



Living our learning

Knowles Primary School
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Behaviour Policy

Date agreed by the Governing Body: January 2016

Date distributed to staff: February 2016

Date to be reviewed: September 2017

Revised September 2015

Improving our responses now

Introduction

This policy has been formulated to support the ethos, practice and smooth running of the school, so that children can become effective learners within a supportive and positive environment.

At Knowles Primary School, our Behaviour Policy is based around Protective Behaviour themes (see Annex 2) which are:

- We all have the right to feel safe, all the time
- Where we have rights, we also have responsibilities
- We all try our very best to learn and we support others with their learning

All staff and children are involved in the policy's implementation. All staff place great emphasis on good behaviour and developing a caring and considerate community.

We believe that children's innate exuberance and vitality encourages them to be curious about their world, and eager to learn. This natural energy needs to be directed into positive activities and behaviour. We believe that discipline and good behaviour develop from within the child, through increasing independence, the development of self-esteem and through, belonging and empathy for others. Therefore, throughout a child's time in the school, we try to ensure that they know exactly what is expected of them and enable them to be successful by providing interesting and appropriate activities and setting realistic and consistent boundaries.

At all times we seek to encourage a positive atmosphere in the school where appropriate behaviour is noticed and praised. The children are expected to interact with courtesy and good manners. They are expected to look after their own property, and have regard for that of others and of the school.

Through a 'natural' set of behaviours modeled and explained to the children, they will become thinking individuals, making decisions based on appropriate consideration for others and themselves. Decisions should be based on what is right and reasonable (and not on whether or not they will be in trouble). We are encouraging our children to become good citizens and worthwhile members of our community.

We expect that the majority of children will manage their behaviour in school with some guidance, but little correction. However, we are aware that there are a number of children who find it hard to adjust to communal life and to regulate their own impulses. These children may require a great deal of sustained support and guidance, through an unrelenting programme of attachment strategies (please refer to 'What About Me' and 'Inside I'm Hurting' both by Louise Bomber, a copy kept in the main staffroom). This is not a short term set of strategies and all staff will model unconditional support and positive feedback in order that the child learns to trust the community and, so wishes to belong and perpetuate it. Three members of staff have attended a day's training on attachment disorder (Autumn 2012 and Feb 2013):

Doll Downard – Learning Mentor

Sarah Rice – Deputy Head

Gi Sierant – Head Teacher

As part of the planned Induction process for new members of staff, training in Restorative Practices is given (Annex 2). All staff received training (January 2015) in strategies for teaching and caring for children with attachment disorders as many of the techniques will transfer to less acute behaviours, e.g. children who are mobile and may have repeatedly lost their best friends.

Aims

For all children to make the right choices for themselves by learning to:

- care for themselves, to be responsible for their own personal safety, to develop self esteem, to take responsibility for their own actions and to take pride in their own achievements
- value others, their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others, and to enjoy and respect their own and others' achievements
- develop a feeling of corporate responsibility by learning to care for their school environment, for the wider environment and the natural world

For staff to provide

- a calm and purposeful atmosphere in the school
- a consistent, individual, approach to behaviour throughout the school
- clear boundaries for acceptable behaviour to ensure physical and emotional safety
- a sense of direction and common purpose
- themselves as a role model

Objectives

- Children will be trained in routines which will help them and others, these strategies will be based on a Restorative Practice approach
- Children will be encouraged to reflect upon and take responsibility for their actions and reactions
- Adults will keep rules to a minimum and make clear the reasons for expected behaviour
- Adults will express guidance in positive and constructive terms wherever possible
- Adults will seek to encourage good behaviour, rather than punish poor behaviour

Acceptable risk taking

We recognise that children need to take well-judged risks in order to explore the world and demonstrate their mastery over it. Children are encouraged to take acceptable risks, whilst recognising potential hazards - a hazard is something a child **does not** see. A risk is a challenge a child **can** see, and chooses to undertake or not. **Eliminating risk leads to a child's inability to assess danger.**

Risk taking might be associated with a physical, an emotional or an intellectual activity. It is important that children learn to accept failure with good grace and success with magnanimity. Where children do not have a safe place to fail they may desist from trying new things.

