

## William Austin Infant School

### Promoting Positive Behaviour Policy

January 2026

At William Austin Infant School we follow a therapeutic thinking approach to manage behaviour. Therapeutic Thinking is an approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. This approach to behaviour management has been adopted by Luton council. Within this approach the key priorities are inclusion and support for social, emotional and mental health. Staff within our school have received training and practice in all aspects of Therapeutic Thinking to ensure that we are confident and competent in implementing this approach to behaviour within our school. We continue to use consistent language to foster helpful feelings in our children and to protect them from unhelpful feelings.

#### **RATIONALE**

**Our vision for William Austin Infant School is for a safe, healthy, stimulating, caring, nurturing environment where all pupils are able to enjoy their time and reach their full potential. Our school motto is 'Where All Individuals Shine'.**

We believe that all pupils have the right to learn in a calm and orderly atmosphere. Good behaviour is a necessary condition for effective teaching and learning to take place. We intend to develop positive attitudes and behaviour in our pupils so that they learn respect for themselves, others and their surroundings. We encourage well-mannered and courteous behaviour at all times. Positive everyday experiences in school will allow children to reach their full potential and benefit from the opportunities of education.

This policy supports the school's mission statement and our aims, including:

- to make pupils aware of and responsible for their own actions
- to build personal and moral values, respect and tolerance for other races and religions
- to promote the fundamental British Values

This policy is linked to the Anti-Bullying Policy and is designed to build upon and support the way in which all members of the school community can live and work together in a supportive caring and respectful way. Encouraging good behaviour and implementing strategies from the anti-bullying policy will help to prevent bullying from occurring.

#### **AIMS**

**The main principle of this policy is that positive behaviour management is key to our success. We aim for all members of the school community to feel valued and respected and that each member is treated fairly and well. Our Values build upon mutual trust and respect. We aim to create an environment where everyone feels calm, happy, safe and secure.**

We intend to:-

- develop a sense of right and wrong so that pupils make good choices

- reinforce and encourage positive behaviour patterns
- give pupils a sense of pride in their school, class, work and behaviour
- promote pupils self esteem, self- respect and consideration towards others
- encourage pupils to use 'Values' with each other and adults
- provide a warm, happy, welcoming, secure and a positive learning environment
- develop a sense of self-discipline and intrinsic motivation
- encourage pupils to accept disciplinary measures with good grace
- ensure that the pupil has an understanding of the reasons for any sanction
- develop a fair and consistent approach for dealing with unacceptable behaviour
- be aware of each child's needs and their individual circumstances to enable us to act in a fair way
- promote an understanding of how to keep safe and be aware of unsafe situations
- provide a broad, balanced, relevant and challenging curriculum designed to meet the needs of all pupils
- develop productive relationships between school, home and the community
- maintain high expectations and provide support for high standards of behaviour and attainment
- Include parents and carers so that they can support patterns of good behaviour
- Practice a whole school approach to support behaviour management, which is supported by the whole school community

**These aims will be met through maintaining the following principles:-**

Consistency is key – it is natural for pupils to test boundaries of acceptable behaviour. It is vital to confirm these boundaries so that the expectations are made clear.

Expectations and consequences are made clear – pupils feel secure when they know exactly what is expected of them and why. Rules, sanctions and behaviours should be regularly discussed between staff members, parents and pupils.

Leading through example – parents and all adults who work in schools are role models for positive behaviour and interactions.

All behaviours are learnt and are able to change – as a rule rewarded behaviour increases and ignored behaviour decreases. Rewarding positive behaviour is key to behaviour management and sanctions are put in place to discourage inappropriate behaviour.

Behaviours are disapproved of, not the child – all staff are made aware of the importance of condemning the behaviour and not the pupil. i.e. “that was a silly thing to do” and not “you are a silly child.”

**STEPS TO ENCOURAGE ACCEPTABLE BEHAVIOUR**

At William Austin Infant School we believe that it is important for pupils to be involved with setting the rules and expectations that they will follow. This not only gives them a chance for independence but also helps them to feel valued and respected. Each academic year pupils in every class discuss,

decide and set their own class rules. When thinking about rules, teachers lead pupils to think about safety, consideration for others, caring for others and for their surroundings, being polite and having good manners, and having respect for all others. The Children's Behaviour Policy is shared with the children to ensure they fully understand our school's behaviour policy and they are reminded of the relevant steps on our Behaviour Chart.

*The following 6 'Golden Rules' are displayed around the school and in every class to promote positive behaviour. (See Appendix 5)*

### **School Rules**

The schools 'Golden Rules' are:

- We always follow our school Values
- We are gentle and kind
- We listen to everyone
- We use good manners
- We always do our best
- We look after property

The Golden rules will also be displayed on the school's website. Along side these rules, classes will make their own 'class rules' to adhere to at the start of a new year. These will be personalised and tailored towards the needs of the class.

As well as 'Golden Rules' every member of the school community should apply the following principle:  
**If you don't stop any inappropriate behaviour you are condoning it.**

These aims can only be achieved with the full cooperation of parents, carers and all members of the school community. The behaviour of adults within the school must be consistent with the behaviour expected of the children.

### **Rewards overview**

At William Austin Infant School we understand that there may be times where sanctions need to be put in place to enforce the school rules and expectations. The emphasis of the school's behaviour policy is on **Recognition, Reward** and **Praise** which should be given whenever possible for both learning and behaviour. Children's best efforts will be celebrated through display, performance and public praise.

It is important all members of the school community understand what is acceptable behaviour. Equally unacceptable behaviour and consequences need to be clearly stated. The systems in place will allow sanctions to be applied fairly and consistently. The extent of sanctions will differ according to individual circumstances. The school community need to be aware of the individual needs of pupils and a child with Special Educational Needs.

