



# Behaviour Policy

Reviewed: September 2020

Next Review: September 2022

## Rationale

Our School Ethos sits at the heart of all that we value. We want to enable our diverse community to flourish through, promoting personal values, enriching learning, showing ambition and respecting the rights of others. We promise to:

- **Instil personal values** and encourage children to show pride, passion and perseverance.
- **Enrich learning** so children can demonstrate enthusiasm, excellence and exploration.
- Have **ambition for all** to raise appreciation, aspirations and achievement.
- **Recognise the rights** of everyone to ensure children are ready, respectful and responsible.

## Introduction

At Pear Tree we aim to create a caring atmosphere in which teaching and learning can take place in a **happy and safe environment**. In order to achieve this, we recognise the importance of a whole school policy that is supported and followed by the school community including children, parents, teachers, midday supervisors, other adults working and helping in the school and governors.

In producing the school behaviour policy, we have undertaken to ensure children have a right to learn, feel safe and the right to respect.

- **THE RIGHT TO LEARN** without undue, unreasonable and unfair distractions and diversions from others. They also have a right to learn in an environment where their teachers do not create unnecessary anxiety or pressure through negative comparisons, overly negative feedback or lack of consideration of their learning needs.
- **THE RIGHT TO FEEL SAFE** including their physical safety but also their emotional and social safety e.g. not be subject to teasing, name-calling, swearing, 'put downs' etc. This right also addresses any expression of harassment behaviour including racism.
- **THE RIGHT TO RESPECT/FAIR TREATMENT** for all members of the school community, including the children, to interact in a civil and respectful manner towards each other. With rights come RESPONSIBILITIES. In our school the children have a responsibility to care for themselves and others and to treat others and their belongings with respect.

It is our practice to promote and encourage good behaviour rather than simply punishing challenging behaviour so we have a range of rewards for children of all ages and abilities. We recognise that some of our pupils have very low self-esteem and come from different backgrounds; therefore, as professionals, we must help them to develop a strong sense of self-worth.

Through the school curriculum, including our Personal Development curriculum, children are taught values and attitudes as well as knowledge and skills that will encourage self-discipline and teach them to respect themselves, others and property. In addition to this, some children will access provision through our Wellbeing Team, which will support them in making the right choices when it comes to their behaviour.

## Pupil Expectations

Pupils will be expected to:

- **Respect** each other and be friendly, kind and fair.
- **Respect** teachers, other adults and fellow pupils by looking after each and understanding and celebrating each other's opinions, beliefs and differences.
- **Respect** the working environment (resources, equipment, other people's belongings,)
- Be **ready** to learn, by being well behaved, well-mannered and attentive.
- Be **ready** to learn by following instructions from the class teacher
- Be **ready** to learn by keeping an appropriate noise level to the activity
- Move around school in a **responsible**, safe and sensible manner
- Solve problems and disputes in a **responsible** and fair manner; physical violence is not acceptable, neither is retaliation.
- Use sensible and **responsible** language; foul and abusive language must not be used.
- Not bring additional items into school; other than those stated by the class teacher

## Teacher Expectations

Teachers will be expected to:

- Speak politely and positively at all times – even when pupils do not reciprocate.
- Be on time, everywhere.
- Catch children being good - focus on the things they do well and relate them to the rules – 'You are showing you are ready because'.
- Reward children when they have made the right choice. Use the class reward system/Marvellous Me points to reward identified good behaviour choices. Use the class recognition board when behaviour is 'over and above' or sustained.
- Give recognition when children achieve and share these achievements with their parents.
- Greet children every registration, check that they are happy and ready to learn.
- Remind children what the right choices are by relating to the rules – 'Be respectful by stopping when asked.'
- Escort children when they are walking as a class, through school. Children will be expected to walk single file, in a quiet and orderly manner – keeping to the left and showing 'fantastic walking.'
- Challenge poor behaviour in a calm, quiet manner; use the scripts provided.
- Follow the school sanction chart and record incidences as appropriate.
- Hold a repair meeting following incidences of poor behaviour.
- Contact parents when an incident of poor behaviour has been recorded.
- Ensure a calm end to the day with your year group at the end of the day.

## Parent Expectations

Parents and guardians are expected to:

- Work in partnership with staff to ensure good behaviour
- Inform staff of any concerns  
Respond to concerns raised by members of staff
- Ensure pupils come to school correctly equipped and prepared to work

## School rules:

- BE READY
- BE RESPECTFUL
- BE RESPONSIBLE

These rules will be displayed in each classroom and in prominent areas around the school. It is important that all children are familiar with the 3 key rules. It is the responsibility of the class teacher to establish these rules with their class and the responsibility of ALL staff to enforce these rules CONSISTENTLY.

