# BEHAVIOUR POLICY

# 2018-2019

This policy sets out the expectations of behaviour at Banks Road Infant and Nursery School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

Banks Road Infant and Nursery School

# A Banks Road child is:

- Inspired
- Independent
- Sociable
- Tolerant
- Healthy
- Well educated
- Positive
- Loving
- Well rounded
- Successful
- Individual
- Secure
- Inquisitive
- Happy
- Considerate
- Motivated
- Honest
- Well mannered
- Confident
- Enthusiastic

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**This policy promotes the school mission statement:**

***Mission Statement***

*Banks Road Infant and Nursery School will provide a safe, secure and welcoming environment in which respect for cultural diversity, celebration of achievement and commitment to shared values fosters the growth of confidence and self-esteem in every child and their family.*

*The quality of teaching and learning will reflect the high value the school places on the achievement of all the pupils, reflecting diversity of race, equality of gender and awareness of individual need. The quality of care provided throughout the school day will promote independence and self-esteem in all pupils.*

*Careful planning of the curriculum and consistent assessment of pupil progress will ensure the provision of learning experiences which are appropriate to each child, building on present understanding in order to develop and extend skills and knowledge. Well informed transition between Key Stages will ensure progression and continuity of curriculum provision from the Foundation Stage to the end of Key Stage 1 and beyond to KS2.*

*Teaching and Support staff will be deployed across the school to best meet identified need. This will ensure that curriculum provision and the use of resources supports the school's stance on issues of equal opportunity in terms of race, gender and special educational need, contributing to the personal development of all pupils.*

*The school will encourage the growth of such personal qualities as empathy, consideration for others and the ability to co-operate; promoting community cohesiveness, fostering the development of self-discipline and the awareness that each person is responsible for their own actions.*

**Aims of the Policy**
This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

The aim of this policy is also to reinforce our basic school rules which are:

- Treat others as you wish to be treated yourself
- Keep yourself and others safe
- Work hard and be polite at all times
- Always try your best
- Enjoy learning

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

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## Roles and responsibilities

### The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles.
The governing board will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

### The head teacher

The head teacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles
The head teacher will also approve this policy.
The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### Parents

Parents are expected to:

- Support their child in adhering to the Banks Road BRILLIANT expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## Pupils

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other

- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## Creating a Positive Behaviour Environment

In no area of school life, is modelling more important than that of behaviour. If our expectations are to be fulfilled, then children must see all adults treating each other and all pupils with respect and courtesy, listening and taking an interest, acting impartially and dealing with disputes fairly.

This behaviour must be consistent and takes the hard work of everyone involved. We create our positive behaviour environment using many techniques.

- **School and Class Rules**

Acceptable ways to behave are discussed as a school and as a class and each class has its own behaviour code which is established by the children at the beginning of the year. Class rights and responsibilities are displayed clearly in a positive manner and they are referred to and amended as the year develops. (Class charters)

- **Playtime Rules**

In the playground we provide a variety of games and quiet activities for the children to do. The children can choose the type of playtime they wish to have and enjoy the time they spend with their friends outside. Playtime rules are understood through classroom discussion and are displayed in the playground, in the school hall and around the school building for all to see.

- **Curriculum Quality**

We recognise that the quality of the curriculum, its content and methods of delivery influence pupil behaviour. We aim to provide interesting and stimulating learning experiences for children of all abilities, which take account of individuals' interests and needs.

- **Recognition of Hard Work**

At school and at home there is a climate that promotes and values the hard work and achievement of the children. Achievement is recognised and celebrated by all and the children have a good understanding of their personal progress through target setting and self evaluation. Classroom displays also reinforce this celebration of success.

- **Golden Stars Assembly**

The weekly Golden Star assembly provides the children with the opportunity to share their efforts and achievement with all children and staff. The Golden Stars board displays certificates made by teachers about hard work, usually related to positive behaviour or attitudes and a photograph of the child. The Head teacher also chooses a Golden Star. The Golden Stars have 'Afternoon Tea' with the Head teacher in the staff room in recognition of their achievements

## Responsibility and Parental Partnership

Behaviour is the responsibility of everyone within the school. Incidents should be dealt with promptly and fairly in a calm yet firm manner. Children at Banks Road have a good understanding of what behaviour is and isn't acceptable and when dealing with incidents, children are asked to comment upon whether they thought their behaviour was acceptable. Consequences of actions are always explained and understood alternative courses of behaviour are expected from the children.

The involvement of parents in the management of behaviour is fundamental to a successful behaviour environment. We share positives with the parents as well as the children through class assemblies, parent consultations and comments in diaries. The formal parents meetings and end of year reports celebrate the successes that the children experience through comments about attitude, behaviour and progress.

The beginning or end of the day is often used to discuss small matters of both success and concern and we feel that it is very important to inform parents from the outset of any concerns that we might have. We ask parents to share in our positive approach to behaviour so that the children experience consistency.

Expectations of behaviour are encapsulated in the Banks Road Home School Agreement (using the Department of Education guidelines July 2013). The Head teacher and class teacher sign each individual agreement and it is the expectation that all parents and children sign it. Agreements are kept at home for reference and reply slips are sent back to school to inform the school whether agreements have been signed or not.

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## Interventions to Manage behaviour

It is vital that our interventions are consistent. The intervention ladders in the appendices to this policy provide guidance for staff dealing with specific instances to achieve this.

