

Behaviour policy including statement of behaviour principles and Physical Intervention Policy.

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| Policy written by | |
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| Signature: | Policy Date: January 2025 |
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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 three school rules/ values:

- **Be Ready**
- **Be Respectful**
- **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.

Be Ready

- **Be in school** – We come to school every day to help us learn and do our best.
- **Be on time** – We arrive at school and our lessons on time so we do not miss learning.
- **Wear your uniform** – We wear our school uniform and feel proud.
- **Bring what you need** – We bring the right things to school so we are ready to learn.
- **Join in** – We try new things and take part in everything our school offers.

Be Respectful

- **Listen** – We listen carefully to each other.
- **Follow instructions** – We do what the grown-ups in school ask us to do.
- **Use good manners** – We always say “please,” “thank you,” and are kind to others.
- **Be polite** – We are polite and show respect to everyone in school and outside.
- **Look after our school** – We keep our school clean by picking up litter and keeping it tidy.

Be Safe

- **Follow rules** – We follow the school rules to stay safe. We walk safely in school and keep to the left in the corridors.
- **Tell a trusted adult** – If we are worried about anything, we tell our teacher or a trusted adult in school.
- **Share your worries** – We talk to an adult we trust if something is bothering us, and they will help us.
- **Speak up** – If someone says or does something hurtful, we tell an adult so they can sort it out.
- **Stay safe online** – We protect ourselves online by not sharing personal details with strangers.

- **Be safe outside school** – We always let our parents know where we are and follow safety rules to stay away from danger.

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 celebration assembly by class teachers
- Headteacher certificates awarded in celebration assembly when children have gone 'above and beyond'
- Pupil of the term reward with the Headteacher for a 'above and beyond' child
- Stickers for good lunchtime behaviour
- School social media accounts regularly celebrating pupils' good behaviour
- 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
- Texts and phone calls home
- Pupil of the year awards for children who have gone 'above and beyond'

4. Behaviour System

- Pupils start the day/session on green
- Pupils can move to silver/gold for positive behaviour
- Pupils can be moved to amber/red for negative behaviour/disruption etc.
- Pupils have the opportunity to move back to green with reminders
- Staff remind pupils of expectations
- If a child ends a session on red, they will have a consequence

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.

EYFS Behaviour Expectations

We link our behaviour expectations to our Fiddlers Lane Values. We make clear the behaviours that we expect children to exhibit and the consequences when they make the wrong choices.

| We are Respectful... | | |
|--|--|--|
| We... | We don't... | Consequence... |
| <ul style="list-style-type: none"> • listen to adults and each other • sit and listen to the adult on the carpet • follow adult instructions • say nice things to each other • look after each other • smile at each other • help our friends • take care our belongings and school equipment • | <ul style="list-style-type: none"> • shout at others • speak to our friends when the teacher is speaking • ignore adult instructions • call people names • say mean things • hurt people including children and adults • don't break or damage equipment • | <p>Spoken to by the teacher – reminder to be kind</p> <p>Time out given if it happens again within the same day straight after the incident</p> |
| We are Ready... | | |
| We... | We don't... | |
| <ul style="list-style-type: none"> • bring my book bag to school • keep going even if we find it hard | <ul style="list-style-type: none"> • leave our book bags at home • give up without trying | <p>If a further incident occurs that day child to remain with adult on duty for 5 minutes of their playtime / lunchtime</p> <p>Further incidents will result in an exit from their class to KS1 for 10 minutes</p> |
| We are Safe... | | |
| We... | We don't... | |
| <ul style="list-style-type: none"> • walk down the corridor • follow adult instructions • have kind hands and feet • tidy up after ourselves | <ul style="list-style-type: none"> • run down the corridor • ignore adult instructions • use our hands and feet to hurt others • leave things on the floor or tables • | <p>Where behaviour is very serious a senior leader will be called and they may be removed from class and may be given a more serious consequence</p> |

KS1 Behaviour Expectations

We link our behaviour expectations to our Fiddlers Lane Values. We make clear the behaviours that we expect children to exhibit and the consequences when they make the wrong choices.