## Class Rules

At the beginning of the school year, each class will devise their own class rules with the guidance of the class teacher. They will also display in their classroom and discussed regularly. Class rules will include in pupils' own words around the following themes.

- To **be ready to learn** by listening to others, putting up hands, taking turns, no name calling and not hurting others.
- To **be respectful** for property - take good care of the equipment the school building, ask before you borrow.
- To work hard.
- To talk quietly.
- To **be responsible by** walking inside the building and when entering and leaving.
- To be polite and helpful.

Rules need to be positive and precise. These classroom expectations around behaviour will go up in every classroom and are linked to our school behaviour reward and sanction system. (a template is provided for staff to use to produce these with their class)

Staff will actively promote these rules and encourage good behaviour by developing use of the following:

- Routines
- Responses
- Relationships

The Behaviour Toolkit will offer staff further guidance on each of these can be developed.

## **Reward System**

At Pear Tree we have:

### **Weekly Recognition Assemblies**

Pear Tree Promise Awards - One child per class is selected each week by their teachers.

Reading Champion Award - One child per class is selected each week by their teachers.

Maths Champion Award - One child per class is selected each week by their teachers.

### **Termly Recognition Assemblies**

Three children from each class are selected by their class teacher for outstanding achievement.

### **Behaviour Recognition Board**

Every Class will have a behaviour recognition board for pupils going over and above the agreed expectations.

Every child begins the day on the expected level as agreed by the class. Each class will decide what going above and beyond and what character behaviours will be required to achieve special recognition.

### **Individual Rewards**

Individual rewards are awarded to pupils through the use of 'Marvellous Me.' 'Marvellous Me' points will also be awarded around the school, when good Classes will collect these and bring to weekly assemblies to see who wins each week behaviour is spotted outside the classroom.

### **Whole Class Rewards**

Classes can earn pears given by their class teacher to receive a whole class reward (Max 2 times per half term). Class teachers will award pieces of a pear when the whole class behave exceptionally well. The pieces of will create a whole class pear.

### **Headteacher Award**

Hot Chocolate Friday will resume once COVID 19 restrictions are lifted.

## Sanctions / Consequences

There will be times when children show unacceptable behaviour (See appendix 1) and break the school rules. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. These boundaries must be stated firmly and clearly. For children to become responsible for their own behaviour there needs to be consequences to follow.

When school rules are broken, inappropriate behaviour must be challenged consistently. We must provide a negative consequence each time a child chooses to behave inappropriately. The child needs to understand that they have chosen to behave inappropriately and therefore there is a consequence for their action.

Sanctions are to be followed fairly and consistently.

‘REMEMBER IT IS THE CERTAINTY OF THE CONSEQUENCES RATHER THAN THEIR SEVERITY THAT IS THE EFFECTIVE ELEMENT IN RESPONSES TO MISBEHAVIOUR’ – Bill Rogers.

Staff will refer to the sanctions response guide for guidance on how breaches of discipline should be dealt with (see appendix 2)

Minor breaches of discipline should be dealt with by the class teacher in a **caring, supportive and fair manner**. A child may be removed from their classroom and sent to paired class. However, it should be rare for a child to be sent to the Head or a member of the Senior Leadership Team. Each case is treated individually.

Generally, children will be aware that they are responsible for their own actions and that breaking rules will lead to consequences. It is important that the teacher or teaching assistants deal with most behavioural issues within the class, as they need to establish their own discipline, being careful not to overuse. The member of staff issuing the sanction should always record the incident and follow up in accordance with school policy.

### Issuing Sanctions

It is important each time a child is given a sanction to relate the inappropriate behaviour to the school rule that has been broken.

- Refer to the child's actions to their own and others' rights and responsibilities.
- Establish the facts and ensure the child is given the right to reply.
- Use a calm, assertive approach that provides a good role model in terms of attitude, responses and reaction.

*(Where possible, these should be done calmly and privately– and should take no more than 30 seconds away from teaching time)*

A script sharing actions and verbal reprimands are shown in appendix 4.

