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|  | <h2 style="text-align: center;">Positive Behaviour Policy</h2> <p style="text-align: center;">Including anti-bullying, racism and exclusion</p> <p>This policy has been reviewed in line with Department for Education documents 'Behaviour in schools - advice for headteachers and school staff' (September 2022) and 'Preventing and tackling bullying' (July 2017). Please note that Enlighten Learning Trust holds a separate policy for the 'Use of Reasonable Force'.</p> | | |
| Date adopted | March 2020 | Owner | SLT |
| Last reviewed | March 2024 | Review cycle | Annual |

Through our strong Christian values of love, friendship, responsibility, courage, honesty and respect, we aim to serve our community by providing an education of the highest quality within the context of Christian belief and practice. This policy is underpinned by these values and aims to support staff in providing a nurturing environment which will enable each child to feel secure and confident and allow them to achieve their full potential. We believe that respecting others and having a positive attitude of self-worth is effective motivation to self-discipline and good behaviour. Discipline comes from within, and self-discipline needs to be built upon. Staff who join St. Martin's are required to read and understand this policy and read it annually thereafter.

Our values-based curriculum creates an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils, who are expected to set a good example to the rest.

At St Martin's we:

- Create a positive climate with high expectations.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Promote honesty and courtesy.
- Encourage children to take age-appropriate responsibility for their own behaviour and develop strategies to deal successfully with conflict.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contribution of all.
- Provide a caring and effective learning environment.
- Emphasise the importance of being valued as an individual.
- Invest in developing positive working relationships with all children.
- Ensure that teaching is inclusive and that all children can access the intended learning.
- Use restorative approaches so that children learn how their behaviour can impact others and themselves and as a result learn from experiences.
- Support one another in promoting positive behaviour.
- Work in partnership with parents, carers and professionals.
- View each day as a fresh start.



School Expectations

At the beginning of the school year, St Martin's Promises, which are underpinned by our school values, and the need for them are shared and discussed. The promises set the standard of behaviour that is expected across the school and promote consistency for all children and staff. The promises are displayed in every classroom. We have a vast range of strategies to support children to develop appropriate and acceptable behaviours, including teaching about positive relationships in Life Learning lessons.

Our Promises are...

Friendship – I will be a good friend and work well with others.

Love – I will be kind, gentle and helpful.

Responsibility – I will take care of my own property and the property of others.

Courage – I will work hard at my learning, challenge myself and always try my best.

Honesty – I will always tell the truth.

Respect – I will listen to others and follow instructions.

Values

Our Promises are embodied by our Values Jigsaw and are shared within the Home Learning Diary and are on display around the schools. This jigsaw is designed to make the schools a productive and rewarding place for all those who learn here. These expectations are clear and understood by all with an ambition that they are demonstrated by all stakeholders.

Rewards and Sanctions

The St Martin's Positive Behaviour Policy is supported by a series of steps for both positive and negative behaviour choices (see Appendix 1). These are named the St Martin's Steps to Strive, Aspire and Succeed. This can be referred to by all staff and key stakeholders. The purpose of this is to ensure that behaviour is managed consistently and effectively across the schools.

Rewards

We encourage our learners to develop an intrinsic motivation whereby they strive and aspire to be the best that they can be for their own satisfaction and personal development. We also believe that rewards can have a motivational role; helping children to see good behaviour is valued (Step 1). The most common reward is positive praise, verbal and nonverbal, informal and formal, public and private, to individuals and groups. Other forms of rewards are given to recognise good behaviour and learning:

- Being awarded the Values Ties for demonstrating our school values.
- Being awarded Good News/Star of the Week certificates for attitudes towards learning.
- Being awarded Book Prizes.
- Being awarded House Points.

House Points

Children across the school are placed within a house. These are Durdans, Woodcote, Maidstone and Hylands. Children can be awarded house points for positive choices in relation to their behaviour and learning (Step 2). All staff members can award house points, between 1 and 3 house points can be awarded at a time. Each academic year, children can be awarded a bronze, silver, gold or diamond certificate for gaining house points for their house. Certificates for gaining house points will be awarded within the classroom and celebrated within the year group through the use of display. The school regularly engages in 'Skills Days' and the winning house is rewarded first choice in the variety of activities available to them on this day.