If an incident appears very serious in nature then the child will be referred immediately to a senior member of staff or the Head teacher.

**When children are in conflict:**

1. **Approach quickly and calmly stopping any hurtful behaviour**. Position yourself at the children's level. Use a calm voice. Gently reach out to children who are angry or upset.

2. **Acknowledge feelings.** Allow extra time if the children are very upset. Once children are confident that their feelings are recognised and understood by others they can let go of their feelings and begin to think clearly about possible solutions.

3. **Gather information**. Give children plenty of time to describe what they think happened. Each child may give a different account but it is important to hear all sides fully. As you listen remain neutral.

4. **Restate the problem**. Use the children's own words to restate the problems as you heard them. Rephrase any language that is hurtful.

5. **Ask for solutions and choose one together**. Avoid taking sides or imposing solutions. Give the children plenty of time to think of solutions. If they can't agree you may ask them if they would like to hear your idea. Help children think about the consequences of any solutions they suggest.

6. **Give follow up support**. Recognise the children's accomplishment of solving their problems with a simple positive statement. Be sensitive to their needs for additional support later. You may want to check on them after a few minutes.

As you work with children who are in conflict, remember that young children are not being bad or selfish when they hurt others or ignore their needs. They are still learning the social and language skills required to say what they want and to recognize the needs of others.

**Personal and Playtime Incidents:**

- Discussion between a member of staff and the child or children involved, taking into account the incident and the consideration of consequences.
- Apologies to any injured (physical or emotional) person, accident or not.

- Losing a playtime, or part of a playtime, in order to reflect upon actions may be necessary.
- If a child misbehaves at playtime they may have to walk around with the person on duty. If this has happened the duty teacher always informs the child's class teacher who may wish to take the matter further. These incidences are recorded in the class behaviour file.
- All serious incidents are reported to the Head teacher who deals with them as she sees appropriate.
- Some children may require a more structured approach. If incidents are reoccurring on a regular basis and the child seems unaware of expectations, then a programme of intervention support will be put in place. This may entail a child having a separate play time to the rest of the school where s/he will learn expectations and appropriate behaviour through a modelled approach. When this is necessary, a skilled TA will take the child outside following the main school play time with a small group of peers and will spend time on the teaching of playground rules and appropriate behaviours. The child will spend playtime indoors in the school office to 'think' and reinforce the learning that has previously taken place. The Head teacher will monitor progress and will decide when a child can re-join the rest of the school. Parents will be informed when this approach is deemed necessary to ensure the safety of their child and others.

**Classroom Based Incidents:**

If a child is misbehaving they may be moved to increase their time on task.
A disruptive child may also be moved so as not to deter the learning of others.
Losing a playtime in order to reflect upon actions or missed work may be necessary.

Sometimes, being sent to the Head teacher is necessary. In a serious case which requires this level of intervention, the child will be given the opportunity to return at a later date to have their amended behaviour praised.

When children are not applying themselves to learning, staff should review and reflect upon the learning opportunities and methods that are being offered.

**Persistent Misbehaviour**

**The Behaviour Logs**
The Behaviour Log is a record of very serious incidents. These can be completed by any adult in school and must be reported to the Head teacher. Copies must be given to the class teacher and the Head teacher will keep the original.

If a child persistently misbehaves, s/he will have reached the stage where the Head teacher's involvement is necessary. The Head teacher informs that child's parents after all parties have been consulted and a programme of behaviour modification will be agreed.

If a programme of behaviour modification is agreed, the child's name will be added to the Special Educational Needs register.

See: Special Educational Needs Policy

**Exclusions (see exclusion policy)**

In extreme cases a child may be excluded from school by the Head teacher. This is a rarely used option which would only be exercised after all other strategies had been exhausted.

**Bullying (see Anti Bullying Policy)**

**Definition of Bullying:**
"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a
child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case." *('Preventing and tackling bullying: What is bullying*?' Department for Education: July 2013)

Bullying is a specific form of unacceptable behaviour that differs from teasing and/or falling out between friends or other types of aggressive behaviour; it is characterised by its persistent targeting of a specific child or group of children,
the deliberate intention to hurt or humiliate, a power imbalance that makes it hard for the victim to defend themselves.
Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility is always considered, in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved.
Intervention is then urgently required.

Bullying can be physical, verbal or emotional. Although physical evidence may be more easily seen, it is more difficult to catch unkind words. Through Circle Times, assemblies and the general ethos of the school, children must be reminded that they must tell a member of staff if things are happening that are making them feel unhappy. All classrooms in KS1 have a playtime box for children to put in their comments about playtimes which staff must check between playtimes and follow up if necessary. Appropriate follow- up may include

- discussion with child
- discussion with other children

- instigation of Playwatch (see appendices)
- discussion with head teacher/SENCo

The ethos of openness also extends to parents, who are advised at new entrants meetings to share any concerns they have about their child.

If an incident of bullying is reported the matter is fully investigated by the class teacher and the Head teacher. The victim is encouraged to talk about feelings and the perpetrator asked to consider the effect of his/her actions. Often reports of bullying turn out to be less serious than first anticipated and are resolved quickly.

In the rare occasions that this is not the case, the head teacher will work with the children and their parents to resolve the situation, involving outside support agencies if necessary.

**Toilet passes:**

We have adequate toileting facilities and these are unisex (due to the age of the children). As a school we are aware that some inappropriate behaviour may occur when pupils go to the toilet.