1. Non-verbal reminder
2. Verbal reminder – of correct behaviour choice
3. Verbal Warning – reminder of correct behaviour choice or sanctions.
4. Time out in own classroom (5-15 minutes mindfulness time) – name recorded in class behaviour log
5. Time out with a member of the Well-being Team (for 15 minutes with work, reading book and/or reflection sheet) – parents will be informed about their child's behaviour at the end of the day –and

this will be communicated with the Assistant Headteacher, who will then record the information.

6. If a child has two recorded incidences in a week, Senior Leaders will see the child and inform parents via text, home school book or phone call.
7. If a child is identified 3 times in a week or 5 times in a half term they will be removed from the classroom for half a day.

Hierarchy of steps should be followed throughout the day and start afresh each lesson. *In extreme cases the above hierarchy of sanction steps would NOT be followed and children would be sent straight to a senior leader (See appendix 2).*

Whilst it is expected that most children will respond to our policy there will be occasions when individual children have additional needs with regard to the continuing unacceptable behaviour that they exhibit. As part of the approach within our policy of rewards and sanctions, we will use behaviour modification strategies.

### **Support Plans**

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. The parents will always be involved at this stage and help from outside agencies may be sort including E.B.D. outreach support teachers from behaviour support the educational psychologist, the school nurse and the school doctor. All targets must be SMART - specific, measurable, achievable, realistic, time related.

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### **Ultimate Sanction**

All efforts will be made and proactive steps will be taken to prevent exclusion. However, extreme cases will result in exclusion.

Should it prove necessary to exclude a pupil, the school will follow the L.A. guidelines.

Teachers need to keep a record of sanctions given to each individual per day for *monitoring* purposes using the forms provided, these include:

Behaviour Log, Racist Incidents, Bullying Incidents, Parent Meeting Form.

### **Behaviour Files**

Each class will maintain a 'Behaviour File' to record the rewards and sanctions issued to individual pupils. The Behaviour Files will be used to monitor children's behaviour to identify any issues regarding individual pupils, individual classes and particular groups of pupils. This information will also be used to identify any whole school behavioural issues. This information will be kept confidential and is not to be used punitively.

## Lunchtime Rewards and Sanctions

The use of rewards and sanctions used at lunchtime compliment those used during the rest of the day.

### Rewards

- The midday supervisors will reward the children by verbal praise, giving extra responsibility and Marvellous Me points for:
- Being respectful
- Being helpful
- Playing appropriately
- Following instructions

### Sanctions

(See detailed response guide – appendix 3)

- 1. Non-verbal cues
- 2. Verbal Reminder – reminder of correct behaviour choice
- 3. If the offence is repeated then the child has 5 minutes time out with the MDS/TA. It is essential that the MDS/TA keeps track of the time. After 5 minutes the MDS/TA discusses again the reason for the time out in order to remind the child before allowing the child to return to play.
- 4. Any subsequent incidences will be reported to the Wellbeing Team who will complete a reflection sheet and decide on length of time given dependent on the incident. The class teacher will be given a lunchtime slip explaining the behaviour to keep/record in their behaviour log.
- 5. If a child receives two slips in a week, Senior Leaders will see the child and inform parents via text, home school book or phone call.

Serious incident/unacceptable behaviours will be directed to a member of the Wellbeing Team straight away

The Wellbeing Team will investigate incidents, which occur on the playground during a lunchtime session and record a transcript of events in a Behaviour Log book. They will decide which action(s) needs to be taken, e.g. a child missing a subsequent break / lunchtime; being banned from the football pitch, an intervention being put in place, e.g. Circle of Friends; a child being timetabled for lunchtimes or in liaison with SMT internal exclusion etc.

- The Wellbeing Team will record serious or persistent offences on ScholarPack.
- This will allow the Wellbeing Team to keep a track of persistent offenders / victims of unacceptable behaviours. The Wellbeing Team are therefore well placed to spot any bullying behaviours, which may be evident in some pupils and also will record racist incidents when they have been fully investigated.
- When behaviour incidents have been reported to a member of Senior Leadership, a parent /carer will be informed by telephone call / letter so as to involve parents fully in their child's learning journey.
- The Wellbeing Team will analyse whole school behaviour on a weekly/half termly basis. Trends and ways to address these behaviours will then be fed back into school activities and foci.
- Constant disruptive lunchtime behaviour may lead to a letter to the parent or guardian stating

that the child must go home for a fixed term exclusion for lunchtime.