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|----------------------------|-------------------------|
| <u>Bronze Certificate</u> | <u>20 House Points</u> |
| <u>Silver Certificate</u> | <u>40 House points</u> |
| <u>Gold Certificate</u> | <u>60 House Points</u> |
| <u>Diamond Certificate</u> | <u>100 House Points</u> |

Superstar Awards

Each week, children who consistently demonstrate outstanding behaviour and learning may be awarded a 'Superstar' certificate. If a child receives one of these, they will be awarded a bookmark and a pencil by a member of SLT in assembly. (Step 3).

We consider the steps for rewards to be fluid and tailored to the individual child. We recognise that the variety of rewards stated within this policy can be used at the discretion of the class teacher. Children do not need to receive a certain number of house points in order to achieve a certificate or be awarded a bookmark and pencil.

Sanctions

Although we believe rewards are central to the encouragement of good behaviour, when children misbehave, they need to know that consequences/sanctions will follow. Discipline does not need to be severe to be effective in helping a child see where they went wrong and how to behave in a better way in the future. The following sanctions are applied to register the disapproval of unacceptable

behaviour (Step 1). We will always ensure that any sanction is appropriate and proportionate to the offence and age of the child. These are flexible and are applied at the discretion of the class teacher in line with the steps system:

- Verbal warning and reminder of expected behaviour.
- Visual prompt or nonverbal reminders of expectations.
- Move places within the classroom.
- Explanations and opportunities to restore their behaviour.
- Closed choices given.
- Discussions with the child.

Following this, should a child fail to follow the school's behaviour expectations their behaviour will be logged and monitored using the behaviour log (Appendix 2). These behaviour logs will be filed on CPOMS (our electronic recording system) where appropriate (Step 2). Should a child's name appear on the log twice within a week, class teachers will work closely with parents and carers to help restore positive behaviour choices. Positive relationships with parents and carers are paramount within all elements of school life and this includes behaviour management. At this stage it may be appropriate to withdraw privileges, miss a playtime, move the child to another class, give the child reflection time and use restorative approaches to ensure the child learns from their experiences (Step 3).

We aim to understand the underlying factors causing behaviour and to view behaviour as a communication tool to respond in the appropriate manner. We recognise that within a climate of inclusion there will be children who need a personalised approach to their specific behaviour needs. In some cases, this will mean that the school's sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used. Consideration is given to whether a child's misbehaviour gives cause to suspect that they are suffering or is likely to suffer harm. In this instance, staff should refer to the 'Child Protection and Safeguarding Policy'.

Individual children presenting persistent distracting behaviour or failing to keep to our expectations despite the above actions will be encouraged to improve specific aspects of their behaviour often with the support of a child-friendly contract set between the child and the class teacher. At this stage, the Year Group Leader will be involved, and a meeting will be held. An Individual Behaviour Plan (see Appendix 3) will be put in place and shared with all staff and the Inclusion Leader will be made aware (Step 4). At this stage, the class teacher should work closely with the Inclusion Leader to determine if the child could benefit from an Individual Action Plan. This would include targets which are agreed by the class teacher, child and parents. The child assesses their own achievement in each session as does the teacher. As the child achieves success, they are motivated and encouraged to improve their behaviour. Specific strategies are given to help the child make step-by-step improvements towards acceptable behaviour. When anti-social or aggressive behaviour is observed more than once and sanctions alone are ineffective, additional specialist help and advice from an educational psychologist or the specialist teaching service may be necessary after careful evaluation of the curriculum, classroom organisation and management, and whole school procedures have taken place to eliminate contributory factors. Following this, the Senior Leadership Team (SLT) will be made aware of the concerns, actions taken and progress made and a Crisis Development Model (see Appendix 4) will be put in place (Step 5).

Should challenging behaviour continue, the Senior Leadership Team will investigate and make informed decisions about how to proceed (Step 6). The Senior Leadership Team will meet with parents and final measures will be taken with consideration given to when and how a child should move back into the usual school procedure and 'Steps to Success'

Restorative Approaches

We believe that using a restorative approach when dealing with challenging behaviours is most effective. Through reviewing the incident and exploring why it happened, the feelings it evoked and how it can be improved, children learn from the choices they have made. Using a restorative approach encourages children to take ownership of their behaviour, learn from the incident and apply learning to other contexts and situations, improve relationships with others, develop a better understanding of feelings and emotions and lastly acquire the skills needed to manage conflict appropriately and independently in the future. All staff adopt a restorative approach to managing behaviour within the classroom, around the school, in the halls and in the playgrounds. Key questions are used to encourage the child to reflect on what has happened. These include:

- What happened?
- How were you feeling? What did you need?
- What happened after the incident?
- Who else was involved? What do you think were their feelings?
- What have you learnt from this?
- What would you do differently?
- How can you repair the damage?

