



The Ridge Primary School Behaviour Policy (including Anti-Bullying Policy)

Introduction

The school's vision is 'through achieving educational excellence, we aim to nurture respectful, well-rounded, resilient young people who make positive contributions to the community'.

To enable this to be achieved we all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach pupils to hold themselves to the highest standards of exemplary behaviour. For us this means that pupils are always ready to learn, respectful, and responsible.

The purpose of this policy is to ensure that pupils experience a consistent and clear response from all the adults and other pupils in school so that everyone understands that inappropriate behaviour is not tolerated and explicit teaching can take place.

Policy Aims

The purpose of our Behaviour Policy is to:

- encourage responsible behaviour and raise pupil's self-esteem
- provide a framework, which allows us to teach the behaviours we expect from pupils and what they can expect in return
- encourage pupils to have a sense of pride and ownership in their school
- promote a view of community and personal accountability which will equip pupils well for the responsibilities of adult citizenship
- prevent bullying, racism and anti-social behaviour.

Guidelines

1. Our Behaviour Policy is designed to recognise, promote and celebrate the fact that our pupils behave appropriately and make good choices.
2. We work closely with parents to support our Behaviour Policy and we will share it with them.
3. Behaviour is learned, just as Maths and English are. The Ridge Behaviour Curriculum is taught so that children know what is expected at The Ridge Primary School and understand what good behaviour looks like.
4. Staff are involved in formulating policy and are properly trained to implement it.
5. Our Behaviour Policy does not refer to "punishment" or "sanction". Instead, pupils understand that there is always a consequence to their behaviour.
6. When physical intervention is required to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome.

7. Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.” Use of Reasonable Force DfE circular 03/12
8. Class Teachers and the SENCo will hold a register of those children whose behaviour choices are causing concern.
9. Each class will have a copy of The Ridge Rules, Fantastic Listening and Wonderful Walking, STEPS and SHAPE displayed in class.
10. Staff will work closely with the Senior Leadership Team and the SENCo to ensure that pupils at risk receive specialist support when necessary.

The Ridge Behaviour Curriculum

School Rules

At The Ridge Primary School we have three simple rules that underpin our Behaviour Policy. These are –

- Be *Ready* to Learn
- Be *Respectful*
- Be *Responsible*

These rules are designed to be easy to understand for all pupils, parents and stakeholders.

Routines

We also follow the principles of ‘Wonderful Walking’ and Fantastic Listening. Wonderful Walking encourages children to have pride in themselves as they walk around school. It discourages running and bumping into each other.

Wonderful Walking is:

- Face forward
- Stand up straight
- Not talking, touching or turning

Fantastic Listening is:

- Face forward, hands together
- Always sit up straight
- Never interrupt
- Track the Speaker

STEPS

Steps teaches children how to be polite. Someone who is polite has good manners and behaves in a way that is not rude to others.

- Speaking to staff - pupils know that they must use names when talking to members of staff - 'Yes, Mrs Hudson'
- Thank You - pupils know that they should say 'thank you' when they receive something or someone does something nice for them.
- Excuse Me- pupils know that they should say 'excuse me' if someone is in their way
- Please - pupils know that they should always say 'please' when they are asking for something
- Smile - pupils know that it is polite to greet people in a positive manner

SHAPE

When speaking in class, pupils are taught that we use 'SHAPE your answer' to help them to speak clearly. This stands for:

- Sentences - pupils know that they must answer in full sentences when appropriate
- Hand away from mouth - Pupils know that they must keep their hands away from their mouths while speaking
- Articulate- Pupils know that they must pronounce words clearly
- Project - Pupils know that they must speak with a voice which is loud enough for everyone in class to hear
- Eye Contact - Pupils know that it is polite to look at the person you are speaking to

Techniques for Creating a Culture of Positive Behaviour

At The Ridge Primary School, our intention is to manage behaviour by building a strong positive school culture – making school a place where pupils work hard, model strong character, are polite and attentive, and strive to do their best.

We will step in to address distractions at an early stage, realigning behaviour non-invasively, without breaking the thread of instruction.

