

# Ashford CE Primary School



## **Positive Behaviour Management Policy (including Physical Intervention, Suspension and Permanent Exclusion)**

**Updated Policy: September 2022**

Signed: \_\_\_\_P Wells\_\_\_\_

**Approved by FGB: 18 October 2022**

Chair of Governors

**Next Review: Academic Year 2023-2024**

# Positive Behaviour Management Policy

## (including Physical Intervention, Suspension and Permanent Exclusion)

### Our School Vision

We are a caring Christian community where everyone adopts an “I can” attitude; everyone feels valued, safe and loved by God. We celebrate our God-given individuality, achievements and talents and we aspire, with God’s help, to become the best that we can be. We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

I can do all things through Christ who gives me strength.

*Philippians 4v13*

### 1 Aims

Our aims are to:

- Create a positive, encouraging atmosphere throughout the school which embraces our Christian values and helps us to work together in a spirit of co-operation, courtesy, care and consideration
- Build trust and understanding
- Make all pupils and staff feel valued and respected, recognising that each person is individual, unique and special to God and that their contribution to the life of the school is appreciated
- Create an awareness of how our actions impact on others
- Help children develop their understanding and ownership of their behaviour and accept their behaviour as a choice
- Ensure any feedback about behaviour is focussed on the child’s choice of behaviour and not on the individual
- Use appropriate rewards and sanctions fairly and without prejudice ensuring that children will learn about justice and how there is a difference between major and minor issues
- Have positive relationships with parents and a supportive, welcoming attitude to all visitors, which reflects our vision and values as a school
- Have consistent and fair relationships between staff and pupils, demonstrating our school vision and values to each other
- Ensure all staff accept responsibility for behaviour around the school and lead by example - to praise good behaviour and deal with inappropriate behaviour

Within these aims, we strive to promote equal opportunities in everything. Ashford CE Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The governing body recognise that it is unlawful to take into account anyone’s gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors’ aim that no-one at Ashford CE Primary School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

## **2 Rules and Expectations**

Our school rules, led by our vision and values, and known and understood by all and on display in classrooms and around the school. These are revisited regularly, including at the beginning of every school year along with setting annual aspirations for each class.

The school rules are:

- We respect each other
- We always try our hardest
- We have high aspirations

These rules are demonstrated, for example, in the following ways:

### **We respect each other by:**

- Maintaining a positive attitude to learning
- Listening without interrupting or 'back-chat'
- Making eye contact with other people, where appropriate and taking account of any additional pupil needs
- Using the other person's name
- Empathising –for example: 'how do you think the other person is feeling' or 'what would you feel like if someone did that to you?'
- Regarding people of all faiths, races, culture, gender and appearance with respect and tolerance
- Remembering good manners in speaking, like 'Please'; 'Thank you'; 'You're welcome'
- Ensuring respectful posture – such as hands out of pockets and not shrugging or smirking when reprimanded
- Accepting responsibility for wrong-doing and apologising
- Listen well to others and think carefully before responding

### **We always try our hardest by:**

- Demonstrating positive behaviour for learning through
  - Modelling an attentive and engaged posture for learning, e.g. focused on teacher inputs in lessons, contributing in class discussions, actively taking part in partner/group work
  - Completing all work within a set time, including home learning
  - Concentrating within a given time and remaining focused on work
  - Presenting work with high standards of presentation, including best handwriting
  - Engaging in all lessons and following instructions
  - Ensuring good attendance and punctuality at school and getting started promptly with task in lessons
  - Articulating our learning to others with knowledge and enthusiasm

### **We have high aspirations by:**

- Demonstrating all the positive behaviour for learning listed above in our daily attitudes and conduct at school
- Having high expectations and ambition in one's own learning
- Showing a growth mindset in all learning tasks
- Modelling an attitude of resilience when learning is challenging or tasks are difficult
- Seeking challenge in own learning and showing a commitment to one's own progress
- Demonstrating pride in our learning and being willing to share and celebrate our learning with others
- Looking for opportunities to extend and enrich learning beyond school

Through a shared commitment to our school rules, we have the day to day following expectations of all our pupils:

- Children should walk around the school, not run, lining up sensibly with class as required
- Children must not engage in any 'rough play' in the playground
- Children must tidy up after themselves, such as picking up coats, putting lunchboxes away, clearing their table at the end of the day
- Sensible behaviour in the toilets at all times
- Children should walk into and exiting from worship quietly and sensibly
- Children may not leave the school grounds during school hours unless written permission is provided by the parent or carer
- PE apparatus must not be used without a member of staff present
- Chewing gum or sweets are not to be brought into school
- Valuable possessions or money must not be brought to school. Any essential money should be given to the class teacher for safe keeping until the end of the school day.
- All pupil phones are to be handed in immediately on entry
- Behave as ambassadors for the school when on educational trips or at other venues, such as swimming lessons and sporting events

Through a shared commitment to our school rules, we actively discourage:

- Name calling (including racism, sexism and homophobia)
- Play weapons
- Play fights
- Retaliation
- Any form of physical or verbal aggression (e.g. pinching, hitting)
- Any behaviour which causes distress
- Biting and kicking
- Inappropriate and offensive language
- Destruction of other people's or school property

### 3 Rewards

A number of rewards are used at our school to celebrate positive behaviour for learning and achievements. Through the following rewards, which are used generously for all pupils, but at each staff member's discretion, we aim to motivate and encourage our pupils onto even greater achievements and successes, with our vision of 'becoming the best we can be' at its heart. It is also understood that rewards motivate different children with different needs in different ways, and so there is flexibility within this list below in how each reward may be used, depending on context.

- A smile or a word of encouragement and praise
- Highlighting pupils who are acting as role models in their behaviour choices
- Sharing the work/behaviour/attitude with the whole class/year group
- Stickers celebrating specific achievements and behaviour choices
- Housepoints given
- Green card added to the 'Good to be Green' behaviour wall in the class (*exceptional: name on the Green Wall*)
- Motivational certificates presented in the class
- Showing achievement (work/behaviour) to Executive Headteacher, Head of School or Deputy or another member of staff
- Positive 'Good news' memos or phone-call home
- Displaying the child's work, "WOW" work or handwriting displays in the classroom and across the school
- Recording the child's name in the celebration book, with celebration of achievement or behaviour through weekly 'celebration worship'
- Half termly 'Gold Award' certificate given in whole school worship, with parents invited

### 4 Sanctions

Sanctions need to be timely, specific, logical and fair, and the list below outlines our steps, which are used with discretion and flexibility, depending on context. Sanctions should have a clear beginning and end, and a 'new start' can be given in each morning or afternoon, in line with our 'Good to be Green' system [*see Appendix 2*].

The sanctions below are to be applied consistently, whilst allowing for contextual issues, age-appropriate adjustments and the needs of the child (see section 8: Children with additional needs).

- A look or use of child's name to alert them to their wrong choice, or "fly-by" to observe positive behaviour from a nearby child
- Verbal warning from the teacher, with discussion with teacher/TLA where appropriate using the "Good to be Green" language [*see Appendix 3*]
- Yellow card given; 5-10 minutes off breaktime/lunchtime
  - *Examples of a reason for a yellow card may be talking over the teacher, not staying on task, disrupting other children's learning, being unkind to another child.*

- Red Card with parent informed by class teacher or, in some circumstances, senior leader – reflection sheet completed during lunchtime, discussion with senior leader (pupil to remain in for part or all of lunchtime depending on context) *[see Appendix 2]*
  - *Examples of a reason for a red card may be persistently demonstrating any yellow card offence, being disrespectful to a staff member, not following instructions safely, hurting another child or deliberately damaging school property.*
- Internal Suspension for part of day/ half day; letter to parents from Head of School
- Internal Suspension for whole day; letter to parents from Head of School
- Fixed term Suspension; formal letter from Executive Headteacher; re-integration meeting held with parents

The following sanctions may also be used to support better behaviour choices, before reaching a 'red card':

- Short time out of a situation (which may include removal to another room with a member of support staff or a temporary placement in another class for a short time)
- Withdrawal of privileges e.g. jobs/monitors/playtimes
- Walking with adult on playground (e.g. if time needed after playground misbehaviour)

If the offence is **severe** (for example: violence towards other children, swearing in class, walking out of class, etc)

- The child will be sent directly a senior leader or they will be requested to attend. If possible, the child should be sent with an adult or another responsible child.
- Senior leaders will communicate to relevant staff any incidents they have dealt with and next steps.