Using a restorative approach throughout all elements of the St Martin's Steps to Strive, Aspire and Succeed system is vital.

Dealing with racist, religious or cultural incidents

At our school we value all God's children by caring for ourselves and for others. This includes caring for pupils of diverse ethnic minorities and for those with religious or cultural differences. Diversity is celebrated in many ways including through awareness-raising in assemblies, R.E. lessons, Circle Time and Life Learning.

All children will be made aware of the unacceptability of racial, religious and cultural prejudice through input in assemblies, R.E. lessons, Circle Time and Life Learning lessons. In general, any bullying on the grounds of race, religion or culture will be dealt with immediately using our strategies to combat incidents of bullying.

Behaviour which shows prejudice and intolerance is not acceptable. The school records all racist incidents through the use of CPOMs. All recorded incidents will be investigated by a member of the Senior Leadership Team and reported to the pupil's parents/guardians, the school governors and the LEA. The behaviour of perpetrators of racism will be monitored. Failure to modify their behaviour after all strategies have been exhausted will lead to exclusion.

Dealing with discipline beyond the school gates

Governors have decided to adopt Department for Education guidance relating to the power to discipline beyond the school gate to such an extent as is reasonable, including where children are:

- Taking part in any school-organised or school-related activity
- Travelling unaccompanied to and from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

We recognise that the school community goes beyond the school gates. However, in all cases of misbehaviour the teacher can only discipline the child on school premises or elsewhere when the child is under the lawful control of the staff member. It is the role of all staff members' responsibility to promote good behaviour to enable the children to behave well.

Dealing with discipline on the school grounds when children are not under the charge of a member of staff

Staff have power to issue sanctions any time children are in school or elsewhere under the charge of a member of staff. There are times when children are on the school grounds yet not under charge of a member of staff such as at the beginning and end of the school day when parents and carers are dropping off and picking up or at PTFA events. In these circumstances, where children's behaviour falls below that outlined in this policy, staff will endeavour to work in partnership with parents/carers to reinforce our expectations and values. This is ultimately the responsibility of the parents/carers.

The role of all members of staff

We have high expectations of the children in terms of behaviour. It is the responsibility of all members of all staff to ensure that the schools' expectations are met and that children behave in a responsible manner by the staff members thinking of the child and environment and making it easier for the child to settle. The Senior Leadership Team readily support staff in promoting positive behaviour.

All members of staff provide good role models for the children, modelling desired behaviour in the way in which they listen to the children, in the tone of their voice, and in their own behaviour.

Members of staff treat children fairly, with respect and understanding, and ensure the schools' expectations are met consistently. All members of staff should refer to the St Martin's Steps to Strive, Aspire and Succeed. If behaviour is disrupting the learning of others or there is concern for the safety of the child or others and another member of staff is called upon to help with a situation, then the staff member who helped to resolve the situation is to meet with the member of staff who asked for support for a debrief. Where professional development is necessary, this is delivered locally with the individual or it may be deemed necessary for whole school staff training to take place to enable staff to manage behaviour effectively.

In the unlikely event that a child should pose a risk to themselves or others and their behaviour is escalating towards a level of crisis then a member of staff may need to use reasonable force to manage the crisis. This should be used as a last resort if de-escalation strategies have proved unsuccessful. More information about using reasonable force, de-escalation strategies and guidance can be found within the 'Use of reasonable Force' policy which is owned by Enlighten Learning Trust. .

The role of the class teacher

It is the role of all staff to ensure that the schools' expectations are met by children. It is the responsibility of each class teacher to reinforce expectations, monitor behaviour, work with parents and carers and educate the children about their choices, behaviour

and actions. The class teacher is responsible for the behaviour of their class within the classroom and when moving around the school.