Safety

It is of essential importance to all our work in school that children are safe and that they feel safe. We recognise that although, as adults, we may know that the building is secure, that there are codes of conduct in place, and that we, as individuals and collectively, are safe, children may not trust that these things are in place. It is our work to ensure that they receive sustained and consistent messages and evidence that they are safe. We will do this through a programme of individual work with children, group work, general discussion and exploration of ideas and information and through assemblies and class work explaining changes and reasoning. The children will have demonstrated to them that their safety is top of our agenda at all times through the adults talking to and listening to children and their concerns, also those of their parents.

Bullying, Racial and Sexual Harassment

We believe that it is the basic entitlement of all children to receive their education free from all forms of humiliation, harassment, oppression and physical and mental abuse.

Bullying

Bullying will not be tolerated. Incidents of bullying will always be taken seriously and a thorough investigation will be made. All children concerned will receive appropriate time for reflection and time to resolve the situation. Parents will be informed and involved as appropriate.

It must be remembered that children of this school's age range are not always aware that they are being bullied or that they are using bullying behaviour. Likewise, children may misunderstand the nature of bullying and label one unfortunate incident as bullying. Care must be taken when responding to allegations of bullying behaviour.

Definitions of bullying:

- 'Bullying is a behaviour which can be defined as the repeated attack - physical, psychological, social or verbal - by those in a position of power, which is formally or situationally defined, on those who are powerless to resist, with the intention of causing distress for their own gain or gratification.'

(Valerie Besag, *Bullies and Victims in Schools*, Open University press 1989)

- '...persistent, deliberate, unprovoked, physical or psychological harm by a more powerful child or young person or group, against a weaker child or group'.

(P Smith, *The silent nightmare: bullying and victimisation in school peer groups*. *Psychologist* 14(6) 1991:p243 – 248)

Books, leaflets and useful course material are held in the Headteacher's office. The material deals with the identification of bullying and how to discuss the issues with those involved. There are books in school which deal with the subject within a storyline.

The school has a leaflet on bullying which is made available to staff, parents and children and, the e-cadets have published a reviewed version (October 2015).

Cyber Bullying

This includes all bullying and harassment taking place over phones, mobile phones and through ICT (emails) and social networks (Facebook, Twitter). Children are not permitted to bring mobile phones to school, unless given permission. Children are discouraged from passing on their mobile phone numbers and their email addresses.

All social network sites are blocked in school. It is against school policy for children to access these sites during school time. The common age for children to be able to use these networking sites is 13 years. There are different levels of access for adults and children on our system and there is a planned programme delivered to children on internet safety and cyber bullying.

We encourage all parents and carers to ensure that internet and mobile phone use is monitored at home.

Prejudice based Incidents

Prejudice based incidents are **incidents** which are perceived by the victim to be motivated by a hostility on a person's faith, gender, ethnicity or sexual orientation and will not be tolerated. Prejudice based incidents will always be taken seriously and a thorough investigation made. All the children concerned will receive appropriate time for reflection and resolution. Parents will be informed and involved as appropriate. All reported and observed incidents will be recorded by the school, and Governors will be kept informed. Governors study the frequency and pattern of incidents. Name-calling is the most common type of harassment. As a school we will be both proactive and reactive in our dealings with these incidents. We will ensure that we are teaching and modeling acceptable conduct. All staff have been trained in Prevent (July 2015).

Revised September 2015

Gender Discrimination

All forms of stereotyping are discouraged. We recognise that there are generalisations which need to be taken into account when teachers are planning curriculum provision. However, it is more important that our adults know the individuals in their class and match learning to their needs. Children are encouraged to respect each other's gender through especially planned activities, daily modelling by the adults, and adult responses to unfortunate incidents of disrespect. As a school we will be both proactive and reactive in our dealings with incidents. We will ensure that we are teaching and modeling acceptable conduct.