Sanctions we do not use:

- We do not shout at individual children as a behaviour management strategy
- No child should ever be sent to sit outside the classroom unattended
- In talking with children about their behaviour, we do not speak to them in a way that will embarrass, humiliate or intimidate them

A one-page summary of rules, rewards and sanctions is available and always shared with supply teachers and visiting staff. *[see Appendix 1]*

## 5 Persistent Behaviour Difficulties

The teacher will discuss any pupil's persistent behavioural difficulties with a senior leader, initially be for advice and support. This may lead to further discussions with the parents and to discussions with outside agencies if further support is needed. This referral could be to the Inclusion Officer, Social Worker (if applicable), Behaviour Support Team or educational psychologist, depending on the particular need.

In supporting a pupil who is exhibiting persistent behaviour difficulties, and thereby not meeting the school's expectations for behaviour as outlined in this policy, the following steps may be taken, depending on the context and individual situation:

- Discussion with the child's parent or carer between class teacher and senior leader to address areas of concern and plan best ways to support the child make better choices in school
- Informal behaviour charts and sticker charts for the class teacher to track a child's behaviour and celebrate positive choices
- Regular increased contact with parents through phone-calls or discussion with class teacher
- Discussion with the Inclusion Leader/SENDCO to set time-bonded and specific behaviour targets and support on an Individual Behaviour Support Plan [see Appendix 5]
- Formal daily report card (often after severe offence or giving of internal suspension), requiring Executive Headteacher / Head of School and parent signature each day; weekly meeting between parent and senior leader (maximum duration 3 weeks) [see Appendix 4]
- Liaison with other agencies, including the local authority Behaviour Support Team, to support with individualised strategies for the pupil
- Use of internal suspension (working away from the class as time to reflect and calm), as outlined in our sanctions

## **6 Behaviour Tracking and Monitoring**

The behaviour incident log, with records of red card reflection sheets and any notifications of internal or fixed term exclusions, is recorded on the CPOMs system. The SLT ensure termly tracking of behaviour trends and any common issues or areas for attention that this shows. Behaviour tracking out comes are reported termly to governors as part of the Headteacher Report to governors.

For children who are demonstrating persistent behaviour difficulties, there may be daily logging of behaviour in place for a set time or other on-going monitoring through an individual plan or behaviour report card, with set targets (see previous section).

For any formal meeting with parents regarding a child's behaviour, notes should be kept on a parent meeting log.

Children returning from a fixed-term suspension, and who thereby could be at risk of permanent exclusion will usually have a specific pastoral support plan to track and support their reintegration back into school.

## **7 Parental Involvement**

We give high priority to clear communication within the school and to a positive partnership with parents since we believe that these are crucial in promoting and maintaining high standards of behaviour.

Class teachers will speak to parents informally to both celebrate good behaviour and inform about incidents of poor behaviour.

Where there is a greater cause for concern, a teacher may invite a parent in for a more formal meeting to discuss a child's behaviour. A member of the Senior Leadership Team may be involved in this meeting.

In line with our rewards system stickers, certificates and memos for good behaviour may be sent home by any member of staff.

Where a child has been given a 'Red Card', the class teacher will usually inform the parent. Information regarding internal suspension or fixed-term suspension is given in writing to parents.

Each parent and child receives, signs and returns a copy of the Home School Agreement which states that they will support the school's policies and guidelines for behaviour.

#### **Parents can help to support their child by:**

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- Attending Parents' Evenings, parents' functions, and by developing informal contacts with the school
- Knowing that learning and teaching cannot take place without sound discipline
- Remembering that staff deal with behaviour problems patiently and positively
- Recognising that there is always another side to the story and to find out all the facts before reaching conclusions
- NOT dealing directly with other children and parents and allowing the school to deal with them
- Always speaking directly to the class teacher as a first port of call

## **8 Children with additional needs**

We aim to be fair, consistent and equitable in the application of our behaviour policy at all times. However, within this, we recognise that every child is an individual and some of our pupils have additional needs, which means we need to be mindful of needs and context. Some of our pupils will flourish best with individualised strategies, agreed between school staff, parents and, where applicable, outside agencies.

All background information regarding pupils' SEN is shared between our SENCO, the class teacher and relevant support staff working with the pupil. This knowledge enables staff to have a full understanding of the child's needs, the possible reasons and triggers for challenging behaviour, and the best strategies to use in supporting them. It is this understanding which enables staff to interact with the child with a sensitive, consistent and considered approach to help them flourish and minimise challenging behaviour as much as is possible. Where applicable, lunchtime staff will also be made aware of approaches and strategies in place to support a child who may be struggling with behaviour choices and requires individualised strategies.