Essential to good classroom management is the quality of the relationship between the class teacher and the children within the class. Good relationships developed between support staff, other agencies, visitors and the children will enhance this.

Teachers should ensure that they:

- Are organised.
- Ensure the learning environment is organised well and accessible by all.
- Be clear and concise.
- Be consistent.
- Ensure their teaching is inclusive and make it suitable for all learning styles.
- Mean what they say without making empty threats.
- Pre-empt behaviour e.g. through seating plans.
- Establish clear routines that children understand.
- Stay calm and positive.
- Display the St Martin's Promises and Steps to Strive, Aspire and Succeed within their classrooms.

The role of leaders

Leaders support staff by setting the standards of behaviour and by supporting staff in the implementation of the policy. The Senior Leadership Team keeps records of all reported serious or repeated incidents of misbehaviour.

The Heads of Schools have the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Heads of Schools may permanently exclude a child. Both these actions, when taken, are communicated to school governors.

The role of parents

We work collaboratively with parents, so that children receive consistent messages about how to behave at home and at school. The key professional in this process of communication is the class teacher who has the initial responsibility for pupil welfare. We will support parents with a family support worker where needed.

We explain all the schools' expectations and expect parents to read these and support them.

We expect parents to support their child's learning, and to work in partnership with the schools, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and inform each other immediately if we have concerns about the child's welfare or behaviour.

If we have to use reasonable sanctions to reinforce expected behaviour, parents are expected to support our actions. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Year Group Leader and, in the unlikely event that the concern continues, they should contact a member of the Senior Leadership Team (as per our complaints policy).

Where the behaviour of a child is causing concern, it is important that all those working with the child in the schools are aware of those concerns, and the steps that are being taken in response.

Fixed-term and permanent exclusions

Note: Awaiting policy from Enlighten Learning Trust for implementation around the theme of fixed/permanent exclusions.

Only the Heads of Schools (or a member of the Senior Leadership Team) has the power to exclude a pupil from school. The Heads of Schools may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Heads of Schools may also exclude a pupil permanently.

If the Heads of Schools exclude a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, they make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The schools inform the parents how to make any such appeal.

The Heads of Schools inform the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body would form a discipline committee, which is made up of three members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meet to consider the exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by the parents and the LEA, and consider whether the pupil should be reinstated.

Where parents dispute the decision of the governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the equality act 2010) in relation to a fixed-period of permanent exclusion, parents can also make a claim to the First-tier Tribunal (Special Educational Needs and Disability) for disability discrimination, or the County Court for other forms of discrimination.

An independent review panel does not have the power to direct a governing board to reinstate an excluded pupil. However, where a panel decides that a governing board's decision is flawed when considered in the light of the principles applicable on an application for judicial review it can direct a governing board to reconsider its decision. If a panel directs a governing board to reconsider reinstatement it may order the local authority to make an adjustment to the school's budget or (in the case of an academy) the academy trust to make an equivalent payment to the local authority in whose area the school is located, unless within ten school days of receiving notice of the panel's decision, the governing board decides to reinstate the pupil. The sum of this adjustment/payment must be £4,000 and would be in addition to any funding that would normally follow an excluded pupil. The panel does not have the power to order a financial readjustment or payment in circumstances where it has only recommended that the governing board reconsiders reinstatement of the pupil. Whether or not a school recognises a pupil as having SEN, all parents have the right to request the presence of an SEN expert at a review meeting. The SEN expert's role is to advise the review panel, orally or in writing or both, impartially, of the relevance of SEN in the context and circumstances of the review. For example, they may advise whether the school acted reasonably in relation to its legal duties when excluding the pupil.

Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and ability to understand.

See Appendix 5 for further exclusions guidance.

Anti-Bullying

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, we can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

We do not tolerate bullying. Every incidence in which bullying is reported will be recorded on CPOMS. A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with lies jointly with the class teacher and the Senior Leadership Team.

We minimise incidents of bullying through assemblies, Circle Time and Life Learning lessons where we teach children that everyone is responsible for the well-being of others in the school community. Unkind and thoughtless behaviour is not acceptable.

We accept that bullying can occur anywhere. A bully is a person or group who repeatedly intimidates or hurts another person, either mentally or physically, for their own excitement, status or other gratification. They do not recognise and respect the rights of others.