**The use of praise and rewards are always the first steps to create a safe, positive, respectful and enjoyable learning environment. When dealing with disruptive or inappropriate behaviour, staff are reminded to:**

- **Stay calm** – calmly but firmly dealing with the pupil, explaining why the behaviour is inappropriate and what action will be taken.
- **Logical Sanctions** – the sanction should fit the ‘offence’ and seek to first stop the behaviour and then discourage it from happening again, and teaching an appropriate alternative behaviour if possible. It generally has two steps; The first step is to stop the misbehaviour and the second is to provide an action that recalls children to the rules, reinstates the limits and teaches alternative behaviours.
- **Fresh start** – records of serious or persistent misbehaviour must be kept but once a pupil has been given a sanction they must feel they have the chance to start again and try to make amends for any inappropriate behaviour. Every day is a fresh start.

Through the PSHE curriculum, Values education, discussions in class and assemblies, children are taught and encouraged to

- (1) walk and not run along the corridors.
- (2) move around school in an orderly and calm manner with consideration for others,
- (3) walk quietly into assembly in order to show respect
- (4) take pride in the school environment e.g. hanging up coats, picking up litter/paper towels, following the example set by the staff.
- (5) develop an appreciation of the need for rules such as:-
  - working quietly
  - listening to the teacher
  - putting hands up
  - sharing and looking after resources
  - following instructions
- (6) demonstrate good manners and courtesy, e.g. saying please and thank you, you’re welcome, good morning /afternoon, pardon me and excuse me.

## **Values Education**

Through the Values education programme children are taught a Value each month. The children are encouraged to take part in whole class discussions, role play and activities to develop their understanding of each Value and implement it. Adults will remind children of the Values regularly and praise children who are following them. Parents can support children by discussing each Value at home. We are working to embed Values across planning and the curriculum. This will enable children to use and reflect on the Values being taught. The implementation of Fundamental British Values will help children to develop resilience and understanding of core British Values. Teaching children about British Values will help them to learn about respect and promote spiritual, moral, social and cultural

development. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. The British Values are embedded and taught throughout the curriculum and include; tolerance and respect of those with religious differences and beliefs, democracy, individual liberty and rule of law. Values training takes place for midday supervisors each year and this will help them to deliver the same message as school staff.

## **Reward system**

In the classroom and playground good behaviour is praised and encouraged at all times. William Austin Infant School uses a range of rewards and praise to encourage positive behaviours. These include:

- Verbal praise
- Smiling at children
- Using signs such as thumbs up
- Stamps on work
- Celebration certificates
- Positive written comments
- Stickers and stars
- 'Dojo' points
- Weekly reward and celebration in assemblies for years 1 and 2
- Opportunities to show other staff members their work
- Parents spoken to or given a note
- Chance to do jobs or be a 'special helper'
- Values certificates and opportunity for photo to be displayed at reception on Values board
- Special privileges (e.g. Reward Room or extra playtime)
- Displays showing pupils work

## **Class Dojos**

An interactive programme available online called 'Class Dojo' will be used by teachers across every year group. The website creates virtual avatars for children in class and allows children to collect 'Dojo' points for positive behaviour and work. The website also allows the removal of points as sanctions against bad behaviour. A 'Dojo' point can be minused to reinforce class rules and behaviour expectations. The webpage can be left on an interactive whiteboard as a visual reminder for positive behaviour. During Friday assemblies, Year 1 and 2 children are awarded a certificate for receiving the highest number of 'Dojo' points. Reception classes will be awarded their certificate in class. The Class with the most Dojo points at the end of the week in each year group will win an additional 10 minutes playtime at the end of lunchtime on Fridays.

In the event that the 'Dojo' point system has not had an impact on pupils' behaviour adults will follow the steps outlined on the Behaviour Chart which will be displayed in every class for all staff and children.

## **Reward Room**

The Reward room will be used at lunchtimes and Golden time as a reward for children who have earned the most dojo points in the week. This will act as an incentive and reward linked to the Dojo reward system. It will encourage positive attitudes to learning and behaviour. Children who are awarded a Dojo Certificate will visit the room at lunchtime on the following Monday. The class teacher will also choose a child from their class who has followed the Golden Rules all week to visit the Reward room during Golden time on Friday.

## **Lunch time**

At lunchtime break pupils are given a variety of activities, depending on the weather. Every lunch time each class has the chance to win Dojo points, from their Midday Supervisor for positive behaviour.

## **Golden time**

'Golden time' will be included in the weekly curriculum for each class to support positive behaviours. It is our expectation that all children will work as a class to behave well and 'Golden time' will be a weekly reward. Children have the opportunity to choose from a range of toys and activities to engage in. The aim is to promote positive behaviour which will allow the opportunity for release time. Children can lose 'Golden time' as a sanction for bad behaviour and wrong choices.

During assembly times, positive behaviour is also encouraged and children are reminded about this.

## **CLASSROOM AND GENERAL SCHOOL BEHAVIOUR**

Pupils are taught to understand that they have choices about the way they behave and therefore they get rewards for good behaviour and if they behave in an inappropriate way, they may lose Dojo points or miss out on playtimes or on Golden time on Friday afternoon.

The following types of behaviour are considered unacceptable:-

- non co-operation or refusing to comply with a reasonable request
- removing anything from the teachers desk
- running when inside the building
- "skidding" onto the floor
- going into another child's drawer or bag
- cheek, bad language, rudeness, name calling
- spitting
- rough play including kicking, hurting, hitting, punching
- bullying and other forms of intentionally hurtful behaviour
- serious aggression
- racism
- radicalisation or extremism
- throwing any object
- shouting
- misbehaviour at the sink

- wilful destruction of classroom equipment
- lack of consideration for other's equipment, displays etc.
- anti-social behaviour that disrupts the class or group
- lack of consideration for the feelings of others
- misuse of the toilets
- eating sweets etc., in the school or playground.