In accordance with the school's Equality Policy and Accessibility Plan, positive attitudes to disability are promoted throughout the school, and strategies are put in place to support children with disability and agreed and discussed with parents and other agencies as appropriate.

We do not tolerate any bullying of any kind at Ashford, whether it be bullying on the basis of ability, culture, race, gender or sexual orientation. All incidents are reported and acted on according to our Anti-Bullying Policy.

## **9 Disciplining pupils for off-site behaviour**

The governing body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

However, "where incidents outside school are witnessed by school staff or reported to the school", the Head of School will use their discretion. If a sanction is deemed necessary, it will be applied in line with the policy. Staff may give a pupil a sanction for misbehaviour when a pupil is:

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

Pupils may also be sanctioned for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In all cases, teachers can only sanction pupils when the pupil is "under the lawful control of the staff member".

## **10 Physical Intervention**

It is acknowledged that there may be occasions where the use of physical intervention is necessary when all other methods have failed. Physical intervention is used with the minimum force necessary and where the degree and duration of the force is proportional to the circumstance. Physical intervention is used as an act of care, never as punishment. No form of physical punishment is permitted in the school.

The Head of School will clearly identify the staff authorised to use physical intervention, bearing in mind that any member of staff is entitled to intervene in an emergency, and 'Positive Touch' training will be provided as appropriate.

The circumstances where reasonable force may be required are as follows:

- Where action is necessary in self-defence or because there is imminent risk of injury e.g. a pupil attacks a member of staff or another pupil, pupils are fighting, or a pupil is intending to harm themselves.
- Where there is developing risk of injury or significant damage to property; e.g. a pupil is engaged in or on the verge of committing deliberate damage or vandalism to property.
- Where a pupil is behaving in a way that is compromising good order and discipline e.g. a pupil persistently refusing an order to leave the classroom or is behaving in a way that is seriously disrupting the lesson.
- Only when the action occurs in school, during school time or during an authorised school activity where staff are acting as authorised volunteers.

Physical intervention may take a number of forms, for example:

- Physically interposing between pupils;
- Standing in the way of pupils;
- Holding;
- Leading away from the incident by the hand, shoulder or gentle pressure on the centre of the back.
- Using more restrictive holds (in more extreme circumstances only)

All incidents of physical intervention will be reported to the Head of School, and will be recorded on CPOMs.

We believe that some use of appropriate, positive physical contact with pupils can contribute to our development as a safe and friendly school. Physical contact may be necessary when working with younger children who may need encouraging or guiding; children with SEND who may need physical prompts; children requiring first aid; children receiving coaching in sport or other curriculum activity or pupils in distress. Staff will make professional and sensitive judgements about the nature and extent of their physical contact with pupils.

## **11 Suspension or Permanent Exclusion**

Suspension or Permanent Exclusion may be used:

- In response to serious breaches of school's policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school

The Executive Headteacher may suspend a pupil on disciplinary grounds as detailed below. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluding. A fixed period suspension does not have to be for a continuous period. The law does not allow for extending a fixed-period suspension or 'converting' a fixed-period suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

Pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period.

The behaviour of a pupil outside school can be considered grounds for a suspension.

There may be exceptional circumstances where, in the Executive Headteacher's judgement, it is appropriate to suspend a child for a first or 'one off' offence.

The reason/s to suspend might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Prejudice related abuse
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious damage to or destruction of property
- Theft
- Persistent disruptive behaviour and not following instructions which places the pupil's safety or the safety of others at risk
- Leaving the school site without appropriate permission

Suspensions may not be given for an unspecified period. For example, a suspension will last until a meeting can be arranged but must be of a fixed duration.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using suspension as a sanction where it is warranted. The Executive Headteacher has the authority to permanently exclude a pupil. However, this will be used as a last resort, 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.

The Executive Headteacher will follow the procedures set out in law and statutory guidance (including Surrey Exclusion Guidance) if the decision is taken to exclude a pupil. Further guidance for parents on exclusion can be found at: <https://www.gov.uk/government/publications/school-exclusion>

## **12 Monitoring of this Policy**

This operational policy will be monitored on an on-going basis by the senior leadership team. All aspects of the policy are reviewed in consultation with teachers, support staff and the wider staff team. It is made available widely to parents on our school website and through other channels, such as newsletter updates.

The impact of the policy is also reviewed regularly through comments and feedback from visitors to the school, seeking the views of parents, pupil voice monitoring and governor visits and learning walks.