We will use the following techniques so that we know when to step in to realigning behavior without anyone else recognising a potential issue:

| Technique | Description |
|-----------------------------|--|
| Narrate the positive | Describe the positive actions that students are making e.g. 'I can see Ben has put his pen down and is ready to listen' 'I can see Bella is ready to Fantastic walk' |
| Be Seen Looking | Scan the room in a highly visible manner. Ensure all students know that you are looking. |
| Least Invasive Intervention | Use non-verbal signals to correct slips in behaviour. Keep your hands free where possible to enable least invasive hand signalling. |
| Pastore's Perch | Stand in a position in the room where you can see all of the students easily. |

| | |
|----------------------------|---|
| Means of Participation | Be clear about the way to participate in the lesson e.g. 'With a hand up, who has a good answer?', 'Working in silence, I want you to begin the task.' |
| Step Away from the Speaker | Take a step back from the pupil who is speaking so that it is clear that what they are saying is for the whole class and not a private conversation. |
| Brighten Lines | Give clear instructions and time limit, check that students understand the instructions, then give a clear signal to begin work. E.g. 'Everybody ready to start in 3,2,1... Go' |
| 3:30:30 | When pupils begin working, move to a position of vantage and scan the room for 3 minutes. If a child needs help, they can wait or you can spend 30 seconds talking to them before returning to scan the room. |

Recognition

We will recognise acceptable behaviour in the following ways:

- with smiles
- with words
- with Achieve 500 points
- with stickers and stamps
- with certificates for achievement and effort
- with lunchtime award in assembly
- with an invitation to a special recognition event

The staff at The Ridge Primary School make the following commitments to their pupils:

- We will aim to give more positive comments to negative ones (a ratio of at least 3:1)
- We will adopt a warm strict approach to behaviour management
- We will try to catch children doing the right thing and show our approval promptly.
- We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. (We acknowledge that some children with low self esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this)

Empowering Pupils to Resolve Difficulties with Other Pupils

The children are taught to use a range of steps to solve difficulties which may occur with other children. These empower children to manage these conflicts themselves rather than always relying on an adult.

1. Ignore the offending behaviour. If the behaviour continues move to
2. Tell the other child/children that their behaviour is upsetting and ask them to stop. (*Warning 1*) If the behaviour continues move to
3. Tell the other child/children that they have been asked to stop and if they continue, then an adult will be told. (*Warning 2*) If the behaviour continues move to
4. Tell an adult.

Children are also taught that these steps are not appropriate for some situations and they must tell an adult immediately.

Child on Child Abuse

All staff are aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Youth produced sexual imagery (also known as sexting / consensual and non-consensual sharing of nudes and semi-nude images and/or videos) and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

Challenging Behaviour

Occasionally children will show more challenging behaviour and do not follow the expectations taught within The Ridge Behaviour Curriculum. This could be disrupting the learning of others on a number of occasions, showing disrespect to adults and other children, hurting other children verbally or physically, or disengaging from learning for a prolonged period.

Teachers should inform the Deputy or Assistant Headteacher as soon as they become concerned that the child is not responding to their high expectations and log their concerns on CPOMS. Consequences could be:

- Loss of breaktime and lunchtime
- Removal from class for a short period of time
- Reminder of expectations by both the class teacher and a member of SLT

If the child continues with this challenging behaviour, parents will be called into school for a meeting with the classteacher and Deputy or Assistant Headteacher. At this meeting it will be made clear that the behaviour is unacceptable and that if it continues then ultimately child may be at risk of a suspension. An individualised behaviour plan will be discussed and expectations will be clarified, including support from parents.

Actions implemented at this stage may be:

- Use of timer to measure disengagement from learning
- 'Lost Learning Time' during the school day
- Structured timetable for lunchtimes
- Implementation of daily diary recording sheets and analysis
- Daily contact with parents
- Referral to external support
- Behaviour contract
- Early Help and/or Team Around the Child meeting including SENCo and DSL

Inappropriate Behaviours

Inappropriate behaviours are those which are deemed to be unacceptable to others. Although not an exhaustive list these behaviours may include: disobedience, biting, spitting, hitting and kicking, foul language and swearing, making unkind remarks, damaging property, answering back, rudeness or aggression to others, stealing, truancy, racist comments, forming gangs, bullying and bringing onto school premises prohibited items as outlined in the January 2018 document 'Searching, screening and confiscation'. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen Items
- Tobacco and Cigarette papers
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence, or
 - To cause personal injury to, or damage to the property of any person (including the pupil)

The school also prohibits the following items:

- Lighters
- E Cigarettes
- Mobile phones.

