

## Behaviour policy

### Including statement of behaviour principles and Physical Intervention Policy.

Policy written by	
D Harris	
Signed by the Chair of Governors	
Name:	
Signature:	Policy Date: 7 <sup>th</sup> September 2023
Review date: September 2024	

## Contents

Behaviour policy (including statement of behaviour principles) and Physical Intervention Policy.	1
1. Aims.....	3
1.1 Behaviour management.....	<b>Error! Bookmark not defined.</b>
2. Legislation and statutory requirements.....	3
3. Fiddlers Lane statement of positive behaviour reinforcement.....	4
4. Positive Behaviour System .....	5
5. Roles and responsibilities .....	5
5.1 The Governing board .....	5
5.2 The Headteacher .....	6
5.3 Staff .....	6
5.4 Parents .....	6
6. School rules .....	6
7. Rewards.....	6
8. Pupils not following the behaviour code of conduct .....	7
8.2 Sanctions years 1-6 .....	<b>Error! Bookmark not defined.</b>
8.3 Off-site behaviour.....	8
8.4 Malicious allegations .....	<b>Error! Bookmark not defined.</b>
9. EYFS behaviour.....	8
9.1 EYFS behaviour philosophy.....	8
9.2 EYFS code of conduct .....	8
9.3 EYFS rewards.....	9
9.4 Strategies when EYFS children engage in inconsiderate behaviour.....	<b>Error! Bookmark not defined.</b>
9.5 Hurtful behaviour.....	<b>Error! Bookmark not defined.</b>
9.6 Pictorial behaviour management system and sanctions .....	9
10. Behaviour management .....	<b>Error! Bookmark not defined.</b>
11. Physical Restraint .....	9
12. Confiscation .....	9
13. Pupil support.....	10
14. Risk Assessments.....	10
15 Active Strategies .....	10
15.1 Reactive Interventions.....	11
16. Logging incidents CPOMS .....	12
17. Pupil transition .....	12
18. Training.....	12
19. Monitoring arrangements .....	13
20. Links with other policies .....	13

Appendix 1: CPOMS Log.....	14
Appendix 2: Behaviour steps .....	15
Appendix 3 EYFS Behaviour flow chart.....	<b>Error! Bookmark not defined.</b>
Appendix 4 The Restrictive Physical Management of pupils .....	16
A Restrictive Physical Intervention .....	16
B Physical contact.....	16
C Physical Intervention .....	16
D Restrictive Physical Intervention.....	16
E Emergency Interventions .....	17
F Staff Training/Authorisation of Staff.....	17
G Post Physical Intervention Procedures .....	17
H Complaints .....	18

## 1. Aims

At Fiddlers Lane Primary School we believe in a consistent, structured and positive approach, setting a framework for acceptable behaviour which is understood and upheld by all members of the school family: children, parents, teachers, family support staff, teaching assistants (TAs), site manager and office staff, visiting support staff and governors.

## 2. Legislation and statutory requirements

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

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

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### 3. Fiddlers Lane statement of positive behaviour strategies

At Fiddlers Lane Primary School, we expect the children to follow 3 school rules/values:

- **Be Respectful**
- **Be Ready**
- **Be Safe**

The rules underpin the values we have as a school and encourage the children to care for each other and everyone in our school community.

All adults within our school will:

- Always speak to children in a calm and controlled manner.
- Trust, listen to, encourage, praise, value and respect every child.
- Be consistent in their treatment of all children.
- Recognise children's fears.
- Not jump to conclusions based on prior incidents. Help children to understand that their fears, difficulties, feelings etc are not unique.
- Ensure that when a child has done something wrong, he/she knows that it is the behaviour that is disliked, and not him or her.

Parents will hear regular good news about their child;

- 2 X Certificates awarded each week in Friday celebration assembly by class teachers (teachers to keep records)
- 2 X Headteacher certificates awarded in Friday celebration assembly
- Hot chocolate reward with the Headteacher for the child with the most Dojo points
- 2 X lunchtime certificates
- School social media accounts
- Displaying work in classrooms and around school
- Positive message postcards or Dojo messages
- Written/ verbal comments to parents
- Stickers awarded by adults or other children for behaviour and work
- Texts and phone calls home

## 4. Behaviour System

Alongside positive reinforcement for good choice behaviour, all staff use a whole school approach to general classroom management. All children will start the day in the green zone, with regular, and explicit reminders and praise for making good choices. There is the option to move into silver and gold zones if children show \*star qualities\* with appropriate rewards in place to acknowledge this effort. If good choices are not made, then children will be given reminders before escalating through the system. If poor behaviour choices continue, the teacher will move the child's name to amber. The child then has up to 10 minutes to get their name back in green by behaving in an appropriate way. Children can move their name from amber to green twice within one session. If this happens a third time, they will move to red for persistent disruption (see **appendix 2-** behaviour system chart). Research shows that the length of the sanction is not the most important factor but the certainty that it will happen is what is most important. The sanction should happen as soon after the incident as possible.