## Appendix 1: One Page Behaviour Policy Summary

### **Rules**

- We respect each other
- We always try our hardest
- We have high aspirations

### **Rewards**

- A smile or a word of encouragement and praise
- Highlighting pupils who are acting as role models in their behaviour choices
- Sharing the work/behaviour/attitude with the whole class/year group
- Stickers celebrating specific achievements and behaviour choices
- Housepoints given
- Green card added to the 'Good to be Green' behaviour wall in the class (*exceptional: name on the Green Wall*)
- Motivational certificates presented in the class
- Showing achievement (work/behaviour) to Executive Headteacher, Head of School or Deputy or another member of staff
- Positive 'Good news' memos or phone-call home
- Displaying the child's work, "WOW" work or handwriting displays in the classroom and across the school
- Recording the child's name in the celebration book, with celebration of achievement or behaviour through weekly 'celebration worship'
- Half termly 'Gold Award' certificate given in whole school worship, with parents invited

### **Sanctions [also see Appendix 3 for sample language to use]**

- A look or use of child's name to alert them to their wrong choice, or "fly-by" to observe positive behaviour from a nearby child
- Verbal warning from the teacher, with discussion with teacher/TLA where appropriate using the "Good to be Green" language
- Yellow card given; 5-10 minutes off breaktime/lunchtime

*Examples of a reason for a yellow card may be talking over the teacher, not staying on task, disrupting other children's learning, being unkind to another child.*

- Red Card with parent informed by class teacher or, in some circumstances, senior leader – reflection sheet completed during lunchtime, discussion with senior leader (pupil to remain in for part or all of lunchtime depending on context) [see Appendix 2]

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## Appendix 2: 'Good to be Green' system – Summary



### Going Green!

All slots on the green card display should be cleared each day. Green cards should be added throughout the day for children who show that they are following the school rules and are showing positive behaviour for learning. Green cards can be issued by teachers and TLAs who feel that they are deserving, ensuring a consistent and fair approach.

### The Green Wall

The Green wall can also be used to just to acknowledge **exceptional** acts of kindness or "botheredness" from children. Examples of this could include helping someone to tidy away their things or solve a problem, going out of their way to help people or demonstrating the highest aspirations for themselves and/or their peers; entries on the Green Wall can be awarded by teachers, TLAs or other staff as appropriate, and will often be acknowledged to parents by positive memo or phone call home.

### Steps to **Yellow** or **Red**: Language to use

#### 1<sup>st</sup> occurrence

A verbal "fly-by" warning, either observing something positive that a nearby child is doing or commenting on something positive that the child themselves has done earlier in the session or previously. This can also be a direct warning if appropriate but must be succinct.

#### 2<sup>nd</sup> occurrence

Take yourself to the child's side and on the same level as them, and say: **"I've spoken to you before about... I've noticed that... Your behaviour is... Our rules... You're better than this."**

#### 3<sup>rd</sup> occurrence

Take yourself to the child's side and on the same level as them, and say: **"We've spoken before about... I've noticed that... Your behaviour is... Our rules ... I'm giving you a yellow card... 5/10 minutes with me at break/lunch... You're better than this."**

Followed by

**But your behaviour ... our rules ... you're better than this.**

#### 4<sup>th</sup> occurrence

Take yourself to the child's side and on the same level as them, and say:

**"We've spoken before about... I've noticed that... Your behaviour is... Our rules ... It's now a red card, a missed playtime and I'll be speaking to your parents. You're better than this."**

(In special circumstances, move the child to another room.)

If there is uncertainty or secondary issues that present themselves, such as children answering back or making comments, these should be written down. Make it clear to the child that you are going to write it down but do not enter into a debate or argument.

The following phrases can be used in reply:

**I hear you**

**I understand you may think that**

**Be that as it may**

**There may be some truth in that**

Followed by:

**But your behaviour ... our rules ... you're better than this.**

### Appendix 3: Red Card Reflection Sheet

#### Consequence Card Record Sheet

After issuing a red consequence card you MUST fill out this form (Part 2 with the child after their period of reflection and give it to a member of SLT)

<b>Date:</b>	<b>Time:</b>
<b>Name of Child:</b>	<b>Year Group:</b>
	<b>Class:</b>
<b>Lesson / Context:</b>	
<b>Adult issuing Consequence Card:</b>	<b>Adult witnesses to incident or behaviour:</b>
	<b>Other witnesses to incident:</b>
<b>Reason for issuing Consequence card:</b>	

Part 1 – Fill out when card is issued or as soon as possible afterwards

## PART 2: CHILDS REFLECTION SHEET



Name:

Date:

What were you feeling?