## **Sanctions and Unacceptable Behaviour Overview**

Despite positive reinforcement as a means of encouraging acceptable behaviour, sanctions may be needed to reinforce expectations. Most problems can be dealt with on the spot with the child being reminded about school rules and expectations. We will always listen to a child and explain why the behaviour is unacceptable. The child will have the opportunity to respond.

All teachers will operate a stepped approach to sanctions which will ensure children are aware of the next consequence. Some children may have individual Behaviour Chart detailing alternative rewards and sanctions. This may take the form of individual reward charts, report chart, specific targets and support identified in individual behaviour plans. This additional support and practice is in line with the support provided for children identified as having additional social, emotional and mental health needs.

In cases of significant behavioural, emotional or social needs, which go beyond mainstream expertise, the school may seek support from outside agencies. This can include referrals to professionals such as the Educational Psychologist Service, CAMHS (Child and Adolescent Mental Health) and the Alternative Behaviour Provision which is located on St Matthew's Primary School site. Any referrals would be made by the SENCO in liaison with both parents and school staff.

**The following steps are displayed on a Behaviour Chart in all classrooms to ensure a consistent approach to sanctions is followed across the school. All children start the day on the Gold Star. If rules are broken the following steps are followed:**

1. The pupil is reminded of the school's six 'Golden Rules' and the Class Rules and a first verbal warning is given.
2. If the behaviour persists a second verbal warning is given and a Dojo point is removed.
3. If the pupil continues to make wrong choices the pupil will be moved away from the main group to another part of the classroom.
4. If inappropriate behaviour continues after this the pupil will then have time out for 5 minutes in a dedicated space.
5. If inappropriate behaviour continues to persists the pupil will be taken to a 'Buddy Classroom' in their year group by an adult missing 5 minutes of Golden time.
6. Child to be taken to the Year Leader missing 10 minutes of Golden time.
7. The pupil will be sent to the Headteacher missing all of Golden time.

Children will reflect on the wrong choices that they have made and they will consider what may have been a better choice. This will be shared verbally by the child or written in a Reflection Book.

If misbehaviour persists, parents are to be asked to come to school to see the Headteacher and class teacher. Teachers may liaise with the Inclusion Manager to create a behaviour plan for the child.

Adults will make a record of incidents if occurring on a daily basis (See Appendix 6). A home/school book may be introduced.

'Internal exclusion' may be used in exceptional circumstances. If this is necessary the pupil will be removed from their class to work in isolation under adult supervision. The ultimate sanction is exclusion. A planned reintegration programme will be set up.

## **Playground**

Incidents of disruptive behaviour in the the playground are to be dealt with by teachers on duty and support staff in the playground. At the end of break the class teacher must be informed of any significant/ongoing behaviour incidents. These incidents may be recorded if this is considered appropriate. (See Appendix 2,3,4, and 7)

**In severe and exceptional cases, these steps will be bypassed and any inappropriate behaviour will be dealt directly by the Headteacher or in their absence a member of the Senior Leadership Team.**

## **UNACCEPTABLE BEHAVIOUR AT LUNCHTIME**

### **MDSA to follow the Behaviour Chart steps**

- Pupil is given a first verbal warning as outline on the Behaviour Chart and asked to apologise to those involved, being reminded of the meaning of 'sorry'.
- Pupil is given a second verbal warning and a Dojo point is removed.
- Pupil is removed from away from the main group and instructed to stay with a midday supervisor.
- Children to hold hands and stay with a midday supervisor if behaviour persists.
- MDSAs keep a log of behaviours in their own class book.
- If unwated behaviour persists seek support from year group Senior Midday leaders.
- The class-teacher is informed.
- Serious misbehaviour is recorded in the incident book.
- If misbehaviour is frequent the pupil's parents are informed.
- The ultimate sanction is exclusion.

## **BULLYING / ROUGH PLAY**

At William Austin Infant School we do not tolerate bullying of any kind. If we discover an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any recurrence of such behaviour.

It is important to differentiate between what is termed bullying and rough play. Pupils may talk about being bullied when, in reality they are a victim of rough play; i.e. there was no conscious desire to hurt. We therefore define bullying as a series of persistent attacks, verbal or physical, against an individual or individuals, over a period of time; it includes the conscious desire to hurt, or threaten to hurt, the

victim. If pupils feel they are being bullied they are encouraged to talk to an adult in school with whom they feel comfortable. See Anti-Bullying policy.

Rough play is defined as kicking out whilst practising Karate etc., hitting and punching when engaged in role play games, pulling or hanging onto items of clothing (which caused damage or the other child to lose balance or fall over), running and bumping into other child, or anything which inflicts injury upon another child. This is dealt with as bad behaviour in the manner outlined above.

### **Serious Incidents**

Any incidents of serious aggression, bullying, racism, radicalisation or extremism towards children will not be tolerated and in such cases, incidents will be reported immediately to the Designated Safeguarding Lead or the Prevent Single Point of Contact (SPOC). Such incidents will be dealt with swiftly. If children display extremist views, the school will liaise with external agencies such as the government's 'Channel' programme in order for the school to work with and support children and families. This reflects the school's Safeguarding policy and its responsibility under the Prevent Duty, Counter Terrorism and Security Act 2015. (Appendix 4,5,6,7 and 10 for Log forms)

### **Use of reasonable force**

In very rare situations, it may be necessary for adults in school to physically intervene through the use of 'reasonable force'. De-escalation of a situation is always the first approach. Each class and area of the school has a 'send help' card which, if needed, a pupil will be asked to take to another class or the office. Reasonable force can be used by a trained adult who has positive handling training. Removing the rest of the class from a situation is also a priority if the behaviour of one pupil poses a threat to others. Teachers are reminded to stay calm and to talk to the pupil quietly, making sure they listen to any responses, allowing time for the situation to calm down. Restraint will only ever be used as a last resort and only if the pupil is at risk of injuring themselves, others or causing serious damage to property. Reasonable force can be used by any adult who has a duty of care towards children, which includes all adults within the school setting. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned; they should consider the safety of the child and others and this will depend on the individual circumstances. It should only be used when necessary, with the best interests of the child in mind and be reasonable and proportionate to the behaviour displayed by the pupil. If physical intervention is required, staff should refer to the advice set out in the DfE 'Use of reasonable force' document and school's Positive Handling policy. (see Appendix 1)