Each session (first morning session, second morning session and afternoon session) is a fresh start for each child with each child starting in green. This is also supported by consistent and clear expectation by all staff, with regular reminders. Serious incidents may result in an immediate red card, with a member of senior leadership deciding the appropriateness of the consequence for this. A child may only move out of red on one occasion during the day with evidence of consistently good choices. If a child moves to red then they will have a consequence at playtime or lunchtime. The number of minutes accrued for this is at the discretion of the class teacher up to maximum of 15 minutes for each session (depending on the severity of the behaviour). A record of any red card will be logged on CPOMS.

**Green-** all pupils start the day/ session on green. They may have one verbal warning and still remain on green.

**Amber-** a pupil who has had two warnings or one more serious warning will move to amber and be given an opportunity to correct their behaviour. If this happens, they will then be moved back to green. This can happen up to two occasions.

**Red-** A child who has been disruptive or had 3 warnings will move to red. They will again have one opportunity to be seen correctly behaving and move back to green. If a child ends the session on red, then they will have a consequence immediately after that session with the teacher/ TA who gave the consequence along with a restorative conversation.

## 5. Roles and responsibilities

### 5.1 The governing board

Fiddlers Lane Community Primary School Governing Body is responsible for reviewing and approving the written statement of behaviour principles

Fiddlers Lane Community Primary School Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

## 5.2 The Headteacher

The Headteacher is reviewing this behaviour policy in conjunction with Fiddlers Lane Community Primary School Local Governing Board, giving due consideration to the school's statement of behaviour principles.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## 5.3 Staff

Staff are responsible for:

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

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

## 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher / staff promptly

## 6. School rules

All pupils must follow these school values:

- Be Respectful
- Be Ready
- Be Safe

## 7. Rewards

At Fiddlers Lane we use praise regularly and focus on positive learning behaviours and attitudes. We celebrate improvements and effort put into tasks and activities.

Below are the rewards used at Fiddlers Lane:

Positive behaviour will be rewarded with:

- **Praise** – Given constantly, by all staff, for pupils showing positive behaviours.

### **Use of stickers/stamps**

### **Visit to head teacher/SLT to share good work/attitude/behaviour**

### **Certificates – assembly and in class**

### **Dojo message/Postcards/phone calls home**

- RIP and PIP **PIP= Praise in Public** RIP= Reprimand in Private
- Work displayed in class and corridors for attainment and effort
- **Whole Class rewards** -these are used in Years 1- 6.

This is chosen by the class in conjunction with their class teacher every half term. The points can be collected either as an accumulation of all Dojo points or use of a physical system such as in a jar. Every class will have one of these rewards funded or part-funded by school fund.

Rewards can be awarded for:

Showing good learning behaviour  
Contributing to discussions  
Good work  
Good effort  
Showing good manners / being polite

- Special responsibilities/privileges.

These can include sitting on benches in assembly. Star of the day, class medals, monitor roles and responsibilities

## **8. Restorative practice**

When a pupil has a sanction, there is a focus on restorative practice, with adults questioning the pupil and encouraging them to think about what happened and what they could have done differently/ will do differently next time.

Following a behaviour incident, the member of staff will ask some of the following questions.

- ***What happened?***
- ***What were you thinking at the time?***
- ***What have you thought since?***
- ***How does this make people feel?***
- ***Who has been affected?***
- ***How have they been affected?***
- ***What should you do to put things right?***

## 8.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to the visit. The school behaviour policy is followed on residential trips. Risk assessments must be carried out to identify and manage risks around behaviour.