Mobile phones are prohibited in classes. We do recognise that phones can be used as a safety measure for children, in Year 6, who walk to and from school. Therefore, Year 6 children who walk to and from school can bring a mobile phone into our school office for safe keeping during the school day and collect at 3.20 p.m.

Behaviour Beyond the School Gate

Children are expected to uphold the reputation of the school whenever they are out of school whether taking part in an official school visit or wearing the uniform to and from school. Children may be subject to consequences if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

The Ridge Primary School cannot be responsible for pupil behaviour when they are out of school but where appropriate will endeavour to investigate any incident reported to the school. The school will always co-operate with the police in any investigation of incidents which are thought to involve pupils from The Ridge Primary School.

Suspension/Exclusion

Suspension and/or exclusion is a last resort at The Ridge Primary School. The decision to suspend or exclude a child from The Ridge Primary School can only be made by the Headteacher. Should unacceptable behaviour warrant the need to consider either suspension or exclusion then the Headteacher will follow the most recent DFE guidance 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England.' This guide relates to the following legislation:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

When establishing the facts in relation to a suspension or an exclusion the Headteacher will apply the civil standard of proof, ie. 'on the balance of probabilities' it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Suspensions and permanent exclusions will be administered with respect to the Local Authority policy.

Penalty Notices

1) Parents/carers can be issued with Penalty Notices if a pupil who has been suspended or excluded contravenes the details set out in the Exclusion Letter as to their whereabouts during school hours throughout the duration of that suspension or exclusion.

2) Parents/carers can be issued with Penalty Notices should their child take any Leave of Absence if they have not requested this, in writing, to the Headteacher (by completing a Leave

of Absence Request Form) detailing the 'exceptional circumstances' they would want the Headteacher to take into consideration in deciding if any Leave of Absence can be agreed.

- Parents/carers must ensure that the request is made in 15 school days in advance of any Leave of Absence to be taken.
- Should any Leave of Absence be taken without a request having been made parents/carers may still be issued with Penalty Notices.
- Parents/carers are advised to apply for a Leave of Absence before planning, booking or paying for any part of a Leave of Absence.
- Legislation dictates that a Leave of Absence request can only be considered from a parent/carer with whom the pupil normally lives.
- Leave of Absence requests from a parent/carer that a pupil does not normally live with cannot be considered under any circumstances.

Searching, Screening and Confiscation

Should the school identify the need to screen or search a pupil, the January 2018 DFE advice as outlined in the document 'Searching, Screening and Confiscation – Advice for Headteachers, School Staff and Governing Bodies' and 'Weapons Protocols for Schools' will be followed.

School Leaders and school staff can search a pupil for any item if the pupil agrees. The Headteacher and staff authorized by them to have the statutory power to search pupils and their possessions, can search a pupil at The Ridge Primary School without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Staff authorized by the Headteacher to search or screen a pupil without consent at The Ridge Primary School are: The Deputy Headteacher and the Assistant Headteacher.

Allegations of Misconduct

Any allegations of misconduct against a member of staff will be taken seriously and referred to the Local Authority Designated Officer (LADO) and dealt with according to the Dudley Safeguarding procedures.

Monitoring and Review

The Governors will review the policy as determined by the programme agreed and detailed in the policy review cycle.

Date of ratification: 26th September 2023

Policy next due to be reviewed: September 2024

Signed:

Date:



12th July 2023

Date of current policy: September 2023

Date of Next Review: September 2024

Appendix 1 - Bullying and Racial Harassment

Bullying is a particular behaviour where the harm that is inflicted – whether physical, emotional or both – is intentional.

“Bullying is a behaviour which can be defined as a repeated attack – physical, psychological, social or verbal by nature – by those in a position of power which is formally or situationally defined, with the intention of causing distress for their own gratification.” (Besag, 1989)

At The Ridge Primary School, we are opposed to bullying of any kind, (towards children and staff) and will take all necessary actions to eradicate it from our school. Our aim is to create a positive ethos, where pupils and staff can work without fear, achieve through enjoyment without physical or mental stress and feel wholly part of the school and local community.