| We are Respectful... | | |
|---|---|-------------------------------------|
| We... | We don't... | Consequence... |
| • follow instructions | • refuse instruction | warning |
| • listen to adults | • talk over adults • shout out | warning |
| • complete our work | • talk instead of working • make disruptive noises • distract others leave our desk without permission | warning |
| • use appropriate body language | • roll our eyes • shrug shoulders • tip on chairs | warning |
| • use respectful language | • use rude or aggressive backchat • swear • use derogatory or offensive language related to race, religion, disability, gender or sexuality | lunchtime reflection |
| • comply with school rules | • act defiantly • throw objects | lunchtime reflection |
| • care for property | • drop litter • leave areas untidy • cause minor damage to property • vandalise property | warning lunchtime reflection |
| We are Ready... | | |
| We... | We don't... | Consequence... |
| • stay on task and complete our work | • fail to stay on task | Warning |
| • we try our best at all times | • have a poor attitude to learning | warning |
| • we have the right equipment to learn | • forget our equipment | Warning |
| We are Safe... | | |
| We... | We don't... | Consequence... |
| • line up sensibly and walk appropriately | • push in the line • run in the corridor | warning |
| • use kind hands | • fight with others • kick • hit • elbow • touch each other inappropriately | Lunchtime reflection |

Warnings: You will get a verbal reminder of the school expectations. If you do not improve your behaviour you will be given a warning. If you receive 2 warnings you will have a 5-minute timeout. A 3rd warning means you will walk around with an adult at playtime. If you continue and receive a 4th warning you will be exited from class and receive a lunchtime reflection. Where your behaviour is very serious a senior leader will be called and you may be removed from class and may be given a more serious consequence.

KS2 Behaviour Expectations

We link our behaviour expectations to our Fiddlers Lane Values. We make clear the behaviours that we expect children to exhibit and the consequences when they make the wrong choices.

| We are Respectful... | | |
|---|---|-------------------------------------|
| We... | We don't... | Consequence... |
| • follow instructions | • refuse instruction | warning |
| • listen to adults | • talk over adults • shout out | warning |
| • complete our work | • talk instead of working • make disruptive noises • distract others leave our desk without permission | warning |
| • use appropriate body language | • roll our eyes • shrug shoulders • tip on chairs | warning |
| • use respectful language | • use rude or aggressive backchat • swear • use derogatory or offensive language related to race, religion, disability, gender or sexuality | lunchtime reflection |
| • comply with school rules | • act defiantly • throw objects | lunchtime reflection |
| • care for property | • drop litter • leave areas untidy • cause minor damage to property • vandalise property | warning lunchtime reflection |
| We are Ready... | | |
| We... | We don't... | Consequence... |
| • stay on task and complete our work | • fail to stay on task | Warning |
| • we try our best at all times | • have a poor attitude to learning | warning |
| • we have the right equipment to learn | • forget our equipment | Warning |
| We are Safe... | | |
| We... | We don't... | Consequence... |
| • line up sensibly and walk appropriately | • push in the line • run in the corridor | warning |
| • use kind hands | • fight with others • kick • hit • elbow • touch each other inappropriately | Lunchtime reflection |

Warnings: At first you will be given a verbal reminder of the school expectations. If your behaviour does not improve you will be given a warning. If you get two warnings you will miss part of your break time. If you receive a fourth warning you will be exited for a full session to work in another class and you will receive a lunchtime reflection. Where your behaviour is very serious a senior leader will be called and you may be removed from class and may be given a more serious consequence.