#### Defusing situations at lunch time

- Midday Day Supervisors/TAs/The Wellbeing Team will investigate complaints about incidents that occur at lunchtimes. Each individual case will be heard and then investigated (if necessary), so that the trust between children and adults continues to grow and flourish.
- When investigating, Lunchtime Staff will endeavour to get statements from independent witnesses.
- When several children are involved in a dispute, they may all want to tell the adult their side of the story all at once. Adults will need to ensure that children take it in turns to feedback.
- Sometimes, in the heat of the moment a pupil may walk away. Adults will ensure the pupil is given the necessary time they need to calm down and reflect, before they then address the issue.
- Comments made during the 'heat of the moment', will never be taken personally.
- Although we expect all pupils to behave there will be some who struggle to make the right behaviour choices for a number of reasons e.g. delayed social development. All lunchtime staff will be notified about these children and wherever possible will give them extra attention and praise when they make the right behaviour choices.

LUNCHTIME INCIDENT FORMS WILL BE PASSED ONTO THE WELLBEING TEAM.

## Positive Handling

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in school respond positively to the Whole School Behaviour Policy followed by staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances staff may need to act in situations where the use of positive handling may be required.

Every effort will be made to ensure that all staff at Pear Tree:

- i. clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where positive handling is necessary and
- ii. are provided with appropriate training to deal with these difficult situations should they occur.

Positive Handling will only be used as a last resort when all other behaviour management strategies have failed; when pupils, staff are at risk or there is a risk of significant harm to the child or another child, significant damage to property or significant disruption of learning.

### **Definitions**

#### (a) Physical Contact

Situations in which appropriate physical contact takes place between staff and pupils, e.g. in games/PE or to comfort pupils.

#### (b) Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

#### (c) Positive Handling

This will involve the use of reasonable force when there is a risk to pupils, staff or of significant damage to property. All such incidents will be recorded in the Bound and Numbered book, which is kept in the Headteacher's office

### **Training**

All school staff who are authorised to be in charge of pupils are automatically authorised to use reasonable force where necessary. No member of staff will be expected to undertake positive handling, although we recognise that adults have a duty of care to act in the best interests of the children. Staff should use their own judgement and assess the risks before acting. Positive Handling training will be made available to designated staff and will be the responsibility of the Headteacher. Prior to the provision of training, guidance will be given on action to be taken.

### **Strategies for Dealing with Challenging Behaviour**

Staff consistently use positive strategies to encourage acceptable behaviour and good order. Every effort will be made to resolve conflicts positively. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches will be taken according to the circumstances of the incident:

- a) Verbal acknowledgment of unacceptable behaviour with request for the pupil to refrain and, if appropriate, move to a designated safe space; this involves negotiation, care and concern.
- b) Further verbal warning stating:
  - this is the second request for compliance
  - an explanation of why observed behaviour is unacceptable
  - an explanation of the sanctions and what will happen if the unacceptable behaviour continues.

- c) Warning of potential need to intervene physically and that this will cease when the pupil complies. If possible, summon assistance. It must be remembered that the restraint is a safeguard, not a sanction and the child should be told that the reason for positive handling is to protect them not to punish them. At this point, it may be necessary to remove other children from the scene for their own protection.
- d) Physical intervention. Reasonable physical intervention using the minimum degree of contact to prevent a child harming him or herself, others or property

Steps to be taken before using physical controls

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Give clear directions for the pupil to stop
- Remind the pupil about rules and likely outcomes
- Remove an audience or take the vulnerable pupil to a safe place
- Make the environment safer by moving furniture and removing objects which could be used as weapons
- Use positive guidance to escort pupils to somewhere less pressured
- Ensure that colleagues know what is happening and call for help

### Use of Reasonable Force

See “Use of Reasonable Force; Advice for Headteachers, Staff and Governing Bodies” (DfE, 2013)

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school-organised visit. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether to physically intervene or not is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts. It should be;

Proportionate  
Legal  
Accountable  
Necessary  
Reasonable

## Acceptable measures of Physical Intervention.

Positive handling can only be deemed reasonable if:

- it is warranted by the particular circumstances of the incident
- it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent
- it is carried out as the minimum to achieve the desired result
- the age, understanding and the gender of the pupil are considered
- it is likely to achieve the desired result

If the use of positive handling can be anticipated (e.g. a child refusing to come into school) then a response team should be on standby.