The school believes that it is our duty to also tackle bullying outside of school, e.g. journey to/from school, after school activities and even in the home, (particularly in the case of cyber bullying). Parents, pupils and staff are encouraged to report any incidents of bullying behaviour, inside or outside of school to the Headteacher

Types of Bullying

- Appearance – based on weight, size, hair colour, physical features.
- Disability – name calling, talking over or for a person, mimicking, physical overpowering, e.g. moving wheelchair users, laughing at disability.
- Health – based on physical or mental health conditions.
- Homophobic – name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using gay as a negative term, warning others about a person, graffiti.
- Income based – of living on a low income.
- Racist – name calling, derogatory assumptions or generalisations about race, culture, religious faiths and beliefs.
- Sexual – touching, repeated exhibitionism, voyeurism, sexual propositioning, verbal personal comment.
- Transgender – based on perception of gender identity.

Methods of Bullying

- Physical aggression – hitting, kicking tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.
- Verbal – name calling, insulting, teasing, “jokes”, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care.
- Non-verbal – staring, body language, gestures, posturing.

- Indirect – excluding, ostracizing, rumours and stories, emails, chat rooms, messaging phones, notes, rude gestures or faces.
- Cyber – text messaging, internet chat rooms, the misuse of camera or video facilities including ‘happy slapping’

Tackling Bullying

Bullying of children will normally take place when adults are unlikely to witness the incident. As a school we are, therefore, dependent on pupils, parents or carers informing us of any incidents of bullying. We are aware that there are many factors that work against children informing adults of incidents of bullying.

If, as a school, we are to deal effectively with bullying, we must create a culture where we promote ways to help pupils to:

- Speak out when they are bullied or witness bullying
- Understand what is meant by bullying and consider it’s causes and effects
- Develop social skills e.g. to become assertive rather than resort to aggressive or submissive behaviour.

A range of strategies will be used to develop this culture:

- Through the PSHCE curriculum
- Class discussions resulting from real and hypothetical incidents
- Whole school assemblies
- Class assemblies
- Circle Time

If we accept that many victims of bullying are reluctant to speak to an adult about their situation then it is important teachers watch for signs that may indicate that problems exist:

- Depression
- Poor concentration
- Not working to potential
- Behavioural difficulties e.g. aggressive or withdrawn
- Social isolation
- Low self esteem
- Easily upset
- Physical injuries
- Poor attendance
- Late arrival at school
- Reluctant to leave school

Dealing with a Bullying Incident

In dealing with a bullying incident, we are aiming to help both victim and bully fully understand the situation which has developed. We must strive to help them both consider ways of avoiding or resolving the difficulties they are experiencing or are responsible for.

Staff dealing with incidents will have to make a judgement about whether they are dealing with a bullying incident or a misunderstanding, fall out or dispute between pupils. If the member of staff feels the incident involves bullying, they must take immediate action and inform a member of SLT.

Dealing with the Victim of Bullying

Although our primary concern is to protect the victim, our discussions with victims should also identify how they might avoid or resolve difficulties in the future. It is vital that we support the victim by:

- Offering an immediate opportunity to discuss the experience with an adult of the victim's choice.
- Reassuring the pupil that something can and will be done to stop the bullying.
- Explaining how the incident will be dealt with.
- Offering continuous support over a period of time as appropriate.
- Restoring confidence and self esteem.
- Exploring the causes and effects of the incident.
- Exploring how the situation could have been avoided or resolved e.g. assertive behaviour.

It is critical that once a victim has spoken out, they have immediate access to a named member of staff to discuss any future incidents or concerns.

Dealing with the Bully

We must:

- Ensure that the bully is dealt with fairly.
- Describe the reasons for the meeting.
- Remain calm and non- judgmental.
- Ensure that the pupil has a chance to explain their view of the incident.
- Assure the pupil that all incidents of bullying are taken seriously.
- Explain that, regardless of reasons, you disapprove of all acts of bullying.
- Explain how the incident will be dealt with.
- Explore the causes and effects of the incident.
- Explore how the incident could have been avoided.

The Headteacher should be made aware of all serious incidents.