| Lunchtime Behaviour Expectations Be Ready Be Respectful Be Safe | | |
|--|--|--|
| Behaviour | Consequence | Discussion |
| Dropping litter Pulling faces being excessive Refusal of first instruction by an adult Running in the corridor | Staff to give a verbal reminder to state the unacceptable behaviour and what the expected behaviour should be. If the behaviour continues: Use of time out for 5 minutes. Ensure there is a timeout area allocated in each playground zone. Children to stay in area. No interaction with others. | 'Remember we (STATE VALUE AND BEHAVIOUR). I would like to see (STATE EXPECTATION). Thank you for listening.' You have got time out for (STATE BEHAVIOUR). You need to think about how you will (STATE EXPECTATION). At the end of time out use of a restorative behaviour conversation. Possible questions: What happened? What were you thinking/feeling? What will you do next time? End with positive shared experience |
| Name calling – all Elbowing Pushing in the line Telling lies Swearing Defiance | Seek support from senior leader. Child to be in timeout area until the adult arrives. Child brought to SLT. 1 days reflection | SLT: What happened? What did you try? Why do you think that did not work? What can we do next time? |
| Physical threats Verbal threats Vandalism | Seek support from senior leader. Child to be in timeout area until the adult arrives. Child brought to SLT. 2 days reflection | |
| Rude/aggressive backchat to an adult Fighting Spitting Hitting/Kicking Throwing objects at people The use of derogatory and offensive language relating to race, religion, disability, gender or sexual orientation | Seek support from senior leader. Child to be in timeout area until the adult arrives. Child brought to SLT. 3 days reflection | SLT: What happened? What did you try? Why do you think that did not work? What can we do next time? |
| Swearing at an adult Serious physical violence Offensive gestures to an adult | Seek immediate support from senior leader and child brought to SLT. Consequence decided upon by SLT | SLT: What happened? What did you try? Why do you think that did not work? What can we do next time? |
| Persistent lunchtime behaviour incidents. | 2 week lunch time exclusion. Child must be collected by parent/carer 12-1pm each day. | |

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 Ready
- Be Respectful

- 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= Remind in Private**
- Work displayed in class and corridors for attainment and effort
- **Whole Class rewards** –classes work towards a class goal of achieving a target number of dojos, if the class achieve it by the end of the term the class receives a reward. This is chosen by the class in conjunction with their class teacher every 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 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

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?***

During lunchtime reflection, children will reflect on the incident and think about their feelings at this time, what triggered the behaviour, who was affected by the behaviour, what they could do better next time and how they can begin to restore relationships.

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, if a further incident happens they will miss 5 minutes of their playtime or lunchtime, if further incidents occur they will be sent to the KS1 classroom for 10 minutes. 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 they are 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 their 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 and a sanction at the end of the session are recoded 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

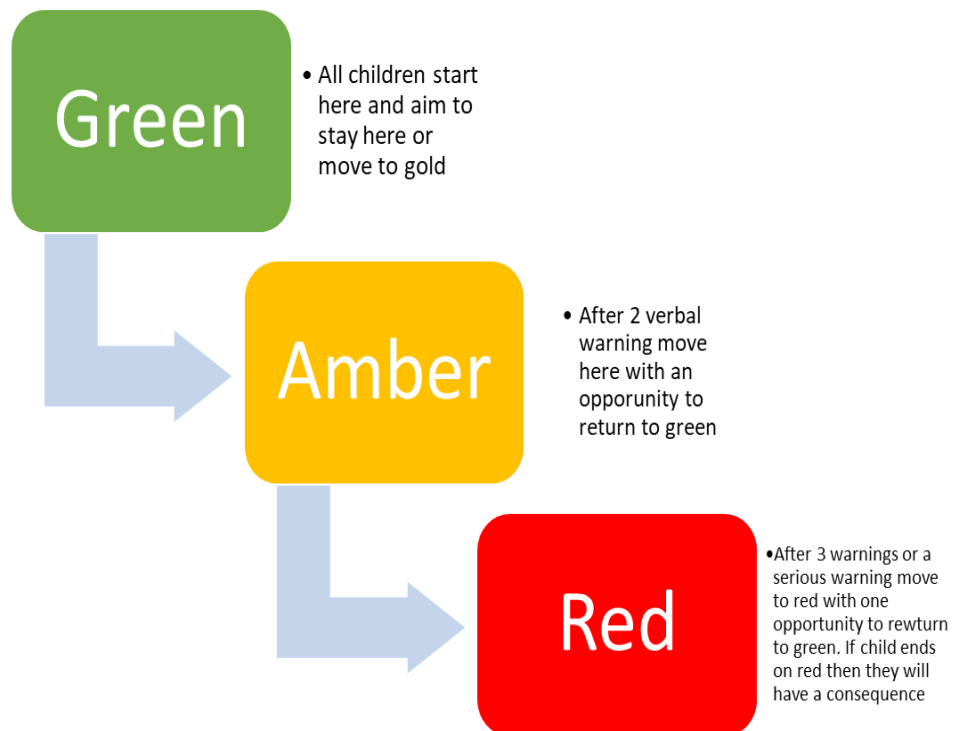
This behaviour policy will be reviewed by the Headteacher, and Fiddlers Lane Community Primary School Governors annually. At each review, the policy will be approved by the Headteacher and Chair of Governors.