## 9. EYFS behaviour

### 9.1 EYFS behaviour philosophy

We want our early years setting to be a calm, purposeful, happy and inviting atmosphere, where learning can take place and staff and children feel safe, secure and motivated. We believe we should be preparing children to be independent in their learning, in an environment where teachers have a right to teach and children have a right to learn. It is important that children feel valued, independent, respected, included, engaged and able to form relationships with both adults and children. We also believe that children should be free from humiliation and encouraged to learn from their mistakes.

We believe that children should be polite, caring towards each other, able to respect resources and the play of others, able to engage in the rules and routines of the setting and to show the ability to listen and respond to adults. We believe adults should feel included in a whole team approach to behaviour where they are able to share responsibilities, knowledge and concerns. It is important that adults can communicate with other adults and children, can feel safe in the work place and are confident to deal with a variety of situations and behaviour issues. It is essential that all staff members' opinions and ideas are taken into account and that they are valued and respected.

We believe adults should be good role models, who are sensitive to individual children and are able to respect children's mistakes and ensure that children learn from them. We aim to never humiliate, label, make fun of, or talk negatively about children under any circumstance. We think that adults should be; understanding, caring, patient and willing to listen to children. We believe that all children from all backgrounds should be included, respected and valued.

### 9.2 EYFS rules

We promote the following rules;

- Be Ready
- Be Respectful
- Be Safe

All staff focus praise on children's efforts and positive behaviour through verbal praise, rewards and celebrations, e.g. praise, stickers, stamp charts, certificates, visits to the Head teacher, talking to parents at the end of the day. To generate



internal motivation, we notice and enquire, for example, *'I noticed you didn't give up on trying to connect that jigsaw piece, and you did it! How do you feel now you've done it?'*

### 9.3 EYFS rewards

As section 7.

### 9.4 EYFS systems and sanctions

IN EYFS, as with the rest of school, positive behaviours are spotted all the time and children move their names up in response to positive behaviour they have displayed.

In EYFS, the pupils use the same system as the rest of the school, with green, silver and gold on display and amber and red hidden from sight.

Sanctions in EYFS happen immediately. If a child has not responded to warnings and needs to be put on amber or red, then they will do an immediate time out in the EYFS classroom. For more serious incidents, the child could be sent to a member of SLT to do the time out.

## 10. Physical Restraint

As a duty of care, in some circumstances, staff may use physical intervention to prevent pupils:

- Hurting themselves or others
- Damaging property

Staff will ensure other pupils are removed from the area and the environment made safe

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Be recorded on CPOMS and reported to parents

## 11. Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to parents / carers after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 12. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator will evaluate pupils who exhibit challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils who cannot work within the school behaviour policy have a personally adapted behaviour strategy, which gives the pupil and staff clear guidelines regarding which areas pupils have difficulties with.

The support given to pupils with adapted behaviour strategies are reviewed on a half termly bases – or sooner if required.

[See appendix 5 sample behaviour plan](#)

## 13. Risk Assessments

Any pupil that requires a Behaviour Support Plan may also need a risk assessment which considers the identification of any activities or environments that are associated with risk, establish the likelihood of risk for an individual pupil or pupils, estimate the consequences of a negative outcome and take steps to avoid unreasonable risk. Risk assessment should contain all relevant information and be regularly reviewed. Like Behaviour Support Plans, all pupil risk assessments will be shared and signed by parents/carers.

[See appendix 6 Sample Risk assessment](#)

**14 Active Strategies** are those which are used when a pupil is displaying signs of challenging behaviour and consists of strategies used to defuse or de-escalate situations: -

- Be aware of any warning signs that inappropriate behaviour may occur.
- Divert and distract by adding another activity or topic.
- Display calm body language.
- Talk low, slow and quietly.
- Use appropriate humour.

- Continue to remind of appropriate behaviour.
- Offer alternatives and options.
- Offer clear choices.
- Give clear directions for pupils to stop.
- Remind pupils about rules and likely outcomes.
- Catch pupils being good and praise.
- Calmly and quietly repeat instructions.
- 'First....then....' (using symbols) –first do required activity, and then receive favoured activity as reward.
- Remove pupil away from trigger and remove trigger.
- Remove an audience or take vulnerable pupils to a safer place.
- Use safe defensive measures, guiding the pupil away if he is trying to make physical contact.
- Ensure that colleagues know what is happening, and get help.