Wherever possible, assistance will be sought from another member of staff before intervention. The form of physical intervention may involve staff doing the following:

- physically interposing themselves between pupils
- blocking a pupil's path
- escorting a pupil
- shepherding a pupil away

This is not a definitive list and other strategies may be employed. Any such measures will be most effective in the context of the overall ethos of the school. Staff should take care to avoid injury to themselves and should guide a child to a restraining position on the ground, if they become a "dead weight" or drop to their knees. In a situation where positive handling is used, pupils should be removed from the hazard and isolated where possible.

Whenever positive handling is used, staff will keep talking to the pupil. Staff should speak calmly as a way of reassurance e.g. 'I am doing this to keep you safe'.

Following the incident, the child will be debriefed, once calm, and encouraged to reflect on their actions. Recording Where positive handling has been used a record of the incident always needs to be kept. All recording needs to be completed on the day of incident and needs to include the following:

- name of pupil
- date, time and place of incident
- a brief description of the incident and actions taken
- attempts made to calm the situation
- names of staff using restraint
- nature of physical intervention technique used
- how incident was resolved and any consequences
- effectiveness of the intervention

The record of the incident will be made in the behaviour log kept in the SLT office.

### Informing Parents

Parents will always be informed following an incident where positive handling has been used. If appropriate, a discussion will take place involving parents and relevant members of staff (e.g. SLT, SENCO, Pastoral Lead, class teacher) to put measures in place to address the behaviour concern.

### Action after an Incident

The Headteacher (or Senior staff in their absence) will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Safeguarding Policy
- Managing Allegations Against Staff Policy
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy

Members of staff will be kept informed of any action taken.

In case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

### **Complaints**

The availability of a clear policy regarding Positive Handling and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be dealt with under the school's Complaints Procedure. The Chair of Governors will be informed of complaints but other governors will not be involved as a complaint may require further action on their part.

### **Monitoring of Incidents**

Whenever a member of staff has occasion to use positive handling, this will always be recorded and documented. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour can only be contained using positive handling. This process will address patterns of incidents and evaluate trends which may be emerging.

## Appendices

1. Pear Tree Behaviour Rewards
2. Sanctions Response Guide for the Classroom
3. Sanctions Response Guide for Break/Lunch Time
4. Example Script
5. Positive Handling Plan

Appendix 1

Pear Tree Community Junior School

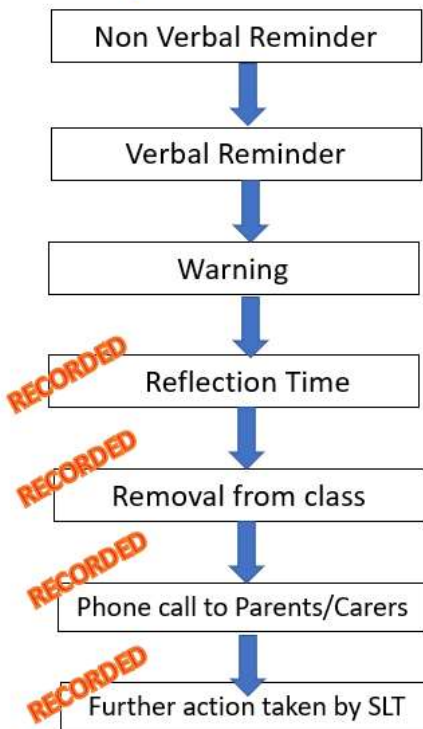


Sanctions

Ready

Respectful

Responsible



Appendix 2

## Sanctions Response Guide for the Classroom

<b>Level 1</b>	<b>Response Guide</b>
Refusal to follow instructions given by adults Disturbing others from learning (e.g. calling out, making loud noises, misusing equipment) Inappropriate language Poor attitude learning Improper use of equipment Not following COVID hygiene rules	1) Non verbal reminder 2) Verbal reminder 3) Warning 4) Intervention by the Well-being Team (record in the behaviour book)
<b>Level 2</b>	<b>Response Guide</b>
Repeat of above behaviours x 2 in a day	Removal from class by a member the Well-Being Team Details sent by reporting adult to TEAMS Sent back to class after a short period of reflection Logged onto scholar pack by Well-Being Team Phone call made to parents by Class Teacher/Year Group Leader
<b>Level 3</b>	<b>Response Guide</b>
Causing physical harm to others / fighting Damage to school property Continued refusal to complete tasks. Absconding Spitting, scratching, biting	Immediate removal by a member by a Senior Leader Details sent by reporting adult to TEAMS Recorded onto scholar pack Phone call made to parents by Senior Leader Period of seclusion Review of provision
<b>Level 4</b>	<b>Response Guide</b>
Causing physical harm to adults and other children. Highly disruptive behaviour e.g. extensive damage to school property Persistent offensive / abusive language Racist, religious, homophobic incident Extensive damage caused to school property Being unsafe or causing others to be unsafe Offensive weapon brought to school	Immediate removal by a Senior Leader Recorded onto scholar pack Phone call made to parents by Senior Leader Fixed term exclusion or education off site. If a fixed term exclusion is made then record on: <ul style="list-style-type: none"> <li>•My Concern</li> <li>•With Transform Trust</li> <li>•With Local Authority</li> </ul>