To discourage this, and to allow the toilet areas around school to be supervised and monitored at all times, children are required to ask permission when they need to use the toilet. At this point the teacher, or adult on duty at playtime, will issue the child with a 'toilet pass'. There is a definitive amount of toilet passes for each classroom (x2) and for outdoor playtimes (x3). These are returned to the supervising adult when the child returns. This system allows children to feel safe when using the toilets and for adults to know who is using the toilet areas at any given time. In addition to this our very young children are supervised in the general toilet area, for example while washing their hands and an adult checks the toilets regularly to make sure the space is safe and clean.

**The Prevent Duty**

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.
This means we have a responsibility to protect children from extremist and violent views the same way we protect them from drugs or gang violence.
Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

"The way we educate our young people shapes the society we will live in. British schools have long been dedicated to encouraging students to think for themselves and to think about others, a blend of critical thinking and empathy that is the best inoculation against radicalism and extremism." *Russell Hobby NAHT General secretary 06/11*

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At Banks Road Infant and Nursery School we believe that children should be given the opportunity to explore the issue of diversity and understand Britain as a multi-cultural society. Providing a safe learning environment in which children can raise controversial questions and concerns without fear of reprimand or ridicule and explore boundaries of what's acceptable will engender an open attitude to multi-cultural and race issues. The principle that people should treat everyone with respect whatever their race, gender, sexual orientation, religious belief, special need or disability is embedded in everything we do. We engage children in promoting a positive attitude to others with a focus on shared values whilst developing a high regard for themselves. By building self-esteem children are encouraged to stand firm and be positive about others and not be influenced by any negative peer pressure they may encounter. Through education we can enable children to think for themselves by providing many opportunities for discussing debating, researching, questioning etc set within the context of learning based on sound knowledge and understanding.

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.
These include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.
The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is also about teaching children values such as tolerance and mutual respect.
The school will make sure any discussions are suitable for the age and maturity of the children involved.
Extremism can take many forms, including political, religious and misogynistic extremism. Some of these may be a bigger threat in our area than others.
We will give children the skills to protect them from any extremist views they may encounter, now or later in their lives.

In the event of extremism, liaison with external agencies such as 'Channel' may be required in order to work with families of children who may be exhibiting such behaviour.

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| **THE POLICY WILL BE REVIEWED ANNUALLY**. |
| DATE OF REVIEW BY GOVERNING BOARD: November 2019 |
| This policy was reviewed and ratified by the Pupil and Personnel committee in<br>November 2014<br>November 2015<br>November 2016<br>November 2017<br>November 2018<br><br>Signed: Chair of Governors_____<br><br>Date: _____ |

Reviewed 2005, 2006,2007,2008,2009,2010,2011,2012,2014,2015, 2016, 2017, 2018
(See P&P minutes, INSET agendas)

**Reviewed and updated to include the Prevent Duty: November 2015**

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**APPENDIX 1: INTERVENTION LADDER**

**Stage 1 - All children**

**SEAL**
**Circle time**
**Assemblies**
**Praise for doing the right thing – modelling good behaviour**

- **Intervention – all adults**

**Stage 2 – children finding it hard to learn expectations of behaviour**

**Log specific incidents with interventions and outcomes**
**Talk to parents about incidents**
**Talk to SENCo about incidents**

- **Intervention – all adults**

**Stage 3 – if stage 2 is ineffective**

**Discuss with Head teacher/SENCo to pinpoint specific areas for improvement**
**The Head teacher/SENCo will set up behaviour modification/reward programme in consultation with teacher/TA, child and parents. Modelled play and expectations to be carried out before/ after main school playtime with TA outside alongside child and small group of peers.**
**Run programme at discretion of head teacher.**
**Review with parents and child**

- **Intervention – Head teacher/SENCo, teacher, TA**

**Stage 4 – if stage 3 is ineffective**

**Consult with parents**
**Consider additional TA support**
**Involve external services**

- **Intervention – Head teacher/SENCo, teacher, TA**

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**APPENDIX 2: PLAYTIME BEHAVIOUR INTERVENTION LADDER**

**Playground zones**

**Lower part of playground with variety of activities and outdoor classroom**
**Pitch and trim trail used on rota**
**Upper playground – variety of toy trolleys, tyres, etc.**

**Playground rules to be displayed in the playground, in the school hall and around the school building..**

**All children**

**Except for the pitch and trim trail, children may go anywhere on the playground if they choose to do so but they must put away their toys/equipment before moving to another area or activity and play acceptably**

**Children who have difficulty playing acceptably**

**Adult actions**
**Early intervention**

1. **Wherever possible, stop rough play or improper use of equipment immediately**
2. **Ensure that the full story is investigated using conflict resolution strategies**
3. **The child has accompanied playtime – holding staff hand.**
4. **Instigate Playwatch if appropriate**

**Next steps**

**If the action has been particularly bad (eg aggression, physical harm to other children) or is on-going**

1. **The child has accompanied playtime – holding staff hand.**
2. **The child is allocated a zone or zones where they may play. These are discussed and communicated to all staff. It is the responsibility of staff on duty to monitor the behaviour of these individuals carefully within these allocated zones.**
3. **The child is sent to the head teacher**

**All decisions regarding interventions will be discussed during staff meetings and written on the weekly play watch. All staff, including MDS to be communicated interventions and copies of play watch to be**
**Placed in play time bags.**