Bullying relies on silence. Children need to have the confidence to speak up against what hurts them and hurts others. We know that, even as adults, people keep quiet about bullying for fear that they might be the next victim.

Bullying can include:

- Verbal – persistent name calling or other harmful remarks, taunting, offensive remarks, threats.
- Manipulating friendship groups
- Physical assault e.g. kicking, hitting, taking and damaging belongings
- Psychological and relational abuse e.g. spreading nasty stories, gossiping, excluding from social groups
- Racial abuse – this can be identified by the motivation of the bully, the language used, and/or by the fact the victims are

singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices

- Homophobic, biphobic, transphobic, taunting or rumours
- Lying or stealing
- Cyber bullying e.g. inappropriate text messages, instant messages and emails, sharing/sending offensive and/or degrading photographs/video clips by phone or via the internet, inappropriate comments on social media and gaming sites
- SEND related bullying - intentional and repeated victimisation of a person due to their special need or disability

Our approach seeks to:

- Protect the victim – their feelings and well-being are paramount.
- Support children who are bullied and make appropriate provision for a child's needs (the nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS)).
- Make bullies aware of the distress their behaviour causes.
- Provide children with opportunities to work together to help stop bullying.

Sometimes the victim needs to:

- Be listened to.
- Have a friend.
- Be accepted for who they are.

Bullies need:

- A chance to review their behaviour and its effect on others.
- A chance to have their views heard.
- Support to change their behaviour.
- To receive disciplinary sanctions so that the consequences of bullying reflect the seriousness of the incident enabling others to see that bullying is unacceptable.
 - We will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the **perpetrator**. Where this is the case the child engaging in bullying may need support themselves.

Underlying our approach is the belief that all our pupils are capable of kind behaviour which can help the victim.

Staff should reference the school's Bullying Procedure and associated paperwork to guide them through the process of managing a bullying accusation.

Procedures include but are not limited to:

- The victim is listened to. Their feelings are noted, e.g. the effect of the bullying is especially important.
- We may have a meeting of children involved: the bullies, the onlookers, friends of the victim and, if they are happy to be present, the victim.
- The problem, e.g. the victim's distress is explained to the group.
- No-one is blamed; each person is made aware of the part they have played and work together to seek a solution to the problem.
- The group will be asked ways in which they might help.
- The group will be seen again at an agreed time to see how things are going.
- Parents/carers of both parties involved will be informed of the outcome.

When investigating possible reports of bullying the school will consider:

Is it bullying? The descriptors below will help to determine if the incident being investigated is bullying.

NOT NICE – When someone says or does something unintentionally unkind or hurtful and they only do it once... that is not nice.

MEAN – When someone says or does something intentionally unkind or hurtful and they do it once...that is mean.

BULLYING – When someone says or does something intentionally unkind or hurtful and they keep doing it, over a period of time, even when you tell them to stop...that is bullying.

If the bullying behaviour is not resolved through this process, the parents of the victim and the bullies will be asked to come to the schools to discuss the problem.

Bullying is an anti-social behaviour. We seek to respond in a way that improves behaviour and safe-guards the rights of all our children to feel safe and secure.

Bullying which occurs outside school premises

In accordance with Sections 90 and 91 of the Education and Inspections Act 2006, a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and as appropriate acted upon. The Heads of Schools should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Cyberbullying

Within the schools, all pupil's ICT activities and access to the internet and websites are carefully monitored.

Where there is unwelcome use of computer technology outside the school we will aim to work with parents and pupils to overcome these problems. Some sites, including some social networking sites, have age restrictions to help prevent unwanted contacts.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Heads of Schools, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

It is recommended that parents/carers regularly talk with their children about who they are talking to online and about what topics. Keeping the computer in a family area will help.

Our E-safety policy outlines how we strive to keep our children safe and is a useful reference document for parents and carers. This is available on our website alongside other E-safety information.