Sexual Harassment

Sexual harassment will not be tolerated. Incidents of sexual harassment will always be taken seriously. All the children concerned will receive appropriate time for reflection and resolution. Parents will be informed and involved as appropriate. All reported and observed incidents will be recorded by the school, and Governors will be kept informed as appropriate. An example of sexual harassment is the inappropriate and unwelcome touching of genitals of one child by another. Another example is the persecution of one child by another or others because they do not 'fit in' to the accepted sexual stereotype. As a school we will be both proactive and reactive in our dealings with these incidents. We will ensure that we are teaching and modeling acceptable conduct.

Recording incidents

Staff have access to recording sheets for serious incidents, prejudice incidents and concerns. All filled in paperwork is seen by the Headteacher or member of the Senior Leadership Team and decisions are made about next steps, if required. Strategies and programmes to support children will be put in place, reviewed and amended as appropriate in partnership with the parents, the child, the Inclusion Manager, teacher, TA and senior staff as appropriate. Children who are not learning from the guidance and programmes put in place and are outing themselves and others at risk, may receive a warning of exclusion. Persistent seriously unsafe behaviour may result in fixed term exclusion. Beyond this there is the option of a permanent exclusion.

Parental Involvement

We welcome the interest and close involvement of parents. The development of positive behaviour patterns and self discipline is a gradual process which begins at home. Our behaviour policy is communicated to parents through the school's prospectus and leaflet (Appendix 3). We encourage parents to take corporate responsibility for the care of the school building and environment, and for the personal safety and behaviour of their children and to support the school's behaviour policy.

The school has a programme to ensure that parents have regular opportunities to liaise with their child's teacher and exchange information about the child's progress and behaviour. There are opportunities for both formal and informal contacts through annual induction sessions, coffee/tea events and parents' consultations. Parents are invited to make an appointment to see the teacher or pop in and discuss matters which are concerning them, or if they need clarification of the policy.

If a child's behaviour is giving the school concern, parents are contacted and involved at an early stage. The child's class teacher may inform the parents in writing or by telephone, and invite them to talk about the incident or persistent poor behaviour. The Headteacher, Deputy or SENCo is informed if this action is to be taken.

Organisation

Children are taught how they are expected to behave and this is represented by Behaviour Ladder. These ladders are displayed in classrooms and around the school. Children understand that each behaviour is represented by a colour.

Each class will display a behavior ladder detailing what behaviors 'look like' and what the subsequent consequences are for each behavior shown. (See Appendix 3).

In the classroom

At the beginning of the school year the teachers and children or a year group create a set of rules, to work alongside the whole school behavior ladder. Once drawn up they are agreed and referred to as appropriate. They are displayed and reviewed as necessary throughout the year, perhaps especially when new children join the class. The 'rules' may be a reiteration of the three rules used across the school or more detailed, depending on what the children think will support them. As the children mature throughout the year the rules may need revisiting and amending to reflect their increased understanding.

Careful classroom organisation encourages positive and appropriate behaviour. The staff defines (by example and explanation) what constitutes appropriate behaviour both at times when inappropriate behaviour has occurred and at other times as part of classroom instruction. Brilliant behaviours are encouraged and secrets of success are promoted and linked to our behavior system.

Children are encouraged to organise their own work space. They collect and return equipment and take increasing responsibility for its care and storage. Children are taught how to handle equipment safely.

Movement and discussion are an integral part of many classroom activities. Children are encouraged and organised to take part in ways that are productive and that do not distract from, or impinge upon other classroom activities and other children's concentration.

Children are encouraged to concentrate on, and put care and thought into all activities. They are given opportunities to work on their own, collaboratively and co-operatively, and they are encouraged to make decisions and take responsibility for their actions.

Members of staff are encouraged to 'catch the children being good' reinforcing and praising the positive behaviours.

Attractive displays of children's work create a welcoming and positive atmosphere. They give the children a sense of ownership of the room and demonstrate that their work is valued and enjoyed, and that the school environment is cared for and appreciated.

In the school

To enhance appropriate behaviour, children are encouraged to have ownership and responsibility for the school as a whole. This is encouraged by participation in whole school events, working in, and taking responsibility for areas of the school other than their classrooms.

In all areas of the school, children are encouraged to behave in a positive, safe and appropriate manner. They move through the school with the permission of or under supervision of an adult. Children are allowed free access to toilet facilities as appropriate.