Preventative Responses to Bullying

At The Ridge Primary School, we use a range of strategies to prevent bullying. These include:

- **Mediation:** This involves collaborative problem solving by the bullied and the bully in the presence of a Senior Teacher. It concentrates on the future rather than dwelling on the past and apportioning blame. It acknowledges feelings as well as facts. Bullies often take out their negative feelings on others which may be exacerbated by the reaction of others. Mediation can enable all parties to move on in a positive supportive way.
- **Restorative Justice:** Restorative justice brings victims and bullies together to decide on a resolution to a particular incident. It's about putting victims' needs at the centre of the school's actions and finding positive solutions to bullying by encouraging bullies to face up to their actions.
- **Circle of Friends:** The SENCo meets with the classteacher who explains that it is unusual to talk about a pupil who is not present but that the pupil and his parents are supporting this. Following ground rules, the class presents ways that they might help the pupil and a 'circle of friends' is set up to give support working with the class teacher.
- **Befriending, or the buddy system:** This is when a volunteer is selected to befriend a pupil who is having difficulties.

Consequences for the Perpetrator

The following consequences may be used as appropriate and after taking consideration of the needs of the perpetrator:

- Loss of privileges
- The writing of a letter of apology
- Fixed term internal exclusion

Parental involvement

The parents of bullies and their victims will be informed of any incident and of the actions that have taken place to deal with the incident appropriately. Parents are requested to support the strategies proposed to tackle the problem. Parents are asked to encourage their children to tell someone if they are being bullied, in order for the problem to be resolved, the bullying stopped and the victim supported.

Roles and Responsibilities

Headteacher and Senior Leadership Team

- Ensure the safeguarding of all pupils in the school
- Act as a role model for other staff by exemplifying all the behaviours and actions expected of members of staff in relation to this policy
- Ensure that training is provided for staff in how to deal with incidents of bullying and ensure that this policy is included in the induction process for all new staff
- Ensure that incidents of bullying are recorded and monitored
- Lead and conclude the investigations into incidents of bullying
- Consider provision for all pupils involved
- Implement sanctions as required including fixed term exclusions
- Review the effectiveness of the policy

Governors

- Support the headteacher in implementing the policy and reviewing its effectiveness
- Evaluate and update this policy in line with new legislation on an annual basis
- Nominate a named governor with a brief to oversee the anti-bullying work of the school
- Be part of the formal Complaints Procedure and respond to any complaints from parents/carers

Staff

Our staff will:

- Demonstrate by example the high standards of personal and social behaviour we expect from our pupils
- Uphold the school ethos and adhere to all school policies
- Be alert to signs of bullying even if there are no reported incidents
- Listen to children who report incidents of unkind or threatening behaviour, take these seriously and report onwards to a senior member of staff
- Look for behaviour becoming repetitive and intentionally hurtful
- Report suspected cases of bullying to the SLT
- Deal with any cases of bullying in accordance with the agreed procedures outlined in this policy
- Provide support to both the targets and perpetrators of bullying
- Hold all children to account in the same way and not make excuses for behaviour

Pupils

We expect our pupils to:

- Recognise what bullying is and what it is not
- To behave in a manner that supports the school ethos
- Use the internet safely and adhere to all school expectations
- Refrain from becoming involved in any kind of bullying both inside and outside of school, even at the risk of incurring temporary unpopularity
- Be active bystanders who report incidents of unkind or threatening behaviour
- Provide support to their peers

Parents/Carers

We ask our parents to support their children and the school by:

- Familiarising themselves with key information provided by the school about bullying
- Use the word 'bullying' as defined by this policy and distinguish between falling out and bullying. (Pupil disagreements may be addressed in a similar way to bullying)
- Watching for any signs of distress or unusual behaviour in their own child, which might be signs of bullying
- Advise their child to report any suspected bullying to a member of staff
- Report incidents of bullying to a member of staff on behalf of their child if necessary
- Allowing the school to investigate the incidents in line with this policy without intervening
- Monitoring their child's online activity to check that the internet is being used safely and responsibly and ask school for help in establishing parental controls if necessary
- Keep evidence of any cyber bullying, whether this be photographs, text messages or emails
- Advising their child not to retaliate to forms of bullying
- Cooperating with the school even if their child is accused of bullying, to try to establish the facts
- Sharing the message that bullying is very serious and is not acceptable
- Know that the school will deal with cases sensitively and confidentially

Appendix 2 – Recognition, Rewards and Consequences

Recognition and Rewards

Recognition and rewards include:

- with smiles
- with words
- with Achieve 500 points
- with stickers and stamps
- with certificates for achievement and effort
- with lunchtime award in assembly
- with an invitation to a special recognition event

Achieve 500

At The Ridge Primary School we have a class house points system to reward effort and behaviour. Children receive house points for making positive choices about their behaviour which are linked to our three rules of readiness, respectfulness and responsibility. In addition housepoints may be awarded for being a role model, demonstrating the school values. (Independence, Determination, Gratitude and Empathy)

House points should be given one at a time, not in multiples. The SLT teal coloured housepoints are worth double the regular housepoints. When the class have achieved 500 points, the whole class will receive a reward such as extra playtime, film afternoon.