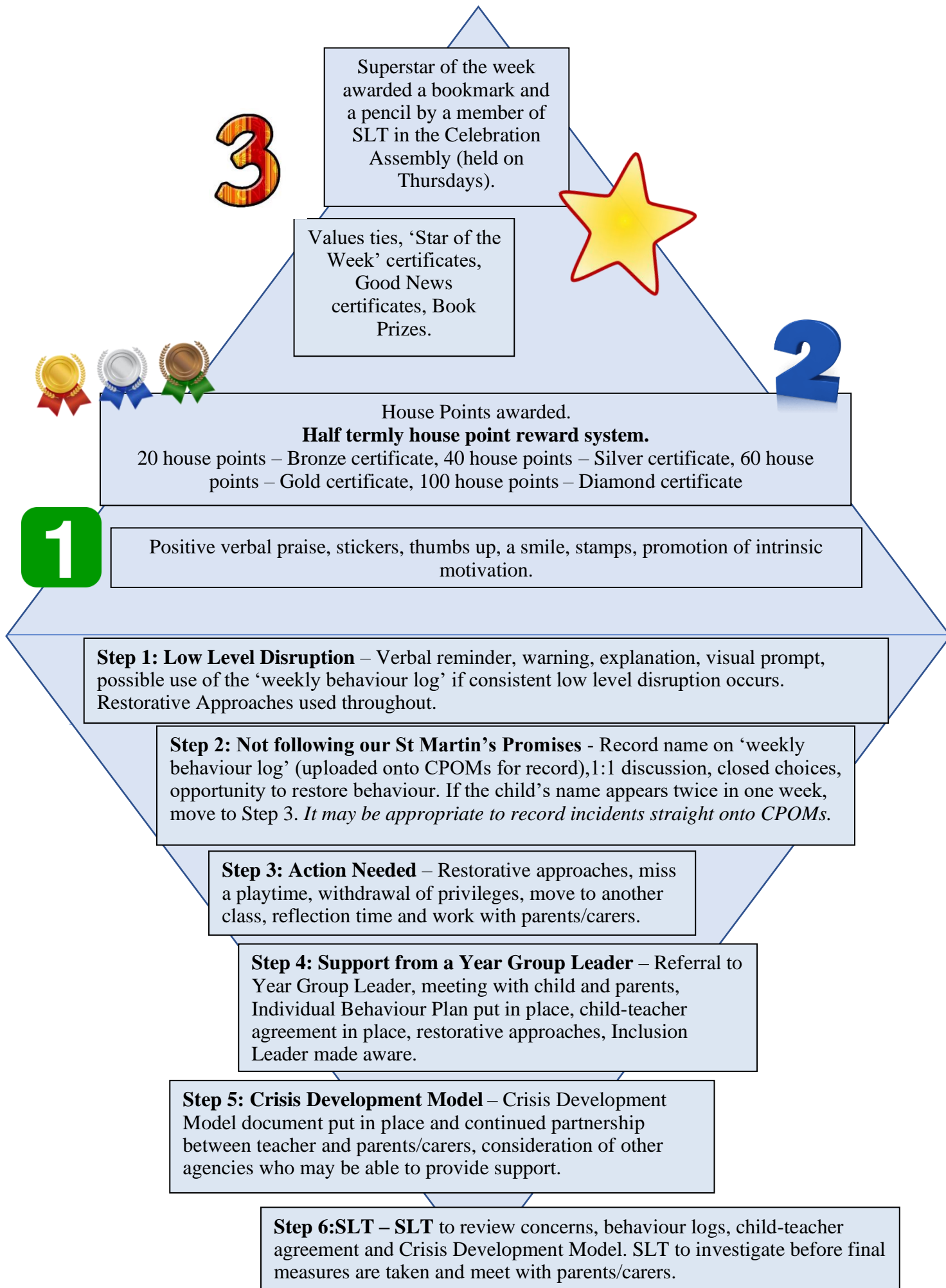
Harmful Sexual Behaviour

Incidents deemed as inappropriate sexualised behaviour are recorded on CPOMS by staff. A member of SLT is informed of any incident and will act timely and appropriately to ensure the incident is dealt with. Initially, an exploration around the age appropriateness of the behaviour will be undertaken.

The Brook Sexual Behaviours Traffic Light Tool which details age-appropriate behaviours will be used to support the decision making. This can be found in the school's Child Protection and Safeguarding Policy. The member of SLT will then make decisions about what the victim needs, what the perpetrator needs, and the necessary next steps required.

It is important that we consider sexual harassment in broad terms. Sexual harassment creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. All incidents will be followed up and class teachers will be supported in managing conversations with children and parents/carers.