At assembly times children are encouraged to enter and leave the hall in a quiet and calm manner, and to sit still, to listen carefully and respond appropriately. In the dining hall children are encouraged by the midday supervisors to enter and leave the halls in a quiet and controlled manner and to remain seated whilst eating.

On the playground

In the playground a wider range of behaviours become acceptable as the children need to run, shout and generally 'let off steam' in a way which may not be appropriate in a classroom situation. However, children are encouraged to continue to show self-discipline, to be courteous and to have consideration for the personal safety and feelings of others. It is the responsibility of the adults on playground duty to supervise the children on the playground and to monitor behaviour. Any problems are dealt with as they occur and the child's teacher is informed if any behaviour is causing concern.

During the lunch break the midday supervisors take responsibility for the children's well-being and safety, and take up any issues with the Headteacher, Deputy or other member of staff on duty. Children are allowed access to toilet facilities but at breaktime they are encouraged to use these before going outside. Children are expected to be outside during the playtimes and lunch breaks, unless there are other events on offer or if the weather is poor. Children are discouraged from running in and out of the school. Year 6 Prefects monitor the comings and goings to the toilet where children are required to have a pass from an adult.

During wet playtimes and lunchbreaks the children remain in their classrooms and are supervised by teachers on duty and the midday supervisors. They are given clear guidelines about which activities they are allowed access to during these sessions.

Special Educational Needs and Record Keeping

There is provision within the school's ongoing system of record keeping to record comments about the children's general behaviour, (see Assessment, Recording and Reporting Policy). However, if a child's behaviour needs monitoring or is causing concern, more detailed notes are kept by the class teacher and brought to the attention of the Inclusion Manager and SLT. Notes made about specific incidents or meetings with parents are also kept. A teacher may recommend that a child with a persistent behaviour difficulty might benefit from an Individual Behaviour Plan. The Behaviour plan/One Page profile will be distributed to all members of staff that would come into contact with that child. The strategies and provision will be reviewed regularly.

Training

Training needs are identified through staff Appraisals and individual requests. New members of staff will be inducted into our strategies and expectations.

Consultation and publication

Staff, children and parents are consulted over the content of the policy. The policy is published to parents annually in the form of a leaflet. Whenever the policy statements are reviewed and changed the staff, parents and children are consulted and changes are published. The full policy can be found on our website.

Monitoring and Evaluation

Monitoring and evaluation will be carried out in accordance with the school's Monitoring and Evaluation policy. Audits of incident forms and the success of individual targets will be a part of the evaluations made. Views from our stakeholders will also be taken into account.

Equal Opportunities

All children irrespective of gender, faith, race, culture or ability will receive equal opportunities as set out in the Knowles Primary School Single Equality policy 2015.

Annex 1

Strategies for Managing Behaviour

We wish to create a positive learning situation for every child. We draw attention to and give specific praise for positive and appropriate behaviour and note, but ignore and give no positive attention to unacceptable behaviour (whenever possible). Unsafe behaviours and persistent poor behaviour will be dealt with. Humiliation, sarcasm and punishment are unacceptable forms of reprimand.

Children's success should be measured against their previous performance.

Good behaviour management is achieved by the following:

- Ensuring children understand what 'good' behavior looks like using the behavior ladder. (Appendix 4)
- Creating a well-organised curriculum/classroom which caters for the children's needs
- Giving the children explicit guidelines for their behaviour and the teacher's expectation, and providing clear and consistent boundaries
- Use of teacher attention:
 - appropriate behaviour is defined in positive statements e.g. 'please sit quietly while working', rather than 'don't talk'
 - praise before compliance: encouraging children to act upon an opportunity of good behavior before a child has acted on it, e.g. 'You've made the right choice and sat down, thank you', before the child has actually carried out the instruction.
 - appropriate and specific behaviour is praised
 - low level poor behaviour may be ignored (e.g. showing off) unless unsafe or offensive, but someone who is behaving appropriately is immediately praised, thus the group is refocused
 - a signal or a smile, as well as verbal praise is used
 - a calm model is set and children are spoken to courteously and quietly.
- Protective interruption:
 - a technique which relies on the teacher identifying a potential behaviour issue and changing the activity, atmosphere, environment etc. in order to avoid the potential consequences