Consequences

- Consequences do not work in isolation. They must be balanced with positive support.
- Consequences must be something that children will learn from, but they must never be physically or psychologically harmful.
- Consequences are a choice.
- Where appropriate children can discuss their own consequences with an adult guiding the discussion.
- Consequences do not have to be severe to be effective.
- Consequences should aim to resolve and ‘put right’ the consequences of the initial negative behaviour.
- For more serious incidents, parents will be informed and expected to come in to school to discuss the incident.

Examples of relevant consequences

- Children who have deliberately made a mess in the classroom should make the choice to tidy up in their own time.
- A child who has wasted learning time in class should make the choice to catch up with their learning in their own free time.
- A child who has been rude to another pupil should make the choice to apologise and make amends.
- A child who has been disruptive at playtime should make the choice to miss their next playtime.

Appendix 3 – Dealing with Behaviour Incidents

Low-Level Disruptive Behaviour in Lesson

1. Use as appropriate - a look, moving to stand beside the pupil, praising someone who is following the instruction, a short instruction to stop what they are doing.
2. Repeat the instruction to the pupil - no more than twice.
3. Move the pupil to another area in the classroom and ensure they understand the consequence of not following the instruction
4. Pupils who choose to waste learning time are required to make up lost learning time in their own free time. Parents will be contacted if a child's poor choices persist.

If low level behaviour persists :

5. The child will be taken to another classroom to calm down and reflect on their behaviour for a specified period of time (e.g. ten minutes). They are expected to return to class and make positive choices.
6. Parents will be contacted if class teachers are concerned with behaviour of a particular pupil. Parents may be asked to meet with the class teacher regularly to monitor behaviour (e.g. parents may come in on a Friday afternoon to review the week).
7. For pupils causing concern as a result of persistent poor choices then a 'behaviour contract' will be implemented which sets out what is expected of that child and the consequences of continued poor choices. Reward charts may be put in place to help manage behaviour.

More Severe Behaviour Incidents

1. Serious physical aggression to staff or pupils.
2. Persistent verbal abuse.
3. Refusal to accept an instruction leading to an unsafe situation i.e. directly challenging staff with risk to children's or adults safety.
4. Serious willful damage to property.

Use the appropriate intervention to de-escalate and then remove the pupil to a safe place. In such severe cases if pupils fail to learn from their choices then they will be excluded for a minimum of one day. We always aim to exclude pupils internally where possible. An internal exclusion may include spending time in another class for a limited time and losing privileges such as playtime with their friends. Teachers will set appropriate work for pupils to complete during the internal exclusion.

Recording Serious Incidents

Serious incidents are to be recorded on CPOMs. Teachers will log incidents that are deemed significant for that child.

See below for a list of significant incidents that would be logged on CPOMs (this list is not exhaustive but merely to be used as a guide)

- Intending to cause or causing physical harm to another
- Persistent name calling or bullying
- Swearing at people
- Refusal to take part in learning for a significant period of time.
- Disobeying a member of staff repeatedly

In cases where children are able to quickly identify they have made bad choices in their behaviour and make reparations there is no requirement to log incidents. E.g. a child flicks a rubber across the classroom and apologises.

When recording a serious incident

- write a description of the events relating to the incident. The written information should describe the antecedents leading up to the behaviour, the behaviour itself and the consequences that followed. Link in any other pupils involved.
- Record the consequences and how they were decided. (e.g. pupil suggestion, guided by teacher etc.) Consequences should never be logged as an 'exclusion' or 'lunchtime exclusion' unless this has been authorised by the headteacher. If the consequence involves a child missing their playtime then this must be logged as 'Loss of Privileges'.

Positive Handling

Positive Handling is an approach to resolving challenging behaviour by employing de-escalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a reasonable response to threats of violence. Children may as a consequence be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations.

Physical intervention 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 pupil needs to be restrained to prevent violence or injury. 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.

We may 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.