If restraint is used, a member of staff must complete a Serious Incident Report Form in the new log book. It should then be handed to the Headteacher to be informed about incidents that have occurred. Parents will be informed if any restraint has been used on a child at the end of the school day. The form should include details of the incident and any other relevant information. The school follows the DfE Guidance on Exclusion from maintained schools, academies and pupil referral units (September 2017). Staff members from across the school have received positive handling training to be used in cases of extreme challenging behaviour. The school also employs two behavioural support teaching assistants. Each of the class rooms and all other working areas in the school have a list of the trained staff on display so appropriate support can be quickly found if it is ever needed. More detailed information can be found in the schools Positive Handling Policy.

Extremely poor behaviour must be reported to the Inclusion manager and SLT immediately. At William Austin Infant School there are certain behaviours that will not be tolerated at all. These include violence towards adults or children; threatening behaviour; discrimination including racism; gang or terrorist activities and deliberate vandalism. In such instances, the behaviour will be logged, and a telephone call may be made to the parents and a meeting may be arranged. For continued unacceptable behaviour or in the case of such extreme behaviours, the child may be excluded from school. This could take the form of an internal exclusion, a lunchtime exclusion, a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (Local Authority guidelines will be followed in the event of an external exclusion taking place). Appendix 1 for Exclusion Policy. Appendix 2,3 and 4 for Log forms.

### **Free time removal**

If a child's behaviour has not been acceptable during break or lunch time then the pupil has the removal of their next playtime as a sanction. During this time, the child will write how they should behave in relation to the incident (Reflection Book). Children will eat lunch first, regardless of sitting before they go to the supervising adult. Any child who receives frequent removal is placed on a behaviour plan and parents/care givers are informed. Class teachers, MDS's, Inclusion manager and SLT will liase with each other in regards to particular children who will be missing consecutive lunch times.

Children may be kept in during free time as a logical consequence for not completeing work during class time. This will only happen when the teacher is confident that the lack of productivity was a result of poor attention or effort and did not result from any difficulties accessing the learning task.

### **Fixed- term and permanent exclusions**

Only the Headteacher, or the Acting Headteacher, has the power to exlcude a child from school. The Headteacher will establish the facts in relation to the exclusion and the decision will be taken on a balance of probabilities and only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. They will make the decision of exclusion in line with the principles of administrative law, ensuring that the decision is lawful, rational, reasonable, fair and proportionate.(See Appendix 1 for exclusion policy)

### **Exclusion will only be used as a last resort and/ or in the case of extreme behaviours.**

In the instance of exclusion, the school will review the child's needs and behaviour to identify any additional provision that may be necessary in an attempt to avoid any subsequent exclusions. This may take the form of a multiagency meeting or referrals to other professionals, as stated earlier in the policy,

If the Headteacher excludes a child, the parents will be informed immediately and given reasons for the exclusion. Parents will be asked to attend a reintegration meeting at the end of the period of exclusion. The purpose of this is to discuss provision and to agree ways forward in managing behaviour to avoid future exclusions. (See Appendix 1 for Exclusion Policy)

## **Recording, Monitoring and Evaluation of Behaviour**

Each class will be required to display the 'Golden Rules' and the Behaviour Chart. More serious behaviour incidents, including those that require referral to SLT, will be logged and stored centrally using the Behaviour Incident Log (See Appendix 5) The school has clear lines of a referral system and this is strictly adhered to. William Austin Infant School also has in place a clear progressive system which ensures children are fully aware of their next reward or sanction. (See Appendix 5)

## **Searching**

School staff can search a pupil for any banned item if the pupil agrees. The Headteacher, Deputy Head and Assistant Head have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item.

### **Searching without consent**

The Headteacher, Deputy Headteacher and Assistant Headteacher can use such force as reasonable given the circumstances to conduct a search for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that a staff member reasonably suspects has been or is likely to be used to commit an offence, cause personal injury or damage to property.

### **Schools' common law powers to search:**

- School staff can search pupils with their consent for any item which is banned by the school rules.
- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or trays and for the pupil to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned. At William Austin Infant School, in addition to the prohibited list, we ask that toys and personal items such as jewellery, are not brought in to school. Mobile phones are a banned item in school. This is not an exhaustive list and items may become banned at the discretion of the Headteacher or delegated representative as necessary. Pupils and parents will be notified if any item becomes banned.

- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets, tray or bag. If the pupil refuses, the teacher can apply an appropriate sanction as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to adhere to consequences or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction.

### **Pupil conduct outside of school**

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” DfE Behaviour and discipline in schools (Jan 2016).

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **Role of the Parents**

Parents have a vital role to play in their children's education so it is vital that school works collaboratively with parents. It is very important that parents support their child's learning and co-operate with the school, supporting and following all school policies. We are very conscious of the importance of having strong links with parents and good communication between home and school. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions with a given child, we expect parents to support the actions of the school and our policies. By sending their child to William Austin Infant School we expect parents/ carers to adhere to and support our approaches set out in all of our school policies. If parents have any concerns about the way that their child's behaviour has been managed, they should initially contact the class teacher.

## **The Role of Staff**

All school staff have a responsibility to uphold the Behaviour Management Policy. Included in this is recognising and rewarding good behaviour of any child in the school through strategies stated in the policy, including the use of verbal praise and the giving out of points. It also involves working to maintain good behaviour standards by being proactive in addressing misdemeanors and using the agreed sanctions. Part of this also includes the responsibility to record behaviours, using the Log for significant incidents.