Annex 2

Restorative Practice

Restorative Practice is based on the following framework:

- Focus on language used by adults and the manner in which it is communicated
- Emphasis on building social connection
- Range of informal and formal responses to harm and wrong-doing
- A commitment to include wider relationships involving families and communities

When behaviours need intervention the following is a guide for supporting children to move on:

Perceived Perpetrator
What happened?
Who has been affected by what you have done?
How do you think they have been affected?
What do you think needs to happen next?

Perceived Victim
What did you think when you realized what had happened?
How has this affected you and others?
What has been the hardest thing for you?
What do you need to happen next?

We will let the children take on as much as possible of the thinking and encourage them to take over the strategy and resolve issues for themselves.

Other strategies for rewarding behaviours:

Written praise, public praise (in assembly), house points, badges, stickers, postcards/letters written to parents, phone calls home.

Our Behaviour Referral System

At Knowles Primary School we believe everyone should behave in an acceptable way in order for us to fulfill our true potential and be the best we can be NOW! The most essential and important relationship in school is between a teacher and the individual child in their class. All members of staff play a role in teaching and modeling 'Brilliant Behaviours' and use our behavior ladder to illustrate what is expected of everyone.

Members of staff responsible for ensuring the behaviour system is successful:

- Teaching assistants/Midday supervisors
- Learning Mentors
- Class teachers
- Phase Leader/Inclusion Manager
- Deputy Head
- Head Teacher

It is expected that poor behaviour is dealt with by the person that comes across it although the referral system guides us to whom may best help and support in a situation, should it arise.

Each class will display our Behaviour Ladder to remind everyone what is expected. It also reminds everyone about what could happen if things go wrong.

- We start on **green** at the beginning of every new day and aim to remain there earning rewards for our 'Brilliant Behaviours'
- We can move down the Behaviour ladder if we display behaviours that are not expected. We might be moved to **blue**, where we may just need a reminder
- If we continue to show more negative behaviours, we may move to **yellow** where we will begin to lose privileges or be asked to speak to more senior members of staff
- When we show poor behaviours, we will be moved to **orange** where parents become involved and more serious consequences occur. We may even require a Report Card and report to Mrs Hilton or your Phase Leader every day
- If poor behaviour is persistent or more extreme behaviours are seen you will be moved to **red**. This is very serious, where Mrs Rice or Mrs Sierant will become involved. Persistent negative or extreme behaviours do not keep people safe and we could be excluded from school for a period of time

We aim to:

- **Establish rules and routines**
- **Be consistent**
- **Use agreed strategies**

Improving our responses NOW

	Behaviours	Consequences	Who?
Good	Ready Listening Looking Engaging Learning Co-operating Considerate	House points Secrets of Success badges Praise Privilege time Rewards Stickers Star of the week Share achievements with senior leaders Share achievements with parents Postcards home	Everyone
Nearly there	Reminders needed		Everyone
Needs improving	Interrupting and/or shouting out Disrespectful Swearing Distracting others Talking inappropriately Impolite and/or answering back Unkind	Discussion with adults in your class/Year group Time out within the class Loss of 5 minutes privilege time/play	Teacher Parent/carer Phase Leader Inclusion Manager
Poor	Inappropriate responses Walking out of class Refusal Disrupting the class Swearing at people Inappropriate attention Persistent yellow behaviours	Communication with parents/carers Loss of play/privilege Learning time made up Working with our Learning Mentors (Mrs Downard, Mrs Yates, Mrs Searle) Discussion with Senior leaders: Miss Hilton, Miss Nolan, Mrs Lines, Miss Jeffs at break or lunch Behaviour card with Miss Hilton and set targets	Teacher Parent/carer Learning Mentors Phase Leader Inclusion Manager
Extreme	Attacking a child Threatening others Unsafe behaviours Vandalism Bullying Stealing Persistent poor behaviours leading to you being unsafe	Immediate call to parents/carers Mrs Rice and/or Mrs Sierant involved Report card with Mrs Rice or Mrs Sierant Risk of exclusion	Teacher Parent/carer Learning Mentors Phase Leader Inclusion Manager Deputy/Head Teacher