## Example Script

<b>Level 1</b>	<b>Response Guide</b>
<p>Refusal to follow instructions given by adults            Disturbing others from learning (e.g. calling out, making loud noises, misusing equipment)            Inappropriate language            Poor attitude            Improper use of equipment</p>	<ol style="list-style-type: none"> <li>1) Non verbal reminder</li> <li>2) Verbal reminder</li> <li>3) Warning</li> <li>4) Time out away from others</li> </ol>
<b>Level 2</b>	
<p>Repeat of above behaviours</p>	<p>Removal from the playground by a member of the Well-Being Team            Details sent on TEAMS            Sent back to the playground after a period of reflection            Logged onto scholar pack by Well-Being Team            Phone call made to parents by Class Teacher/Year Group Leader</p>
<b>Level 3</b>	
<p>Causing physical harm to others / fighting            Damage to school property            Continued refusal to complete tasks.            Absconding</p>	<p>Immediate removal by a Senior Leader            Recorded onto scholar pack            Phone call made to parents by Senior Leader            Period of seclusion from lunchtimes            Review of lunchtime interventions</p>
<b>Level 4</b>	
<p>Causing physical harm to adults and other children.            Highly disruptive behaviour e.g. extensive damage to school property            Persistent offensive / abusive language            Racist, religious, homophobic incident            Extensive damage caused to school property            Being unsafe or causing others to be unsafe            Offensive weapon brought to school</p>	<p>Immediate removal by a Senior Leader            Recorded onto scholar pack            Phone call made to parents by Senior Leader            Fixed term exclusion or education off site.            If a fixed term exclusion is made then record on:</p> <ul style="list-style-type: none"> <li>•My Concern</li> <li>•With Transform Trust</li> <li>•With Local Authority</li> </ul>

Appendix 4

Example Script

Stage	Script
<p>1</p> <p>Non Verbal Reminder</p>	<p><b>Use proximity.</b> Strategically move across the students to prevent issues from escalating.</p> <p><b>The look.</b> Strategic use of gestures e.g. lingering eye contact can let a student know that you are aware of their behaviour and persuade them to comply with expectations.</p> <p><b>Tapping on the desk or work/finger click</b> This is not an agitated action; it is a quiet, low key reminder of what the student needs to be doing.</p> <p><b>Point to visual displays</b> of class expectations.</p>
<p>2</p> <p>Verbal Reminder</p>	<p>Are you ready_? Please could you show me you are active listening. What should we be doing right now?</p> <p><b>Highlight exemplary behaviours around the class.</b> Well done___excellent active listening. Great teamwork table_. Fantastic start_.</p>
<p>3</p> <p>Warning</p>	<p>Please think carefully about the choices you are making. What can I do to help you make this better? How can we make this better? This is your final warning.</p>
<p>4</p> <p>Reflection Time</p>	<p>You have continued to disrupt our learning time. Please take some time out to reflect on your behaviour choices. You need to_____. Your behaviour choices will be recorded in the class behaviour book and your parents will be informed. How do you think they will feel?</p>



## Positive Handling Plan

Name	Year Group	Class	Date
Triggers /Behaviours / Situations likely to result in Physical Intervention: What is the behaviour like? When does it occur? Where does it occur			
<b>Strategies to be used (before physical intervention)</b>			
Chill out time	Distraction	Verbal reminder	Remove stimulus
Give space	Reassure/success reminder	State alternatives/consequences/choices/limits	Repeat request
Talk calmly	Give a count	Other staff intervene	Praise partial compliance
Other Strategies			
<b>Preferred Handling strategies to be used</b>			
Preferred Handling Strategies			
Friendly Hold (arm around shoulder)		Shield	
Walking		Double elbow	
Single elbow (guiding the child along)		Seated hold	
Standing		Double seated hold	
Other			
Debriefing process following incident. What care is to be provided e.g. space, talk, through			
Signature	Parent/Guardian	Date	
Child	Headteacher		