APPENDIX 1
St Martin's Steps to Strive, Aspire and Succeed





APPENDIX 2
WEEKLY BEHAVIOUR LOG

Weekly Behaviour Log Week Beginning: _____

| Name | Monday | | | | | Tuesday | | | | | Wednesday | | | | | Thursday | | | | | Friday | | | | |
|------|--------|--|--|--|--|---------|--|--|--|--|-----------|--|--|--|--|----------|--|--|--|--|--------|--|--|--|--|
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Weekly Log to Show Frequency and Severity of Behaviour

| | |
|--------|----------------------|
| Pupil: | Class: |
| | Date: week beginning |

Number specific behaviours the pupil has displayed under each heading (see over for categorisation).

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|---|--|--|--|
| Major injury requiring medical treatment at hospital: | Minor injury requiring first aid and recorded in first aid book: | No injury (or injury that does not require first aid): | Disruption to learning of self or peers: |
|---|--|--|--|

When that behaviour occurs record that number onto the frequency chart below:

| | Beginning of morning | Break | End of morning | Lunchtime | Main part of afternoon | Break | End of afternoon |
|-----------|----------------------|-------|----------------|-----------|------------------------|-------|------------------|
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | | |

Example of severity of behaviour:

| Major injury requiring medical treatment at hospital: | Minor injury requiring first aid and recorded in first aid book: | No injury (or injury that does not require first aid): | Disruption to learning of self or peers: |
|--|--|---|--|
| <ul style="list-style-type: none"> • Broken bones • Concussion • Tooth knocked out • Burn • Stitches required | <ul style="list-style-type: none"> • Bite • Scratch that breaks the skin • Bruise/lump from a kick or hit | <ul style="list-style-type: none"> • Kicking • Hitting • Hair pulling • Spitting • Poking • Pushing | <ul style="list-style-type: none"> • Running out of class • Climbing • Hiding • Wandering classroom • Refusing to follow instructions • Refusing to work • Destroying work • Throwing things • Tapping • Shouting/screaming • Swearing • Calling out • Making noises (including singing) • Chatting to peers • Chewing gum • Work avoidance (eg. forgotten something) • Inappropriate comments to peers (name calling or telling tales) • Taking other people's things. • Poking tongue out |



APPENDIX 3
INDIVIDUAL BEHAVIOUR PLAN

Individual Behaviour Plan for _____

Photo

What people like and admire about me...

What's important to me...

Help me to regulate my
behaviour by...

Things I find difficult...



APPENDIX 4
CRISIS DEVELOPMENT MODEL

Crisis Development Model for: _____

| Student Behavioural level | Staff approach |
|---|--|
| Anxiety Stage: Noticeable increase or changes in behaviour. Looks like: | Supportive: Empathic, non-judgmental approach attempting to alleviate anxiety. Looks like: |
| Defensive stage: Starting to lose control. Looks like: | Directive: An approach where staff member stays calm, reduces language and sets limits. Looks like: |
| Risk behaviour: Unwilling/unable to accept support, loss of control. Looks like: | Physical intervention: No other alternative, last resort, least amount of time. Looks like: |
| Tension reduction: Aggressive and verbal behaviours start to reduce. Looks like: | Therapeutic Rapport: Re-establish a positive relationship, offer safe choices. Looks like: |



APPENDIX 5 EXCLUSIONS GUIDANCE

Fixed-term exclusions will only be used when:

- there has been an act of serious violence against children or staff
- children or staff are endangered by inappropriate behaviour
- a child is very disruptive and fails to respond to all attempts to modify the situation
- a child is extremely abusive verbally either to pupils or staff and fails to respond to sanctions

Permanent exclusions will only be used when:

- all other techniques and sanctions (including fixed-term exclusions) have been exhausted and when the involvement of the Behaviour and Pupil Support Services has failed to modify behaviour and another serious incident takes place.
- the child shows no sign of wishing to co-operate or change and behaviour continues to be dangerous, disruptive, racist or abusive.
- A child is persistently racist in words or deeds towards pupils, staff or any other adult in the school and fails to modify this behaviour.

ANY EXCLUSION WILL BE REGARDED AS A LAST RESORT

In addition, the school in all circumstances will seek appropriate guidance in line with Department of Education advice. See <https://www.gov.uk/government/publications/school-exclusion>.