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**APPENDIX 3: PLAYGROUND INTERVENTION LADDER - LUNCHTIMES**

**Playground zones**

**Zone 1 = Lower part of playground - variety of toys**
**Zone 2 = Pitch with games**
**Zone 3 = Upper playground – variety of toys, tyres, book rugs etc.**
**Zone 4 – Willow class – table top games, books, drawing (Summer term only)**

**All children**

**Children can choose where to go and what to play with, but they must put away their toys/equipment before moving to another area or activity – MSAs to INSIST on this.**

**Children who have difficulty playing acceptably**

**MSA actions**
**Early intervention**

1. **Wherever possible, stop rough play or improper use of equipment immediately**
2. **Ensure that the full story is investigated using conflict resolution strategies in the handbook**
3. **The child has accompanied playtime – holding staff hand or**
4. **The child is sent to a particular zone and is not allowed to cross into other areas.**

**Next steps**

**If the action has been particularly bad (e.g aggressive behaviour to other children) or is on-going**

1. **The child has another accompanied playtime – holding staff hand.**
2. **The child then has close supervision – playing in a zone where a playleader is leading a game**
3. **The child is then sent to a particular zone and is not allowed to cross into other areas.**

**At any stage of intervention, the child can be sent to the head teacher**

**All decisions regarding interventions will be discussed during staff meetings and written on the weekly play watch. All staff, including MDS to be communicated interventions and copies of play watch to be placed in play time bags.**

## APPENDIX 4: PLAYWATCH

- **If children are unhappy at playtime because of the behaviour of other children, or if a child is persistently accused of misbehaviour then Playwatch is initiated.**

- **Playwatch to be updated, new children discussed, children removed at Staff briefing on a Thursday morning.**

- **Inform all staff of child to be subject of Playwatch, either at the Thursday morning briefing or by putting it up on the staffroom whiteboard. The Senior MSA and Playleader should also be informed.**

- **The TA on duty each playtime,or the MSA, will prioritise observing the child. Interactions and incidents should be noted, both positive and negative, as well as information on the initiation of interaction and response.**

- **Incidents should be recorded on a behaviour log to compile a full record. A copy to be kept by the class teacher and the original to be given to the head teacher. This will allow the school to gain a much truer picture than a series of incidents and will allow the monitoring of persistent, regular behaviour patterns.**

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**Appendix 5**

**ENSURING GOOD BEHAVIOUR IN SCHOOLS**

**A Summary for Heads, Governing Bodies, Teachers, Parents and Pupils**

**Introduction**

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other;
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and
- that every teacher will be good at managing and improving children's behaviour.

This document summarises the legal powers and duties that govern behaviour and attendance in school and explains how they apply to teachers, governing bodies, pupils and parents.

**THE BEHAVIOUR POLICY**

Every school must have a behaviour policy. The **governing board** is responsible for setting general principles that inform the behaviour policy. The **governing board** must consult the **head teacher**, **school staff**, **parents** and **pupils** when developing these principles.

**Head teachers are** responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of **pupils** at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among **pupils. Head teachers** must publicise the school behaviour policy, in writing, to **staff**, **parents** and **pupils** at least once a year.

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## POWERS TO DISCIPLINE

**Teachers**, **teaching assistants** and **other paid staff** with responsibility for pupils have the power to discipline **pupils** whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

### Punishment

**Teachers**, **teaching assistants** and **other paid staff** with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil's property; and detention. **Head teachers** can also decide to **suspend or permanently exclude** a pupil.

## SEARCHING PUPILS

**School staff** can search **pupils** with their consent[1] for any item which is banned by the school rules.

**Head teachers** and **staff authorised by the head teacher** have the power to search **pupils** or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.

## USE OF REASONABLE FORCE (see Physical Intervention Policy)

All **school staff** have the power to use reasonable force to prevent **pupils** committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

## ALLEGATIONS OF ABUSE AGAINST STAFF

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

The school's behaviour policy should set out the disciplinary action that will be taken against **pupils** who are found to have made malicious accusations against school staff.

[1] The ability to give consent may be influenced by the child's age or other factors

**EXCLUSION (see Exclusion Policy)**

The **head teacher** decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Depending on the type of exclusion, in most cases **parents** have the right to make representations to the **governing board** (or discipline committee). In all cases of permanent exclusion **parents** have the additional right to appeal to an independent appeal panel.

**Schools** are under a duty to provide suitable full-time education for the excluded **pupil** from the sixth school day of any fixed period exclusion of more than five consecutive school days. **Local authorities** are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

**PARENTS**

**Schools** are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the **parent** and the **school**; including those around behaviour and attendance.

**Parents** are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

Where a child is not a registered pupil and other suitable arrangements are not made, the **parent** may receive a school attendance order from the **local authority** requiring them to register their child at a school.

For school-registered **pupils**, **parents** must ensure that their child attends punctually and regularly. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may issue a £50 penalty. The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.

**Parents** have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

**Parents** must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school** or **local authority** may issue a £50 penalty.

Parents must also ensure that their child attends the suitable full time education provided by the local authority from the sixth day of exclusion. If they do not, the **school** or **local**

**authority** may ask them to sign a parenting contract, may issue a £50 penalty or the **local authority** may prosecute them.