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: Behaviour steps



Appendix 2. The Restrictive Physical Management of pupils

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 put onto CPOMS behaviour management system. Governor will also support this process by undertaking regular audits of incidents with support from the Headteacher.

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.

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 3. Stepped Approaches

KS2 Stepped Approaches

| Reminder of our behaviour expectations Be Ready, Be Respectful, Be Safe | |
|--|---|
| Reminder of choice | 'Remember we (STATE VALUE AND BEHAVIOUR). I would like to see (STATE EXPECTATION). Thank you for listening.' |
| If behaviour does not improve warning given – teacher to state what behaviour is expected and what needs to stop | 'We do not (STATE BEHAVIOUR TO STOP). That is a warning. At Fiddlers Lane we are (STATE VALUE) and we (STATE SPECIFIC EXPECTATION).' |
| If behaviour does not improve Second warning given – teacher to state what behaviour is expected and what needs to stop Part of break time will be missed (5 minutes) Restorative behaviour conversation with teacher/TA, after thinking time | 'We do not (STATE BEHAVIOUR TO STOP). That is a warning. At Fiddlers Lane we are (STATE VALUE) and we (STATE SPECIFIC EXPECTATION).' |
| 4 th Warning – exit from class for a full session (to work in another class, next class up) and a lunchtime reflection On return to class restorative behaviour conversation with teacher/TA Parent/carers to be informed of exit by class teacher | Possible questions: What happened? What were you thinking/feeling? Who has been affected? How? What could you do to put this right? What could you do differently next time? How could we help you next time? End with positive shared experience (e.g. that was a great goal you scored at break/ you were resilient in maths today) |

| | |
|--|--|
| <p>Lunchtime Reflection – loss of lunch time play for one day. Child to get a 10 minute break at the end of lunch supervised by an adult.</p> <p>During the lunch time supervision children will complete a reflection sheet or using the reflection booklet (SEND and KS1). SLT will discuss the events with each child individually.</p> | <p>What happened? What did you try? How did you feel? Who was impacted? Why do you think that did not work? What can we do next time? How do you feel now?</p> |
| <p>2 exits within a week period – meeting arranged by teacher to place child on a behaviour log. This is a two week monitoring programme. Two targets set for the child to support improved behaviour. Log sent home regularly to parent. Meeting with parent/teacher after two week period to review. If there has not been any improvement SLT will attend the meeting and appropriate actions agreed.</p> | |
| <p>Some behaviours result in an immediate reflection (see the behaviour expectations document).</p> <p>Restorative behaviour conversation with teacher/TA dealing with the incident</p> | <p>Firstly, make it explicit what is not acceptable and what is expected. Then mentor - What happened? What did you try? Why do you think that did not work? What can we do next time?</p> |
| <p>Serious breaches of the behaviour policy – some behaviours or the frequency of behaviours mean the stepped process is not followed. For example, SLT may contact parents for a meeting and may place them on a behaviour log without two exits in a week period due to the nature of the behaviour. We personalise the approach to meet the needs of the child at the time.</p> <p>Some extreme behaviours are not tolerated (see appropriate section in policy) and may result in a reflection or a suspension.</p> | |