Staff must foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They should encourage a calm and responsive atmosphere, avoiding shouting. However, the use of a firm tone will be deemed appropriate if necessary.

Team Leaders will support the culture of William Austin Infant School by expecting staff to be positive, enthusiastic, nurturing and to set high expectations of all children with regards to learning and behaviour.

## **The Role of the Headteacher**

It is the responsibility of the Headteacher to implement the schools Behaviour Management Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy and setting the standards of behaviour.

The Headteacher keeps records of all reported serious incidents of misbehaviour and 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 Headteacher may permanently exclude a child. All exclusions will be reported to Governors and the Local Authority.

## **The Role of the Governors**

The Governing Body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school's Behaviour Management Policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

All exclusions will be reported to Governors. This is carried out on a termly basis except in the case of permanent exclusions, those lasting more than five days in a term and any exclusions which would result in a child missing a National Curriculum test. In these cases the governing body would be notified without delay. The governing body has a duty to consider parents' representations about an exclusion. They would then follow the procedures outlined in DfE document "Exclusions from

maintained schools, academies and pupil referral units in England “(See Appendix 1 for exclusion policy)

At William Austin Infant School we are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. Incidents of child-on-child abuse may need to be handled with reference to a number of policies in school such as the Child-on-Child Abuse Policy, Safeguarding Policy, Behaviour Policy, Anti- Bullying Policy, Child Protection Policy and Online Safety Policy.

**This policy and appendices were written with consideration of and reference to the following school policies and procedures:**

- SEND Policy
- Uniform Policy
- Educational Visits Policy
- Pupil Premium Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities Policy
- Equality Policy
- Home School agreement
- Safeguarding and Child Protection Policy
- Child on Child Abuse Policy
- Computing Policy
- Online safety Policy
- Anti- Bullying Policy
- Positive handling Policy
- Relationships and Health Education Policy
- School Policy Statement

### **Partnership with the Local Authority**

The school makes use of the core provision of services from the Alternative Learning and Progression Service Advisory (ALPS) and it also buys back additional support as part of its commitment to the promotion of positive behaviour. Pupils whose behaviour impacts on their own learning or that of others may be discussed at School Liaison Meetings, with the consent of their parents or carers, and external support may be commissioned if appropriate.

The school can also access the Central Area Partnership’s Alternative Behaviour Provision sited at St Matthews Primary School when deemed appropriate.

### **PUBLICISING THE POLICY**

A copy of this policy will be displayed on the notice board in the entrance area. A copy will be sent to any parent on request and will also be accessible on the school website.

### **Consultation process**

This policy was developed through consultation with Teaching and Support staff, Lunchtime Supervisors, Governors, parents and pupils.

**The following documents were also referred to in the formation of the Behaviour Policy: DfE “Screening, Searching and Confiscation: advice for schools” (July 2022); DfE Statutory Guidance “Exclusions from maintained schools, academies and pupil referral units in England” (September 2017) and DfE “Use of Reasonable Force advice for Headteachers, staff and governing bodies” (July 2013). Please see Appendices for further information.**

### **REVIEW**

The policy will be reviewed on an annual basis.

Reviewed January 2025

Next review January 2026

## **Appendix 1**

Exclusion Policy

## **Appendix 2**

Use of Reasonable Force

## **Appendix 3**

Screening, Searching and Confiscation

## **Appendix 4**

School Incident Report Form

## **Appendix 5**

Behaviour Incident Log (New and updated)

## **Appendix 6**

School Hate Incident Form

## **Appendix 7**

Prohibited Item Search Form

## **Appendix 8**

Golden rules for display

## **Appendix 9**

Class behaviour charts

## **Appendix 10**

ABC behaviour log (kept in IEP folders)

## APPENDIX 1



### WILLIAM AUSTIN INFANT SCHOOL

#### EXCLUSION POLICY

**As a school we aim for every member of the school community to feel valued and for all persons to be treated fairly and with respect. The Behaviour Management Policy is therefore designed to support the way in which members of the school can live and work together. It aims to promote an environment where all members of the school community feel calm, happy, safe and secure.**

#### **Rationale**

The policy is an appendix of the William Austin Infant School's Behaviour Policy. It deals with the policy and practice which informs the school's use of exclusion. It is underpinned by the shared commitment of all members of the school to ensure the safety and well-being of all pupils and members of staff, and to maintain an appropriate educational environment in which all can learn.

#### **Introduction**

The decision to exclude a pupil will be taken in the following circumstances:

- In response to a breach of the School's Behaviour Policy, including persistent disruptive behaviour
- If allowing the student to remain in school would seriously harm the education or welfare of the pupil or staff.

#### **Exclusion will only ever be used for a disciplinary reason.**

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Headteacher, the member of the Senior Leadership Team who is acting in that role). The Headteacher will establish the facts in relation to the exclusion and the decision will be taken on a balance of probabilities. They will make the decision of exclusion in line with the principles of administrative law, ensuring that the decision is **lawful, rational, responsible, fair and proportionate**.

Staff also have the power to discipline pupils for misbehaving outside of the school premises. This includes when:

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

- Misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the Behaviour Policy:

- Unacceptable behaviour which has previously been reported and for which sanctions and other interventions have not been successful in modifying the pupil's behaviour;
- Verbal or physical abuse of other pupils or school staff;
- Aggression towards other pupils leading to the possibility of physical or emotional harm
- Indecent behaviour
- Involvement in gangs and/or gang behaviour
- Being in possession of drugs, weapons or any item deemed inappropriate by the Headteacher.

**This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.**

### **Exclusion procedure**

Most exclusions are of a fixed term nature and are of short duration, The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term, where a parent has expressed a wish to make representations.