**Parents** are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the **school** or **local authority** apply for one.

Nottinghamshire County Council

# Educational Psychology Service and PSED Team

## Behaviour for Learning: A Graduated Response Guidance for Schools

**Appendix 6**

**Behaviour for Learning:**
**A Graduated Response**

**- Guidance for Schools Behaviour for Learning (BfL)**

**Purpose of the BfL guidance**

Asking teachers to think about their own classroom practice may seem unnecessary, but we know that even small changes in a classroom environment can make a tremendous difference to the learning experiences of young people and can have a positive impact on their behaviour.

The Classroom Environment Audit document is designed to help teachers to reflect on their individual classroom practice, whilst acknowledging the constraints that individual teachers may be facing in differing settings.

The information collated from undertaking the audit can (i) identify where adjustments in classroom practice could be made and (ii) will be used to inform any subsequent discussion with the person with responsibility for behaviour in the school. Depending on the setting this may be the SENCO, Pastoral Manager or the Lead Behaviour Teacher.

**The Classroom Environment Audit**

Under the Code of Practice graduated response, it is the individual class teacher's responsibility to manage the learning environment in such a way that enables children to do their best. Therefore, it is sometimes necessary to go back to basics and check the 'foundations' of your classroom practice.

The audit tool is designed to support teachers to reflect on their strengths and to help identify positive change and/or areas for future development. The audit may well identify opportunities for continuing professional development and/or the need for additional support.

The outcome of the audit should be the focus of any initial discussions with the SENCo or Pastoral Manager or Lead Behaviour teacher regarding any individual child causing concern.

**(i) Physical environment**
It is important to consider even the most basic of things such as lighting levels and temperature.

Visually, the learning environment should be appealing, relate to the learning objective and be accessible to pupils, but not over-whelming.

Furniture positioning is crucial. The class teacher should be able to scan the whole room from their teaching position. Consider the layout of the tables – does everyone face you when you are teaching? Avoid having anyone seated with their backs to your teaching position – if they have to move to attend to you then the seating plan is wrong.

Consider the acoustics – in uncarpeted rooms avoid unnecessary movements e.g. have equipment ready and available on the table. Label resources for ease of access.

**(ii) Classroom management**
It is crucial that the teacher is present as the children arrive in the room in order to manage the movement of the young people. The seating arrangements should be determined by the teacher and used consistently so the children know what is expected of them.
Being able to wait for everyone to be ready is important so that you have everyone's attention before instructions are given – be prepared to wait! Reinforce and reward the behaviour you are wanting to see e.g. "*Well done Rebecca you put your pen down as asked."*

If support staff are allocated to the lesson, then they should know ahead of the session what the lesson is about and be clear about their role in that session. It is the class teacher's responsibility to make provision for all the young people in the group – differentiation is the responsibility of the class teacher.

**(iii) Curriculum**
The Code of Practice is clear that the responsibility for making appropriate provision for the learning of young people with additional needs lies with the class teacher.

Keep the teaching input at an appropriate length, thinking about the concentration span of your pupils – this is age dependent. Consider the pace of the lesson. Think about short sections of input interwoven with short tasks. Structure the lesson with opportunities for pupils to work both independently and collaboratively with peers. If the lesson is balanced, pupils will be more engaged.

Time management is important with respect to completing tasks. It is crucial that pupils are given sufficient time to complete the task. Have resources available for those who finish more quickly. Remember to give sufficient time for pupils to record their homework – if it isn't recorded then the pupil is a lot less likely to complete it.

Regularly bring all the pupils back as a group to collectively check that their learning is progressing as you anticipated. If you've misjudged the task (and everyone does at some point)

then be flexible and amend the session as it progresses. It is better to change the task away from the lesson plan, rather than pursuing activities which don't result in learning taking place for the young people.

**(iv) Relationships**
Respect is mutual and needs to be earned by both parties. Pupils respect teachers who have clear boundaries, are fair and **consistent**.

Knowing the young people as individuals is important. Make sure you are aware of any additional information about the children, such as pen portraits. Ask the SENCo if you are unsure.

Rewards and sanctions should be determined with the pupils so that they have ownership and responsibility. Rewards are more effective if they are kept varied.

Be explicit about commenting on any desired behaviour you do want to see. This positively reinforces what you want, rewards those achieving it and acts as a role model to others. Ask yourself just what are the rewards for the young person in your class who is consistently on task and compliant?

If a child needs managing then do so discreetly remembering to convey the message that it is the behaviour that is not wanted, rather than the child. Avoid the use of sarcasm or shame, even in jest.

Operate a 'clean slate' policy so pupils know that they have the opportunity to do it differently next time.

Establish mutual regard and the pupils will be more likely to respond to your efforts to manage their learning.

## When concerns persist about an individual pupil

**Taking into account the pupil's perspective**
Put yourself in the shoes of the pupil in your class:

- How does the pupil arrive at school (hungry, tired upset?) How does this impact on their day?
- How can you find out about any external factors which might be impacting on their experiences at school?
- Tune into the pupil – actively listen to what they are saying, respond with interest but also observe non-verbal communication;
- How do you communicate with everyone involved in this pupil's life? Build up a clearer picture through conversations and documentation.
- What support do they have?

What it is like for this pupil in your classroom?

- Consider the physical environment (noise, light, space, movement);
- Interactions (between adults and children, peers);
- Transitions through the day (between adult directed activities).

Considering the pupil's perspective allows a class teacher to use this information to support managing individual pupils and the whole class dynamic. This will also help inform any subsequent discussions around individual pupils.