Report card for

Week beginning:

Session	Monday	Tuesday	Wednesday	Thursday	Friday	Whole week
Early work						
Assembly						
Lesson 1						
Play						
Lesson 2						
Lesson 3						
Lunchtime						
Lesson 4						
Lesson 5						
Club						
The day						

Extreme Poor Needs improving Nearly there Good

Report to: Mrs Sterant Mrs Rice Mrs Cowper Miss Jeffs Mrs Lines Miss Nolan

Annex 4

Protective Behaviours

We use 'Protective Behaviours' wherever possible to guide children's behaviour. The 'programme' is based on two principles:

- We all have the right to feel safe all the time
- Nothing is so awful that we can't talk with someone about it

Protective Behaviours is based on improving a child's self image, so that they can make appropriate decisions for themselves and influence to the good the behaviour of others. It is an approach which encourages respect for everyone and it is designed to enable a child to enjoy life to the full, and deal with problems which may arise in a constructive way. Children are encouraged to make themselves as safe as possible and enhance the safety of others. Protective Behaviours are used help a child protect themselves from abuse.

Protective interruption is when a child stops himself or herself from carrying out action which may harm themselves in some way. It could be a child who stops before hurting another, or a child who resists making a disclosure at a particular point because it might not be a confidential gathering.

Protective interruption is also used when someone interrupts the behaviour or actions of another to keep them from harm or humiliation. A teacher may interrupt a child by diverting attention onto something else in the discussion or at playtime. A child can be protected from harmful play by being asked to complete another task.

Responsibility

We have a responsibility to the children and not for the children. (for belongings, to people).

It is our job as adults and teachers to make sure that we have prepared the children as well as we can and in partnership with the parents, for independence. Once we are satisfied that we have done this, (and it is a continuing task) we are not responsible for a child carrying out pieces of action which willfully flout the rules, guidance and social consequences. If a child does not take responsibility for themselves (appropriate to his or her age, stage of maturity, experience and opportunities) then it is our job to reiterate the guidance, review whether it is reasonable for us to expect this child to be responsible etc. In some circumstances it may be that we have to temporarily take away the responsibilities of a child, by, for example, accompanying them to the toilet, having them stay in over playtime.

Low level persistent behaviour will be dealt with by reminders and perhaps warnings, but if there is an escalation it may be useful to follow the above guidelines. Every child and every issue is different. Adults are expected to make professional decisions and consult more senior members of staff for support.

Annex 5

The use of Reasonable Force

The use of reasonable force will only be used in extreme circumstances where a child is posing risk or harm to themselves or others. We follow the guidance in the Milton Keynes Safeguarding Children Board's Restrictive Physical Intervention Policy (2009) and Use of Reasonable Force (DfE, 2013). Please refer to these documents for further information.

Positive Handling training is given to all members of staff at Knowles Primary School and is incorporated into our core training package for new members of staff along with Restorative Principles.

De-escalation is key but there may be occasions when a child does/will not comply to the school's behavior code of conduct where reasonable force may be used.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances (DfE (2013))
- Records are kept of all interventions and signed by the leader and witnesses along with accounts of the incident in question
- Parents are informed as soon as possible, preferably by phone in the first instance but in writing where appropriate.

Wherever possible Restrictive Physical Intervention should not be used.

Annex 6

Behaviour: Agencies of support

Specialist Teachers for Social, Emotional and Mental Health (SEMH)

The SEMH team are approached when a child is exhibiting more extreme behaviours and at least 2 cycles included strategies from the First Assessment Communication Tool (FACT) for Plan, DO, Assess, Review have been implemented.

Exclusion policy

We follow the Milton Keynes Exclusion Guidance (August 2015). If a child puts him/herself or another person at risk of their health or safety, a decision may be taken to exclude the child, either for a fixed term or permanently depending on the incident(s). This is at the discretion of the Headteacher.