Following exclusion, parents are contacted immediately where possible. A letter will be sent giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter.

A Return to School meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Leadership Team and other staff where appropriate.

In the instance of exclusion, the school will review the child's needs and behaviour to identify any additional provision that may be necessary in an attempt to avoid any subsequent exclusions. This may take the form of a multi-agency meeting or referrals to other professionals, as stated in the Behaviour Policy.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians. Work will be provided by the class teacher.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

## **Permanent Exclusion**

The decision to exclude a student permanently is a serious one. There are two main types of situations in which a permanent exclusion may be considered:

1. The final, formal step in a concerted process for dealing with disciplinary offences, following the use of a wide range of other strategies which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).
2. When a serious criminal act has been committed; the school will involve the police in any such offence.

### **General factors considered before making a decision to exclude**

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period, the Headteacher, or Acting Headteacher will:

- Ensure appropriate investigations have been carried out;
- Consider all the evidence available to support the allegations, taking into account the school policies;
- Allow the student to give her/his version of events;
- Consider whether appropriate and reasonable provision has been in place to support additional needs; and
- Check whether the incident may have been provoked.

If the Headteacher is satisfied that on the balance of probabilities, the student did what he/she is alleged to have done, exclusion will be the outcome.

## **Governing Body**

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made the Headteacher. When necessary, they form a Discipline Committee which will be made up of between three and five members. This committee will consider any exclusion appeals on behalf of the governors. When the committee meet, they will consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.



## **WILLIAM AUSTIN INFANT SCHOOL**

### **USE OF REASONABLE FORCE AND SCREENING, SEARCHING AND CONFISCATION**

**As a school, we aim for every member of the school community to feel valued and for all persons to be treated fairly and with respect. The Behaviour Management Policy is therefore designed to support the way in which members of the school can live and work together. It aims to promote an environment where all members of the school community feel calm, happy, safe and secure.**

#### **Rationale**

This forms Appendix 1 of William Austin Infant School's Behaviour School. It deals with the policy and practice which informs the school's use of reasonable force and screening, searching and confiscation. It has been prepared to support all staff. It is underpinned by the shared commitment of all members of the school to ensure the safety and well-being of all pupils and members of staff, and to maintain an appropriate educational environment in which all can learn.

It is extremely rare for staff to need to use reasonable restraint, much less to screen, search or confiscate. The DfE guidance contained within Appendix 1 states to staff, governors and parents what is expected on these rare circumstances. For more information, please refer to DfE Use of Reasonable Force (2013) and Searching, Screening and Confiscation (July 2022).

## **APPENDIX 2 – USE OF REASONABLE FORCE**

### **1. What is reasonable force**

- I. The term ‘reasonable force’ covers a broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- II. Force is usually used to control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- III. ‘Reasonable in the circumstances’ means using no more force than is needed.
- IV. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils, blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom.
- V. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.
- VI. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring the pupil.

### **2. Who can use reasonable force?**

- I. All members of school staff have the legal power to use reasonable force.
- II. 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 an organised school visit.

### **3. When can reasonable force be used?**

- I. Reasonable force can be used to prevent pupils from hurting themselves, hurting others, damaging property or causing any type of disorder.
- II. In a school, force is used for two main purposes: to control pupils or to restrain them.
- III. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

#### **Reasonable force may be used 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, a school trip or visit;
- Prevent a pupil leaving the classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff, another pupil or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

#### **Schools cannot use force as a punishment.**

## **APPENDIX 3 – SCREENING, SEARCHING AND CONFISCATION**

### **DfE Statutory Guidance July 2022**

#### **Screening**

What the law allows:

- Schools' statutory power to make rules on pupil behaviour, and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises.
- If a pupil fails to comply and the school does not let the pupil in, the school has not excluded them; the absence would be treated as unauthorised.
- The pupil should comply with the school rules and attend.

#### **Schools' common law powers to search:**

- Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.
- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for a member of staff to ask the pupil to turn out his/her pockets, look in their bag or locker and for the pupil to agree.
- Schools can make clear what items are banned from school in their school behaviour policy and in communications to parents and pupils. At William Austin Infant School, in addition to the prohibited list, we ask that toys and personal items, such as jewellery, are not brought into school. Mobile phones are included in the list for banned items in school. This is not an exhaustive list and items may become banned at the discretion of the Headteacher or delegated representative as necessary; pupils and parents will be notified of this.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his/her pockets, trays or bag. If the pupil refuses, the member of staff can apply an appropriate sanction as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issue as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff; in such circumstances, schools can apply an appropriate disciplinary penalty/sanction.

## Searching

If the pupil agrees, school staff can search a pupil for any banned item. The Headteacher, Deputy Head and Assistant Head have the statutory power to search pupils, or their possessions, without consent where they have reasonable grounds for suspecting that a pupil may have a prohibited item.

### Searching without consent

The Headteacher, Deputy Head and Assistant Head are the only members of staff who have a statutory power to search a pupil or their possessions, without consent where they have reasonable grounds for suspecting that a pupil may have a prohibited item listed below, or any other item that may be detrimental to maintaining high standards of behaviour and a safe environment.

The Headteacher, Deputy Head and Assistant Head can use such force as is reasonable given the circumstances to conduct a search for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that a staff member reasonably suspects, has been, or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Searches can be carried out by the Headteacher or an authorised member of staff, however:

- a) You must be the same sex as the pupil being searched; this is not always applicable at William Austin Infant School as the majority of the staff employed at the school are female;
- b) There must be a witness, who is a member of staff, present during the search. If possible, they should also be of the same gender as the pupil being searched. Again, this may not always be possible at our school as the majority of the staff employed at the school are female.

Searches can be carried out if you have **reasonable grounds for suspecting** that a pupil is in possession of a prohibited item.

Searches should take place away from other pupils and on school premises. The law also details what must be done with prohibited items that have been seized following a search.