**Thinking about the Communicative Function of Behaviour**

All behaviour happens for a reason. It is a form of communication. When thinking about individual children it is useful to develop an idea, or a working hypothesis, about why this behaviour might be happening. All children and young people function within systems, e.g. home, school, community, which interact and overlap with each other. When thinking about children and young people within the context of school, it is important to consider all the other systems which impact on, and influence, that child or young person. Only by doing this do we begin to fully develop our understanding of their behaviour and so formulate the working hypothesis.

It may often be clear to us why a child or young person is behaving in a certain way. For example, if a youngster has experienced a bereavement we might anticipate the child showing signs of sadness or withdrawal. At other times it is unclear why a child or young person is behaving in a certain way and we may be puzzled or troubled by the behaviour being presented. It is in these situations that we need to develop a working hypothesis. Often, when we ask children and young people about their behaviour they are unable to explain it. This is why adults should develop possible explanations and test these out systematically. If a working hypothesis is correct then the strategies developed and implemented are seen to have a positive effect. Conversely, if no change occurs then a different working hypothesis may need to be considered. The Behaviour for Learning graduated response flowchart offers further guidance for how behavioural concerns should be managed.

To access information about MAPA training with John Glover please email physical.intervention@nottscc.gov.uk

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**Appendix 7**

**BRILLIANT Expectations for All: Behaviour management**
**Information for parents and carers**

**NB: This information is additional to our Behaviour Policy and our Home School Agreement, all of which form our whole school procedures on behaviour management.**

**Aims and objectives**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn, to create a 'culture for learning'. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply our behaviour policy in a consistent way. The policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. Our policies and procedures are designed to promote good behaviour, rather than merely deter anti-social behaviour.

**Rewards**

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate and praise children consistently throughout the school day.
- Teachers give children 'Monster points in year 1 and year 2. We distribute points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Points are saved for the 'reward shop' and the end of every half term where children can exchange their points for e.g. a small toy.
- In foundation stage we have 'marbles in the jar' which encourage the children to behave well in order to fill the jar to get a class treat.
- Each week, we nominate a child from each class to be 'star of the week'. Each 'Golden star of the week' receives a certificate in the school assembly and a trophy to take home for the week.
- Golden stars have their photograph and certificate is displayed in the school hall. The golden stars have afternoon tea with the HT or another member of staff.

- 'Golden time' is earned throughout the week and is an end of the week reward for good behaviour.
- Stickers can be given to children by any member of staff
- Postcards can arrive home from the head teacher for exceptional behaviour

**Sanctions**

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and these are age related.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others. 'Time out' lasts for 1 minute per age of the child's life.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child receives a sanction. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. At this stage a personalised, individual behaviour plan with targets for improved behaviour expectations, is put in place. Input is given at a formal meeting by the head teacher, class teacher, parents/carers and the child. This is reviewed on a regular basis with the involvement of all parties to monitor improvements and set new targets.
- The class teacher discusses the school rules / expectations with each class. In addition to the school rules, each class also has its own classroom charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

Our Behaviour policy outlines in the appendices the intervention strategies that are in place for the perpetrators of such incidences (available on school website).

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

**The role of the class teacher**

- It is the responsibility of class teachers to ensure that the school rules and the Banks Road BRILLIANT expectations are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA's targeted behaviour support service.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

**The role of the head teacher**

- It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school and the head teacher may contact the 'victims' of more serious incidents.
- The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The head teacher keeps records of all reported serious incidents of misbehaviour.

- The head teacher has 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 head teacher may permanently exclude a child.

**The role of parents and carers**

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- We expect parents and carers to understand our school expectations on behaviour and support them.
- We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher who will then involve the head teacher when necessary.
- If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

**The role of governors**

- The governing board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.
- The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

**Fixed-term and permanent exclusions**

- We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We recognise the legislation, namely the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

- Only the head teacher (or the assistant head teachers in the absence of the head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a chid permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the head teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing board. The school informs the parents or carers how to make any such appeal.
- The head teacher informs the LA and the governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing board itself cannot either exclude a child or extend the exclusion period made by the head teacher.
- The governing board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

**Monitoring and review**

- The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents in which a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents books that we keep in the school office.
- The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing board will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The governing board reviews this policy and it's procedures every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.

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**Appendix 8**

# Physical Intervention Policy

*(Use of Reasonable Force)*

2016-2017

Here at Banks Road Infant and Nursery School we aim to provide a safe, caring and friendly environment for all our pupils to allow them learn effectively, improve their life chances and help them maximise their potential.
We take the safety of our pupils and staff very seriously. We believe that all pupils and staff have the right to be and feel safe whilst at school or on a school-run activity.
This policy should be read in conjunction with our behaviour, child protection and safeguarding policies.



## Minimising the Need to Use Reasonable Force

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force.

We use the Social and Emotional Aspects of Learning (SEAL) curriculum to explore and strengthen emotional responses to situations.

We will only use force as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment.

Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.

## Staff Authorised to Use Reasonable Force

Under Section 93 of the Education and Inspection Act (2006) the head teacher of our school is empowered to authorise those members of his/her staff who are enabled to use reasonable force.

Here at Banks Road Infant and Nursery School the head teacher has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who has control or charge of pupils in a given lesson or circumstance have permanent authorisation.

- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

## Deciding Whether to Use Reasonable Force

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or,

- 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

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person;
- whether the consequences of not intervening would have caused serious and significant damage to property;
- whether the chance of achieving the desired outcome in a non-physical way was low;
- the age, size, gender, developmental maturity of the persons involved.