Stepped Approach KS1

| Reminder of our behaviour expectations Be Ready, Be Respectful, Be Safe | |
|---|---|
| Reminder of choice | ‘Remember we (STATE VALUE AND BEHAVIOUR). I would like to see (STATE EXPECTATION). Thank you for listening.’ |
| If behaviour does not improve warning given – teacher to state what behaviour is expected and what needs to stop | ‘We do not (STATE BEHAVIOUR TO STOP). That is a warning. At Fiddlers Lane we are (STATE VALUE) and we (STATE SPECIFIC EXPECTION).’ |
| 2 warnings – child will have a 5 minute time out | ‘You have got time out for (STATE BEHAVIOUR). You need to think about how you will (STATE EXPECTATION). Follow with restorative questions as appropriate. |
| 3 warnings – child to miss play . Child to walk round with an adult at playtime. | ‘You have missed play for (STATE BEHAVIOUR). You need to think about how you will (STATE EXPECTATION). Follow with restorative questions as appropriate. |
| 4 th Warning– exit from class for a full session (to work in another class) and a lunchtime reflection On return to class restorative behaviour conversation with teacher/TA Parent/carers to be informed of exit by class teacher | Possible questions: What happened? What were you thinking/feeling? Who has been affected? How? What could you do to put this right? What could you do differently next time? How could we help you next time? End with positive shared experience (e.g. that was a great goal you scored at break/ you were resilient in maths today) |
| Lunchtime Reflection – loss of lunch time play for one day. Child to get a 10 minute break at the end of lunch supervised by an adult. During the lunch time supervision children will complete a reflection sheet or using the reflection booklet (SEND and KS1). SLT will discuss the events with each child individually. | What happened? What did you try? How did you feel? Who was impacted? Why do you think that did not work? What can we do next time? How do you feel now? |
| 2 exits within a week period – meeting arranged by teacher to place child on a behaviour log . This is a two week monitoring programme. Two targets set for the child to support improved behaviour . Log sent home regularly to parent. Meeting with parent/teacher after two week period to review. If there has not been any improvement SLT will attend the meeting and appropriate actions agreed. | |
| Some behaviours result in an immediate reflection (see the behaviour expectations document). Restorative behaviour conversation with teacher/TA dealing with the incident | Some behaviours result in an immediate reflection (see the behaviour expectations document). Restorative behaviour conversation with teacher/TA dealing with the incident |

Serious breaches of the behaviour policy – some behaviours or the frequency of behaviours mean the stepped process is not followed. For example, SLT may contact parents for a meeting and may place them on a behaviour log without two exits in a week period due to the nature of the behaviour. We personalise the approach to meet the needs of the child at the time.

Some extreme behaviours are not tolerated (see appropriate section in policy) and may result in a reflection or a suspension.

Stepped Approach EYFS

| Reminder of our behaviour expectations Be Ready, Be Respectful, Be Safe | |
|---|---|
| Reminder of choice | 'Remember we (STATE VALUE AND BEHAVIOUR). I would like to see (STATE EXPECTATION). Thank you for listening.' |
| If behaviour does not improve warning given – teacher to state what behaviour is expected and what needs to stop | 'We do not (STATE BEHAVIOUR TO STOP). That is a warning. At Fiddlers Lane we are (STATE VALUE) and we (STATE SPECIFIC EXPECTATION).' |
| If behaviour happens again (2 Warnings) child will have a 5 minute time out | 'You have got time out for (STATE BEHAVIOUR). You need to think about how you will (STATE EXPECTATION). Follow with restorative questions as appropriate. |
| If behaviour continues – child to miss 5 mins play. Child to walk round with an adult at playtime. | 'You have missed play for (STATE BEHAVIOUR). You need to think about how you will (STATE EXPECTATION). Follow with restorative questions as appropriate. |
| Further occurrence of behaviour – exit from class for rest of session (to work in another class) On return to class restorative behaviour conversation with teacher/TA Parent/carer to be informed of exit by class teacher | Possible questions: What happened? What were you thinking/feeling? Who has been affected? How? What could you do to put this right? What could you do differently next time? How could we help you next time? End with positive shared experience (e.g. that was a great goal you scored at break/ you were resilient in maths today) |
| Behaviour will be logged and monitored. If there is a cause of concern a meeting arranged by teacher and parent to discuss what the issues are, what needs to improve and what help and support will be provided. SLT will meet with parents when needed. | |
| Serious breaches of the behaviour policy – some behaviours or the frequency of behaviours mean the stepped process is not followed. For example, SLT may exit a child from the class for the rest of the session to reregulate. We personalise the approach to meet the needs of the child at the time. Some extreme behaviours are not tolerated (see appropriate section in policy) and may result in a suspension. | |