A well-chosen word can sometimes avert an escalating crisis. When pupils are becoming angry, there is no point in getting into an argument. Telling people to calm down can actually cause more anxiety. Pointing out what the pupil has done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

### 14.1 Reactive Interventions

Restrictive interventions are the strategies that will be used if a pupil's behaviour escalates into a crisis situation, and could include the following:

- Make the environment safe.
- Move furniture.
- Remove objects that can be used as weapons.
- Guide assertively – hold or restrain only if absolutely necessary.
- Change member of staff as needed.
- Planned ignoring.
- In a firm tone, repeat instructions.
- Inform pupils of consequences of his actions.
- Remove pupils to a safe area.
- Offer choices.
- Allow pupil time and space to:
  - Process information and respond
  - Physically recover
  - Talk about the incident

Individual behaviour plans may be used and are discussed with parents / carers. Some strategies may require parental support, where a pupil's behaviour is

considered to be unduly disruptive to others or causing distress to the pupil themselves, regular withdrawal or time out may be negotiated. These plans are regularly reviewed. Copies are uploaded to CPOMS.

## **15. Logging incidents CPOMS**

All behaviour incidents which result in a red card and a sanction at the end of the session are recorded on CPOMS.

Regular patterns of behaviours should also be recorded.

Staff complete an on-line record of incidents including the time, date, other pupils involved and any actions taken or sanctions given. Parent meetings and phone calls are also recorded on the system.

As part of their induction new staff receive training on the CPOMS monitoring system.

## **16. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

Year 6 pupils liaise with KS3 staff from the high schools that pupils will be attending regarding behaviour. Behaviour records are transferred to new schools via CPOMS. If new schools do not have CPOMS systems key documents are sent electronically (printed to pdf and sent by secure transfer)

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools through CPOMS.

Where pupils are at alternative provision and dual registered, behaviour logs and updates are sent weekly to inform staff of progress towards targets.

## **17. Training**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management also forms part of continuing professional development. Staff receive annual refresher and discussions around behaviour.

Senior leaders are available to give advice and coaching sessions regarding behaviour. The SEND Co observe lessons to enable coaching / strategies around behaviour management.

The Primary intervention team (PIT) also observe pupils and suggest next steps / interventions / support programs.

## **18. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher, and Fiddlers Lane Community Primary School Governors annually. At each review, the policy will be approved by the Headteacher and Chair of Governors.

The written statement of behaviour principles section will be reviewed and approved by Fiddlers Lane Community Primary School Governors every year.

## **19. Links with other policies**

- Safeguarding policy
- SEND policy
- Transition policy
- Exclusions policy
- Anti-Bullying Policy

## Appendix 1: CPOMS Log.

The following information is logged electronically on CPOMS

CPOMS WebsiteCPOMS User GuideContact SupportCPOMS FAQ

It is your responsibility to logout and protect the security of student information.

ELEVATE YOUR ACCESSHIDE NAMESBLANK SCREEN

Fiddlers Lane Primary SchoolDashboardLibraryAccount SettingsCPOMS StaffAdd IncidentLogout

← Back

Student

Begin typing a student's name

Incident

Categories

☐ Attendance

☐ Behaviour

☐ Bullying

☐ Child Protection

☐ Chronology of significant events

☐ Complaints

☐ Court Order

☐ Detention - Golden Time

☐ Detention - Playtime

☐ First Aid

☐ Homophobic Incident - Aggressor

☐ Homophobic Incident - Target

☐ Medical Issue/Concern

☐ Medical Update

☐ Nurture Intervention

☐ Parental Communication/Meeting

☐ Parental Concern

☐ Positive Handling

☐ Racial Incident - Aggressor

☐ Racial Incident - Target

☐ SEN

☐ toileting

☐ Welfare Concern

Linked student(s)

Begin typing a student's name

Type a student's name to link them to this incident.

