialist will reiterate expectations and routines

PE specialist will then send children to collect PE kits from their designated area either in table or locker order

A timer will be placed on the board and children will be challenged to beat the timer, those that get changed quickly will be given a pre lesson task or activity

Once changed PE specialist will reiterate the correct way of presenting uniform or kit in their area

All children will be expected to leave their uniform neatly on their chair or in their bag

Once all tables are tidy and kit is neatly stored, the PE specialist will begin the lesson in the classroom

After PE

PE specialist will bring the children back into class

Children will then be seated and will be given expectation regarding time

Whilst the children are changing there will be stimuli on the board either from the lesson or relating to the lesson

Once children are changed and have been reminded to ensure that kit is in their bags they will put their bags back in their designated space

All children are expected to be changed before their teacher arrives to ensure no wasted learning time

Once all bags are safely and neatly put away the PE specialist will remind all children that their tables must be tidy to ensure a swift transition

When the class teacher returns all children will be seated as they were when received by the PE specialist.

Protocol – Break & Lunchtime Routines

Bruche Primary Positive Behaviour Management Policy Protocol #9 Break & Lunchtime Routines

Please note:

Morning Break: Classes have a 15 minute break comprising of outdoor play (depending on the weather) where healthy snacks can be eaten.

Lunch time: Classes have a one hour break comprising 40 minutes outdoor play and 20 minutes within the Bruche Bistro (Dining hall), where lunches are eaten.

Children will be encouraged to use the bathroom during break times. They must ask permission.

Outdoor Play:

Children should remain quiet until they are outside on the playground

As part of our extended curriculum offer members of staff will engage with, monitor and support play; role modelling different games or how to interact with one another within specified zones on the playground (see Dinnertime curriculum enrichment document [here](#)).

Designated 'play leaders' will support their classmates and support with the collection of the play equipment

Children should make sure that they use the bathrooms at this point in the day

At the end of break time, staff will blow a whistle and instruct which classes should line up.

Children will return equipment to the box and the box will be stored away

Children will then be asked to line up near the outdoor sinks to wash their hands thoroughly

Children will return to their line, ready to transition to their classroom

Snack time:

Children will collect their snack from their lunchboxes in an orderly manner

Snack from the kitchen will be collected and brought to the classroom

All children must wash or sanitize their hands thoroughly

A member of staff will check home snacks (see healthy school statement [here](#) and information on being a nut aware school [here](#))

A member of staff will organise snack being given out children in an orderly fashion

Indoor Play (wet weather or other):

If children need to come back inside a member of staff member will use a whistle to get their classes attention

All children must stop, listen and walk to their line calmly and quietly

A member of staff will lead them into the building in a quiet and orderly fashion

Children must wash or sanitise their hands thoroughly

Cloakrooms are accessed in small groups

All belongings must be neatly stored and nothing must be on the floor or on top of the cupboard

Children must walk into the classroom calmly and sit in their usual seats

The member of staff will then direct children to the various activities available to them including board games, reading in the class library area, colouring or an activity appropriate to the time of year led by the staff member e.g. crafts around a topic or festival

If wet break is decided prior to exiting the building, children will stay in the classroom

A member of staff will then direct children to activities as stated above

Protocol – Moving Around School Routine

Bruche Primary Positive Behaviour Management Policy Protocol #10 Moving Around School Routine

Children should line up quietly, facing the correct direction

A member of staff will lead the children at the front of the line and when possible, another member of staff will position themselves at the end of the line

Children will walk slowly and quietly, one behind the other

If a child requires a staff member's attention during lining up or transitioning around the school, they will raise their hand and be spoken to when appropriate

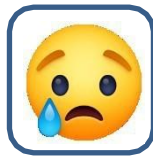
If children are transitioning around the school alone (E.G. to go to the bathroom) they should walk sensibly and silently

When transitioning around the school to go to an assembly, children should follow the above protocols and will be directed where to stand and sit by a member of staff. When directed to sit down, the children are expected to remain silent whilst waiting for the rest of the school to arrive.

My Feelings - Reflection

What happened?

How did you feel?



Angry

Upset

Worried

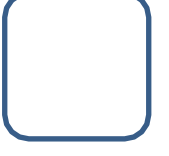
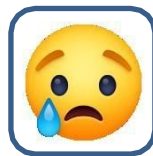
Nervous

Stressed

Other

What can you do next time?

How do you feel now?



Angry Upset Worried

Nervous

Stressed

Other

Are you ready to return to class?