Confiscation of inappropriate items

Children may bring in inappropriate items. If the items constitute a danger to health and safety, they will be confiscated and the parents are informed. If the item is used as a weapon the police may be involved.

Annex 7

Knowles Primary School:

Use of force to control or restrain children: Incident record

Child's name:		Class:
Date:	Time:	Location:
Name(s) of staff involved	Directly:	Witnesses:
Details of other children involved (including vulnerabilities e.g. SEN)	Directly	Witnesses:
Description of incident (including attempts to de-escalate and warnings given):		
Reason for using force and description:		
Injuries suffered. First Aid administered/medical attention sought:		
Please note Incident/Accident Reporting form in office.		
Details of follow up, post-incident support, disciplinary action:		
Information shared with other staff/outside agencies:		
Parental contact and views expressed by parents:		
Any complaint lodged:		
YES NO no details needed here		
Compiled by:	Countersigned by:	
Role:	Role	
Signature:	Signature:	
Date:	Date:	

Annex 8

This is the guideline for who deals with inappropriate behaviours within school.

	Behaviours	Consequences	Who?
Good	Ready Listening Looking Engaging Learning Co-operating Considerate	House points Secrets of Success badges Praise Privilege time Rewards Stickers Star of the week Share achievements with senior leaders Share achievements with parents Postcards home	Everyone
Nearly there	Reminders needed		Everyone
Needs improving	Interrupting and/or shouting out Disrespectful Swearing Distracting others Talking inappropriately Impolite and/or answering back Unkind	Discussion with adults in your class/Year group Time out within the class Loss of 5 minutes privilege time/play	Teacher Parent/carer Phase Leader Inclusion Manager
Poor	Inappropriate responses Walking out of class Refusal Disrupting the class Swearing at people Inappropriate attention Persistent yellow behaviours	Communication with parents/carers Loss of play/privilege Learning time made up Working with our Learning Mentors (Mrs Downard, Mrs Yates, Mrs Searle) Discussion with Senior leaders: Miss Hilton, Miss Nolan, Mrs Lines, Miss Jeffs at break or lunch Behaviour card with Miss Hilton and set targets	Teacher Parent/carer Learning Mentors Phase Leader Inclusion Manager
Extreme	Attacking a child Threatening others Unsafe behaviours Vandalism Bullying Stealing Persistent poor behaviours leading to you being unsafe	Immediate call to parents/carers Mrs Rice and/or Mrs Sierant involved Report card with Mrs Rice or Mrs Sierant Risk of exclusion	Teacher Parent/carer Learning Mentors Phase Leader Inclusion Manager Deputy/Head Teacher

Expected	<p>Postcards Home Privilege Time</p> <p>Secrets of Success Badges Share Achievements with Teachers</p> <p>House Points Star of the Week</p> <p>Rewards Praise Stickers Share Achievements with Parents</p>	Expected
Nearly	<p>Reminders Reminders Reminders Reminders Reminders</p> <p>Reminders</p> <p>Reminders Reminders Reminders</p> <p>Reminders</p> <p>Reminders Reminders Reminders</p>	Nearly
Improving	<p>Talk with Adults in Your Year</p> <p>Time Out in Class</p> <p>Talk with Adults in Your Class</p> <p>Loss of 5 Minutes Privilege</p> <p>Loss of 5 Minutes Play</p>	Needs Improving
Poor	<p>Behaviour Card and Set Targets</p> <p>Work with Learning Mentor</p> <p>Talk with Senior Teachers at Break</p> <p>Loss of Play</p> <p>Communication with Parents/Carers</p> <p>Learning Time Made Up</p> <p>Loss of Privilege</p> <p>Talk with Senior Teachers at Lunch</p>	Poor
Extreme	<p>MRS STERANT INVOLVED</p> <p>MRS RICE INVOLVED</p> <p>IMMEDIATE CALL TO PARENTS/CARERS</p> <p>REPORT CARD WITH MRS STERANT</p> <p>RISK OF EXCLUSION</p> <p>REPORT CARD WITH MRS RICE</p>	Extreme

Expected		Expected
Nearly		Nearly
Needs Improving		Needs Improving
Poor		Poor
Extreme		Extreme