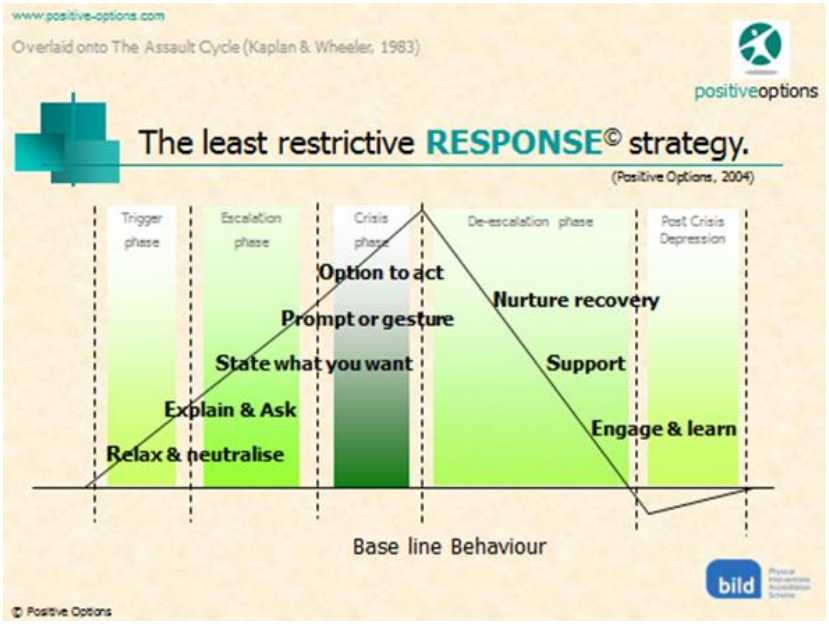
Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific pupils who can present risks to themselves and others. This may include information about SEN, personal circumstance and temporary upset.

**Using Reasonable Force**

When using force, members of staff should only use the minimum amount of force required in achieving the required outcome.

Staff should also use force within the context of existing good practice in non-physical skills and techniques, such as in the RESPONSE© Strategy:



Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative. Also staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

**Staff training**

Staff at Banks Road Infant and Nursery School who have been identified as needing training in this area, will access Physical intervention training through the County Council co-ordinator.

These courses provide participants with an insight into recent legislation and guidance that could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour.

Nottinghamshire County Council has adopted the MAPA (Managing Actual and Potential Aggression) training model, and as such is an 'Approved Training Centre' for Positive Options Ltd, which is a BILD (British Institute of Learning Disability) accredited training programme.

These training programmes will be delivered to staff via whole school inset or by accessing specialist training events, details of which can be found in the physical intervention room on Nottinghamshire's virtual learning platform, https://nottsslp.org.uk

Staff who receive this training will be accredited to use the physical elements of MAPA for a defined period as stated on their certificate. Staff will be expected to attend a refresher course to update their skills and renew their certification every 12-15 months.

**Recording and Reporting Incidents**

The governing board will ensure that a procedure is in place, and is followed by staff, for recording and reporting, *significant* incidents where a member of staff has used force on a pupil. The record must be made as soon as practicable after the incident.

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account:

- an incident where unreasonable use of force is used on a pupil would always be a significant incident;
- any incident where substantial force has been used (e.g. physically pushing a pupil out of a room) would be significant;
- the use of a restraint technique is significant;
- an incident where a child was very distressed (though clearly not over reacting) would be significant.

In determining whether incidents are significant, schools should consider:

- the pupil's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the pupil or member of staff.

Staff should also bear in mind the age of the child, any special education need or disability or other social factors which might be relevant.
Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them.

Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report.

Banks Road Infant and Nursery School will use the Nottinghamshire County Council electronic health and safety recording system 'WellWorker'. This system enables members of staff to report, using a standardised format, any significant incident where force has been used, or any incident where violence to staff has occurred or been threatened.

**Post-incident support**

Following the use of physical intervention staff and pupils will be supported, the immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.

**Complaints and allegations**

We will also make clear to pupils that they have a right, and are able, to question/complain about the use of reasonable force.
We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice the opinions, comments or concerns.
Complaints and allegations will be taken seriously in line with our policy and procedures.

**Monitoring and review**

This policy will be monitored regularly and reviewed by the governing board at least annually or as required. This is the first version of this policy and is due to be reviewed in November 2017.

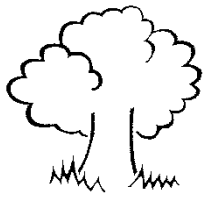
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The Head Teacher is responsible for the implementation of this policy and Kaye Brackner is the Link Governor, who also has responsibility in this area.

| **THE POLICY WILL BE REVIEWED ANNUALLY**. |
| --- |
| DATE OF REVIEW BY GOVERNING BOARD: November 2019 |
| This policy was reviewed and ratified by the Pupil and Personnel committee in<br><br>November 2013<br>November 2014<br>November 2015<br>November 2016<br>November 2017<br>November 2018<br><br>Signed: Chair of Governors_____<br><br>Date: _____ |

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**Physical Intervention Record Form**

Name of child ……..Class / Year Group……

Is this child a looked after child/SEN/vulnerability? ……

When did the incident occur?

| Date | Day of week | Time | Where? |
|---|---|---|---|
| | | | |

Staff involved

| Name | Designation | Team Teach trained? | Involved: physically? (P) as observer? (O) | Staff signature |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| Please describe the incident and include:<br>1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 4. Why was a PI deemed necessary?<br>5. Any other information relevant to include. |
|---|
| |