Body map

Date/Time

Sun 03 November 20191:35PM

Status

Active

Assign to

Begin typing a staff member's name

Files

Click to browse or drag a file to upload

Alert Staff Members

Begin typing a staff member's name

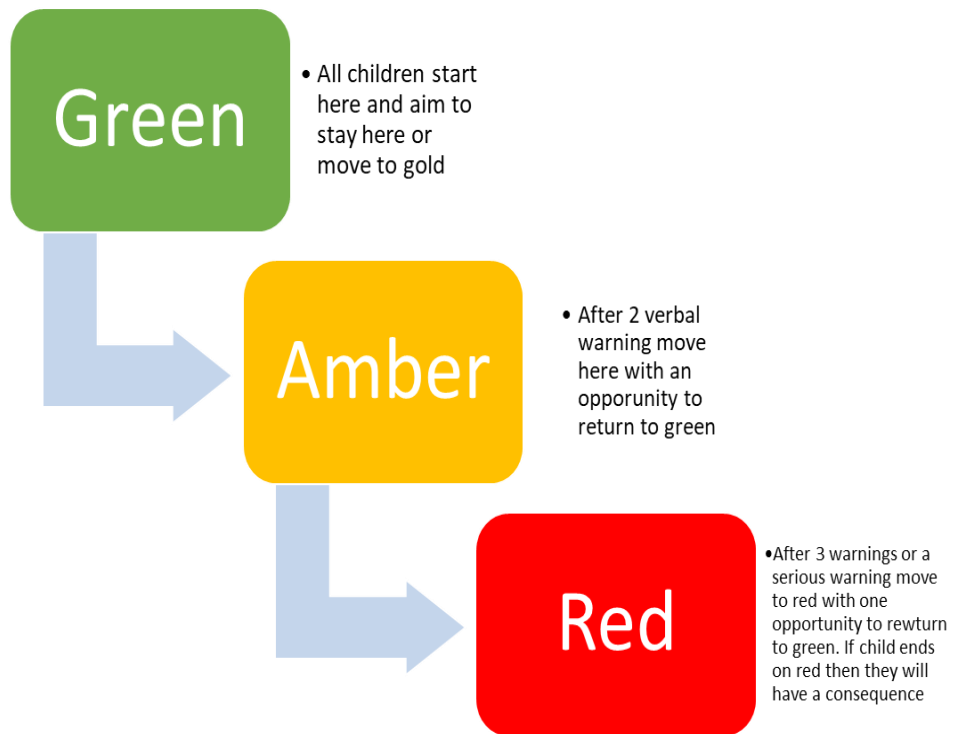
SLTSafeguardingBehaviourEYFS Teachers

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Agency Involved

Add Incident

## Appendix 2: Behaviour steps



### A Restrictive Physical Intervention

Good relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the behaviour management strategies practised by staff. This ensures the wellbeing and safety of all pupils and staff in school. It is also acknowledged that, in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Working within the philosophy of "Every Child Matters" with a particular force in relation to the strands of 'staying safe' and enjoying and achieving', this policy describes the acceptable physical interaction between staff and pupils on a daily basis.

Based on the principle of moving from least intrusive to more restrictive holding, interaction can be divided into three definable areas.

### B Physical contact

In school, physical interaction occurs frequently in a number of situations. Examples of this may be when a pupil is distressed, when supporting pupils to access the curriculum, or to assist with the personal care of pupils. In addition, staff will also use positive touch to comfort pupils and as part of PSHE curriculum in order to teach them more appropriate ways of seeking attention. Where possible, staff will use 'help hugs' and the 'friendly hold'.

### C Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example, guiding or leading a pupil by the arm or shoulder with little or no force. The important factor within these situations is the compliance of the pupil.

### D Restrictive Physical Intervention

The 'Use of Reasonable Force – Guidance Advice for Headteachers, staff and Governing Bodies (DfE July 2013)', stipulates that schools can use reasonable force to:

- Remove disruptive pupils 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.
- Restrain a pupil at risk of harming themselves through physical outburst.

This guidance states that all members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Central to this policy is the understanding that any restrictive physical intervention used by staff must be in accord with the idea of "reasonable force" and used only as a last resort once all other strategies have been exhausted. There is no legal definition of reasonable force. The use of force can be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed, or when pupils, staff or property are at risk.



Restrictive physical intervention is not an isolated technique and needs to be set in the context of classroom organisation and behaviour management strategies. Other methods can be used in 95% of situations and there will be no need for restrictive physical intervention.

Individual members of staff cannot be required or directed to use restrictive physical intervention, but all teaching and non-teaching staff have a 'duty of care' towards the pupils, so the failure to intervene in the above circumstances could be viewed as negligence.

The use of restrictive physical intervention can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for restrictive physical intervention.

## **E Emergency Interventions**

Emergency interventions will involve staff employing, where necessary, one of a combination of the strategies mentioned above in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response, e.g. a child running onto a road.