Behaviour Reflection

<p>What could I have done differently?</p>	<hr/> <hr/> <hr/>
<p>What did I achieve?</p>	<hr/> <hr/> <hr/>
<p>What could have gone better?</p>	<hr/> <hr/> <hr/>

<p>What have I learnt?</p>	<hr/> <hr/> <hr/>
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Toolkit Template C – Positive Handling Pan

Name: Class: Date:

Child Responses

Level 1 Responses	Level 2 Responses	Level 3 Responses

Teacher de-escalation responses

	Try	Avoid	Notes
Verbal advice & support			
Firm clear boundaries			
Humour			
Negotiation			
Limited Choices			
Distraction			
Reassurance			
Planned ignoring			
C.A.L.M talking			
Take up time			
Withdrawal offered			
Withdrawal directed			
Transfer adult			
Reminder about consequences			
Success reminders			
Others:			

Diversion & distraction

If the child responds to distraction the interests of the child are....

Crisis situation

When approaching a crisis situation which methods have worked / should be avoided

	Try	Avoid
Friendly hold		
Half shield		
Standing double elbow		
Standing single elbow		
Sitting single elbow		
Figure of four		

Triggers

The things that have caused anxiety for this pupil and led to de-escalation or intervention being required are.....

Signed:

Date:

Toolkit Template D – Record of Use of Reasonable Force

This report should normally be completed as soon as practically possible after the incident by person/s involved in incident or, if not practical, by a senior member of staff.

NAME OF SCHOOL: _____

Name of Pupil: _____

Registration Group/Class: _____

Date of Birth: _____ Child in Public Care Y/N Please circle

Ethnicity: _____

Date & Time of Serious Incident: _____

Place: _____

Reporting Staff: _____

Staff Witnesses: _____

Child Witnesses: _____

RECORD OF SERIOUS INCIDENT

Was the child concerned liable to injury? Yes/No Details: _____

Were other children liable to injury? Yes/No Details: _____

Were staff liable to injury? Yes/No Details: _____

Was property about to be damaged? Yes/No Details: _____

Was property actually damaged? Yes/NoDetails: _____

Was good order prejudiced? Yes/No Details:

Other Reason:

Concise details of how the incident began, nature of pupil behaviour, the use of techniques other than physical control to defuse the situation, and measures taken to avoid harm to the pupil.

Description of physical intervention/control/restraint used, including the degree of force used, how that was applied, and for how long:

Record of any injuries to pupils/staff:

Record of any damage to property:

Measures taken to ensure that the pupil was calmed after the incident:

Signature: Time: am/pm

.....
Date:

Designation:

Signatures of adult witnessesNB If necessary please use
additional pages which should be numbered

ACTION TAKEN BY HEADTEACHER/ASSISTANT HEADTEACHER /SENIOR LEADER

Name:

Incident Book Completed: Yes/No Signed by Headteacher: Yes/No

Details of how and when parents were informed:

Incident discussed with pupil Yes/No

Date:

Other Professionals informed: Yes/No Details:

Personal injury form completed for Staff/Pupil: Yes/No Support offered to member of staff: Yes/No

Details:

Support requested by member of staff: Yes/No Details:

Action Log (any other actions taken/follow up from other professionals etc.)

Date:

Toolkit Template E – Letter to Parents/Carers Re of Use of Reasonable Force

Dear Parent/Carer

Today behaviour became extremely challenging and as such posed a health and safety risk to themselves, other children and/or staff.

Action Taken please tick Children concerned interviewed Adult involvement Interview Phase leader informed. If not then this should be dealt with by the class teacher. Behaviour Lead informed Parent/Carer informed Positive Handling (if appropriate) Other (please state)
--

Consequences/Further action please tick Monitor and evaluate. Put in place agreed sanctions. Escalate to high level intervention Put in place appropriate support plans

As a precaution and to further safeguard your child they have been checked by school staff with a First Aid qualification.

Please be assured that your son/daughter's health and safety is our highest priority and we will do all we can to safeguard their welfare whilst managing to the best of our ability such challenging behaviour.

Please sign the reply slip below and return it to school as soon as possible. Yours sincerely
Headteacher

BEHAVIOUR MANAGEMENT AND POSITIVE HANDLING INTERVENTION

CHILD'S NAME __ CLASS _____

I understand Behaviour Management and Positive Handling Interventions have been applied to my child. Please tick the following boxes as appropriate:

- I wish to come into school to discuss this further
- I would like someone from school to ring me to discuss this further
- I am happy about the way in which my son's/daughter's behaviour is managed at school

Signed _____ parent/carer Date _____