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Team Teach technique(s) used (tick as appropriate)

| Technique | Standing/escort | Sitting/chairs | Kneeling | Ground |
|---|---|---|---|---|
| Breakaway/defensive | | | | |
| One person | | | | |
| Two people | | | | |

Please give details below of hold, e.g. single elbow, double elbow, wrap, etc……

How long was the child/young person held? ……

If the child/young person was held on the ground: Did they go to ground independently?* ☐

Were they taken to ground by staff? ☐

**tick as appropriate*

***Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.***

Has the child/young person been held before? Yes/No

*A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.*

Does the individual support plan need to be reviewed as a result of this incident? Yes/No

Does the risk assessment need to be reviewed as a result of this incident?Yes/No

If yes, who will action and when? (less than four weeks)

Who was the incident reported to, and when?
……

Was there any medical intervention needed? Yes/No

Include names of any injured person and brief details of injuries
……
……..

……
……..

Please specify any related record forms

**BANKS ROAD INFANT AND NURSERY SCHOOL**
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Accident Book☐Anti Bullying and Racist Incident Record Form☐

Skin Map☐Violent Incident Record☐Complaints recorded☐

Other (please specify) …….

Was the pupil debriefed?Yes/No

Were staff offered a debrief? Yes/No

Was it taken up?Yes/No

Parents/carers were informed

| Date | Time | By whom? | By direct contact, telephone, letter? |
|---|---|---|---|
| | | | |

| Form completed by: | Name | Designation | Date and time |
|---|---|---|---|
| | | | |

**BANKS ROAD INFANT AND NURSERY SCHOOL**

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**Appendix 9**

# Home School Agreement

BANKS ROAD INFANT AND NURSERY SCHOOL

2018-2019

**Child's Name:……** **Date:……..**

Behaviour Policy .v.1: reviewed and updated November 2018

**BANKS ROAD INFANT AND NURSERY SCHOOL**

**"A Home for Learning, Laughing, Caring and Trying"**

**The school will:**

• Encourage your child to do his/her best at all times.

• Promote the values of Banks Road as stated in our mission statement.

• Inform you of your child's progress at regular parents' consultation evenings and in written reports.

• Provide regular homework opportunities suitable for your child's age range.

• Inform you about what the teachers aim to teach your child each term.

• If there is a problem, invite you into school to discuss it.

• Encourage your child to take care of his/her surrounding and others around him/her.

• Do all in its power to ensure that your child has a safe and secure environment in which to work and play including safe and appropriate use of the internet.

Class Teacher's signature:

……

Date: ……

Head Teacher's signature:

……

Date: ……

**As a family, we will:**

• Support the values as indicated in the school's mission statement

• Make sure our child arrives at school in uniform on time (8:45-8:50am) and collect him/her punctually at the end of school (3:15pm).

• Encourage our child to do his/her best at all times.

• Make sure our child attends regularly and provide a written or verbal explanation on the first day of any absence.

• Attend open evenings/afternoons to discuss our child's progress.

• Support school policies, practices & procedures for behaviour management including BRILLIANT Expectations.

• Encourage our child to take care of his/her surrounding and others around him/her.

• Come to the school to discuss any problems concerning our child's welfare.

• Support my child in homework (Learning Logs) and other opportunities for home learning.

• Ensure that family holidays are not taken during term time.

• Support the school's uniform policy.

• Promote safe and appropriate use of technology at home.

Parent/Guardian's signature:

……..

Date: ……

**As a child, I will:**

• Attend school regularly and arrive on time- 8:45am.

• Bring all the equipment I need every day.

• Wear the school uniform and be tidy in appearance.

• Do all my work at school and at home as well as I can.

• Be polite friendly and helpful to others.

• Look after myself, the school equipment and building.

• Follow the e-safety rules, ensuring that I use technology appropriately.

• Respect everybody's right to learn and be safe.

• Treat others as I would like to be treated.

• Follow the classroom and playground rules and try my best to achieve the Banks Road 'BRILLIANT' expectations.

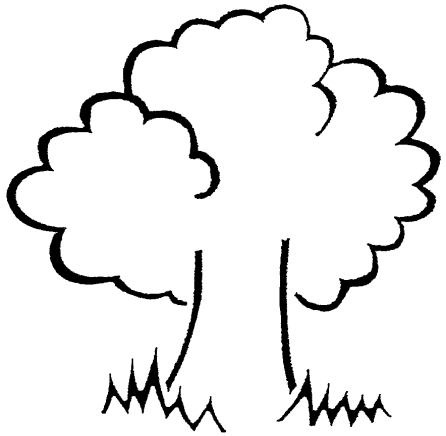
Childs signature:

……

Date: ……

**BANKS ROAD INFANT AND NURSERY SCHOOL**

**"A Home for Learning, Laughing, Caring and Trying"**



We recognise the importance of partnership with parents in the education and development of their child and strive to involve them throughout the child's time at our school.

**At Banks Road Infant and Nursery School we are working together to:**

- Raise achievement through a commitment to high standards and expectations.
- Enable every child to succeed as an independent, enthusiastic and confident learner.
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self- discipline and respect for others.
- Provide a welcoming, secure, stimulating and enriched learning environment.
- Celebrate our rich diversity and work in partnership with parents, children and the wider community.