### Extent of the search

The search should only include a pupil's outer clothing, pockets, possessions including desk/ tray, and bag.

## **What the law says:**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. 'Outer clothing' includes hat, shoes, boots, gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control; this includes desk trays and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

A record should be kept of any search for a prohibited item using a 'Search of a prohibited item' form and should detail the date, time and location of the search, name of pupil, the staff member who conducted the search, what was being searched for, what items were found (if any) and the follow up actions taken. Parents will always be informed of any search for a prohibited item that has taken place and the outcome.

## **The power to seize and confiscate items – general**

### **What the law allows:**

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon or an item that constitutes a specific offence, it must be passed to the police.
2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to any item they have confiscated, provided they have acted lawfully.

## **Items found as a result of a 'without consent' search**

Items will be dealt with in the ways detailed in Searching, Screening and Confiscation (July 2022).

### **What the law says that:**

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife, alcohol, illegal drugs or stolen items) or is evidence in relation to an offence;
- Where a person conducting a search finds alcohol, they may retain or dispose of it;
- Where they find controlled drugs, these must be delivered to the police as soon as possible unless there is a good reason not to do so in which case, the drugs must be disposed of;
- Where they find other substances which are not believed to be controlled drugs as outlined above;
- Where they find stolen items, these must be delivered to the police unless there is a good reason not to do so in which case, the stolen item should be returned to the owner. Staff must have regard

to the guidance issued by the Secretary of State when determining what “good reason” is. If it is not practicable to return them to their owner, the stolen items may be retained or disposed of.

- Any weapons, knives or items which are evidence of an offence must be passed to the police as soon as possible.
- It is up to the Headteacher to decide whether there is a good reason not to deliver items or controlled drugs to the police, taking into account all relevant circumstances and using their professional judgement to determine whether they can safely dispose of a seized article.

## **Electronic Devices**

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

If a prohibited electronic device is found following a search or it is suspected that it has or could be used to cause an offence, personal injury or damage to property then the person conducting the search can examine and/or delete any data or files where there is good reason to do so. The device can be given to the police if necessary and appropriate.

**Files would only be deleted in consultation with the Headteacher and SLT.** The power applies to all schools and there is no need to have parental consent to search through a pupil’s phone if it has been seized in a lawful “without consent” search and is prohibited by the school rules or is likely to be used to commit an offence, cause personal injury or damage to property.

In determining a ‘good reason’, to examine or erase the data or files, staff members should reasonably suspect that the data or file on the device has been or could be used to cause harm, disrupt teaching or break school rules.

If an electronic device has been seized and staff have reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practical. Material on the device that is suspected to be evidence relevant to an offence, is a pornographic image of a child or an extreme pornographic image should **NOT** be deleted before being given to the police.

**All decisions made regarding passing the device to the police and deleting files will be made in discussion with members of SLT.**

All staff are aware that behaviours linked to sexting put a child in danger. Any incidents of sexting will be dealt with as a safeguarding concern and referred to safeguarding leads or SLT.

## **Telling parents and dealing with complaints**

1. Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
2. There is no legal requirement to make or keep a record of a search however schools may log this.
3. Schools should inform the individual pupil's parents/guardians where alcohol, illegal drugs or potentially harmful substances are found though there is no legal requirement to do so;
4. Complaints about screening or searching should be dealt with through the normal school complaints procedure.



Restraint Required: YES / NO

WILLIAM AUSTIN INFANT SCHOOL INCIDENT REPORT FORM

Name of Child: _____		Class: _____	
When logging an incident, please refer to the incident descriptions and ✓ the closest match. Add further notes as appropriate.			
Swearing/using abusive language to children/adults	<input type="checkbox"/>	Racial/gender/religious/disability abuse (please circle as applicable)	<input type="checkbox"/>
Leaving the learning environment	<input type="checkbox"/>	Deliberate disruption	<input type="checkbox"/>
Refusing/Ignoring to follow instructions	<input type="checkbox"/>	Fighting	<input type="checkbox"/>
Throwing equipment	<input type="checkbox"/>	Damage to resources and/or school property	<input type="checkbox"/>
Hurting a child or adult (please circle as applicable)	<input type="checkbox"/>	Sexually inappropriate behaviour	<input type="checkbox"/>
Other (please state beneath)	<input type="checkbox"/>	Threatening behaviour towards child/ren/adults(s)	<input type="checkbox"/>
Comments:			
	Yes	No	Outcome/sanctions:
Name of adults involved (initials):			
Parents informed			
Medical staff informed			
Senior Leadership Team			
Time of Incident:		Location:	
Name: _____ Please print clearly		Date: _____	

Restraint Record		<i>*(prior to restraint)</i>	
RECORD OF DIVERSION, DISTRACTION & DE-ESCALATION*			
Please ✓ as appropriate		Please ✓ as appropriate	
Verbal advice and support	<input type="checkbox"/>	Firm/clear directions	<input type="checkbox"/>
Negotiation	<input type="checkbox"/>	Limited choices	<input type="checkbox"/>
Distraction	<input type="checkbox"/>	Reassurance	<input type="checkbox"/>
Take up time	<input type="checkbox"/>	Withdrawal directed	<input checked="" type="checkbox"/>
Reminders about consequences	<input type="checkbox"/>	Insufficient time to implement	<input checked="" type="checkbox"/>

PHYSICAL INTERVENTION STRATEGIES:

<input type="checkbox"/>	Wrap	<input type="checkbox"/>	Sitting Wrap	<input type="checkbox"/>	Double Elbow	<input type="checkbox"/>	Single elbow (Two persons)
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TIME HELD:	
Comments:	
Antecedents: What happened before the behaviour	
Behaviour: What did the child do?	
Consequences: What response was made by staff/pupils?	
SIGNATURE:	