## **F Staff Training/Authorisation of Staff**

Continuous professional development in the pro-active management of challenging behaviour is offered to all staff on a continuous basis. School will always work towards a reduction in the use of restrictive physical management, keeping up to date with the newest pedagogical research.

## **G Post Physical Intervention Procedures**

As soon as is reasonably possible after an incident, staff need to fill out a "Record of Use of Restrictive Physical Interventions" which is contained in a bound book. (see Appendix 4). The page of the bound book completed is scanned in as PDFs and put onto CPOMS behaviour management system. The book should be signed by all the staff involved and passed on to the Deputy or Headteacher, who will complete the monitoring form attached to the restrictive physical intervention record. A named Governor will also support this process by undertaking regular audits of incidents and feeding back findings to the Headteacher and Governing Body.

The record of the restrictive physical management of the young person will indicate:

- The names of the staff and the pupil involved
- The reason for using the specific type of restrictive practice (rather than an alternative less restrictive strategy)
- The type of intervention employed
- The date and the duration of the intervention
- Whether the pupil or a member of staff experienced injury or distress, and if they did, what action was taken
- The outcome of the debrief session

When both the staff member and the pupil are calm, they can discuss the incident and future strategies, where appropriate.

When a restrictive physical intervention has been used, it must be reported to the pupil's parents / carers. Where possible, parents / carers should be contacted by telephone as soon as possible after the incident, before confirming details in writing. The written report should tell them when and where the incident took place, why it was decided that a physical intervention had to be used, the strategies used to try to avoid having to use a restrictive physical intervention, what physical interventions were used, whether there were any injuries and what follow up action (support and/or disciplinary) was being taken in relation to their child.

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

- Child Protection Procedure.
- Staff or Pupil Disciplinary Procedure.
- Exclusions Procedure.

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

## **H Complaints**

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be investigated through the school's complaints policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

### **Note**

If at any time a pupil complains of an injury, or the use of unreasonable force as a result of physical management by staff, the school child protection procedures must be followed.

## Appendix 5. EYFS behaviour plan template

### PLAY PLAN/ BEHAVIOUR PLAN

<b>Name</b>	<b>From</b>	<b>To Feb 2022</b>
<b>About</b>	<b>Strengths to draw on</b>	<b>Areas for development</b>
<b>Triggers</b>	<b>Calming activities</b>	<b>Things to say</b>
<b>What we would like to achieve</b>  <b>How we will try to achieve it (actions to be taken):</b>   <b>Additional resources required</b>	<b>What we would like to achieve</b>  <b>How we will try to achieve it (actions to be taken):</b>  <b>Additional resources required</b>	<b>What we would like to achieve</b> <b>How we will try to achieve it (actions to be taken):</b> <b>Additional resources required</b>
<b>What we would like to achieve</b> For XXXX to be able share resources <b>How we will try to achieve it (actions to be taken):</b> <b>Additional resources required</b>	<b>Notes and comments</b>	
Parent/carer signature:		

## Appendix 6. Risk Assessment Template

**Fiddlers Lane**

Community Primary School

Description of Task / Work Area / Activity				Location	
<b>Risk Assessment October 2021</b>				EYFS unit Fiddlers Lane Community Primary School	
<b>Assessors:</b>		<b>Assessors Signatures:</b>		<b>Date of Assessment:</b>	
<b>How communicated to staff?</b>	RA shared with staff	<b>Date communicated to staff:</b>	01-10-2021	<b>Date of Review</b>	

What are the hazards?	Who might be harmed and how?	What precautionary controls are already in place?	What further action is necessary (if any)?	Action by who?	Action by when?	Date completed.

Review      Date  
 He has:-

## Appendix 7. Individual Behaviour Plan

Pupil Name:  Date of Birth: Date Plan Starts: Date of next review:	Medical conditions/needs  Staff working with pupil:
<b>Behaviour</b> What does it look like? What is the pupil struggling with? What are we worried about?	<b>Early Warning Signs/Triggers</b> What do we look out for? What helps to diffuse a situation?
<b>What are we working towards?</b>  How will we know when things have improved?	<b>Strategies</b> Effective phrases to use Calming/distraction techniques How do we maintain positive behaviour? How can staff help pupils learn and reflect from their behaviour?
<b>Agreement</b> Pupil name Pupil Signature Parent name Parent Signature Date	<b>Agreement</b> Staff name Staff Signature Date