**Appendix 5**



**WILLIAM AUSTIN INFANT SCHOOL BEHAVIOUR INCIDENT LOG**



Child's Full Name and Class	
Place of incident	
Date & Time of incident	
Recorded by	
Other adults involved	
Name of Victim and Class	
Other child participants	

Please tick the incident description that is the nearest match. Add further notes as appropriate

Hurting a child or adult	<input type="checkbox"/>	Fighting	<input type="checkbox"/>
Leaving the learning environment	<input type="checkbox"/>	Repeated refusal to follow instructions	<input type="checkbox"/>
Throwing equipment	<input type="checkbox"/>	Damage to school property/equipment	<input type="checkbox"/>
Swearing/using abusive language to children/adults	<input type="checkbox"/>	Sexually inappropriate behaviour (complete Safeguarding form)	<input type="checkbox"/>
Threatening behaviour towards children/adults	<input type="checkbox"/>	Was Restraint Required? No <input type="checkbox"/> Yes <input type="checkbox"/>	
Other (please comment below)			
Briefly state context of incident			
Incident:			
Adult actions:			

Was first aid needed?

No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Needed by .....
				Administered by .....

Child's views:

Follow up/Agreed actions (to be completed by Team Leader/SLT in discussion with appropriate colleagues):

SLT/Team Leader Name .....

Parents informed	<input type="checkbox"/>	<b>Outcome/Sanction:</b>  If yes, please state who .....  Informed by .....Date .....
Medical informed	<input type="checkbox"/>	
SLT informed	<input type="checkbox"/>	

Signed: .....	Date: .....
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Appendix 6

Schools Hate Incident Monitoring Form

Please complete the following table by identifying the type of incident that the individual has been victim to and the reasons that they may feel it has happened. Please also provide characteristics of the victim and perpetrator as far as is possible.

Location:		Date		Name of child / year / class		Incident Type											
Verbal						Violence		General									
Please ask the victim if they feel that they were bullied because of any of the following reasons						Offensive Jokes	Inciting	Vicious/Threatening	Name Calling	Ridiculing differences	Other (please specify)	Jostling/punching/kicking	Use of Weapon	Other (please specify)	Refusal to co-operate or work with another child/young person	Abuse of personal property	Graffiti
<b>VICTIM</b> Please ask the victim if they feel that they were bullied because of any of the following reasons																	
Race																	
Gender																	
Disability																	
Age																	
Sexual Orientation																	
<b>Victim</b> (please specify as much as possible)						<b>Incident Type</b>						<b>Perpetrator</b> (please specify as much as possible)					
Where did the above take place: In the playground / school site Journey to/from school Phone/text/Social networking Other																	
Race																	
Gender																	
Disability																	
Age																	
Sexual Orientation																	

## Appendix 7



### PROHIBITED ITEM SEARCH FORM

This form is to be used in the event that a search of a pupil is required to take place.  
A search can only be undertaken by the Headteacher, Deputy Headteacher and Assistant Headteacher  
Please ensure this form is completed correctly.

Date of search	
Time of search	
Location of search (name of classroom or area of school e.g. hall)	
Name of pupil	
Year group and Class	
Name of staff conducting/conducted the search	
Name of staff member (Witness)	
Description of item found	
Follow up action	
Date parent informed	

## **School Rules**


The schools 'Golden Rules' are:

- We always follow our school Values
- We are gentle and kind
- We listen to everyone
- We use good manners
- We always do our best
- We look after property


As well as 'Golden Rules' every member of the school community should apply the following principle:

**If you don't stop any inappropriate behaviour you are condoning it.**


## Golden Rules



**We always use our  
School Values.**



**We are gentle  
and kind.**



**We always try  
our best.**



**We listen to  
everyone.**



**We use good  
manners.**



**We look after  
our property.**

# Behaviour Chart



<p>1. First verbal warning is given and child reminded of 6 golden rules.</p>	
<p>2. Second verbal warning is given and a dojo point is removed.</p>	
<p>3. Child is moved or removed from the carpet/ classroom/ line/ assembly.</p>	
<p>4. Five minute time out in a dedicated space within the classroom using a timer.</p>	
<p>5. Child to be removed from class by an adult and moved to a buddy class in the year group missing 5 minutes of Golden time.</p>	
<p>6. Child to be taken to the Year Leader missing 10 minutes of Golden time.</p>	
<p>7. Child to be taken to the Head Teacher missing all of their Golden time.</p>	

8. The pupil is reminded of the school's six 'Golden Rules' and the Class Rules and a first verbal warning is given.
9. If the behaviour persists a second verbal warning is given and a Dojo point is removed.
10. If the pupil continues to make wrong choices the pupil will be moved away from the main group to another part of the classroom.
11. If inappropriate behaviour continues after this the pupil will then have time out for 5 minutes in a dedicated space.
12. If inappropriate behaviour continues to persists the pupil will be taken to a 'Buddy Classroom' in their year group by an adult missing 5 minutes of Golden time.
13. Child to be taken to the Year Leader missing 10 minutes of Golden time.
14. The pupil will be sent to the Headteacher missing all of Golden time.

If misbehaviour persists, parents are to be asked to come to school to see the Headteacher and class teacher. Teachers may liaise with the Inclusion Manager to create a behaviour plan for the child. Adults will make a record of incidents if occurring on a daily basis (See Appendix 6). A home/school book may be introduced.

## APPENDIX 10

### ABC BEHAVIOUR LOG

<b>Date</b>	<b>Antecedent:</b> Context, Where was XX, what was the lesson, how many people and who were around him, what was the expectation, what was he doing/saying)	<b>Behaviour</b> (Record the whole incident, what XX did to who, where. What were other people doing, how long did this last)	<b>Consequence</b> (What happened immediately following the incident – reactions of staff and pupils, language and behaviours)	<b>Follow Up</b> (What happened for the rest of the session, were there any formal consequences to XX's behaviour)