		
<b>sad</b>	<b>frustrated</b>	<b>confused</b>
		
<b>worried</b>	<b>angry</b>	<b>scared</b>
	<b>Other!?</b>	
<b>tired</b>		

**What happened?** (can be dictated to an adult)

**What did you want?**

<b>attention</b>		<b>to cause a problem</b>		<b>control</b>		<b>to get out of work</b>	
<b>challenge an adult</b>		<b>to get even/ revenge</b>		<b>support</b>		<b>other</b>	

**Who did your actions affect?**

<b>myself</b>	<b>other children</b>	<b>staff</b>	<b>other</b>
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**What could you have done instead?**

<b>Take deep breaths</b>		<b>move away</b>		<b>think calm thoughts</b>	
<b>ignore</b>		<b>talk to an adult</b>		<b>do something else</b>	

**What have you learnt from the situation?** (can be dictated to an adult)

# Appendix 4: Behaviour Report Card



ASHFORD CE PRIMARY SCHOOL **BEHAVIOUR REPORT CARD** for week beginning \_\_\_\_\_

Week: 1 2 3 \_\_\_\_ (please circle or add)

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Target(s) agreed: \_\_\_\_\_

	8.45 - 10.40	break	11-12	lunch	Signed (lunchtime supervisor)	1 – 3.10	signed (teacher)	signed (Exec Headteacher / senior leader)	signed (parent)
<b>Mon</b>									
<b>Tues</b>									
<b>Wed</b>									
<b>Thurs</b>									
<b>Fri</b>									

each session:

- X** target not achieved
- ✓ target achieved
- ☺ target exceeded

## Appendix 5: Behaviour Support Plan Template

### Ashford CE Primary School Behaviour Support Plan



Child's name:

Date:

Behaviour	Function of the challenging behaviour	Strategies to support
<b>Appearance</b> – what the behaviour looks like/ what the person did	<ul style="list-style-type: none"><li>• To gain attention</li><li>• To escape/ avoid something/ someone</li><li>• To get an item or object they want</li><li>• To get sensory feedback</li><li>• Other – please describe</li></ul>	<ul style="list-style-type: none"><li>• Regular positive feedback and encouragement</li><li>• Use simple clear language</li></ul>
<b>Frequency</b> – how often the behaviour occurs		
<b>Severity</b> – how severe the impact of the behaviour is		
<b>Duration</b> – how long the behaviour lasts		

**My difficult situation...**

**My early warning signs...**

**If the situation escalates...**

**Afterwards...**

## **Appendix 6: Expectations during a pandemic**

This addendum should not be used as a stand-alone document and should be read in conjunction with the existing policy above. It sets out the expectations of the School in light of any pandemic and the need for children to behave differently in school. It describes the systems to be put in place and how pupils will be supported to adhere to them.

This addendum follows the advice and guidelines provided by the DFE for the Covid -19 pandemic.

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus
- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where pupils may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- clear rules for pupils at home about conduct in relation to remote education
- rewards and sanction system where appropriate

### **All pupils will be supported in the following ways:**

- Throughout the school there will be signs/posters/visual prompts to remind pupils and staff of the new safety measures in place that should be followed.
- A child-friendly version of this policy will be displayed in every classroom and around school.(see Appendix 5)
- All adults will explain new routines sensitively and help pupils to feel safe and reassured by the rules in place.
- The new routines and expectations will be explained and repeated by the pupils' teacher every day and throughout the day. This will reassure all pupils and particularly the most anxious.
- All adults will explain hygiene rules sensitively every day and provide reminders throughout the day.
- Whilst new expectations are established, we will focus on routines, safety and well-being rather than academic challenge.
- An age appropriate strategy for pupils to share their concerns e.g. a worry box, will be available in every group so that pupils' concerns can be heard and responded to every day.
- School staff will pay particular regard to families and pupils who are classified as clinically vulnerable so that appropriate additional support is put in place to reduce anxiety as appropriate to the circumstance.

- All our usual systems for affirming our pupils' good behaviours will continue, with a particular focus on 'Staying Alert' and 'Being Kind' behaviours
- For pupils who are not managing for any reason to follow our school expectations we will follow the process in the "Good to be Green" systems.
- If, despite all appropriate support and guidance, a pupil repeatedly breaks our current safety rules, the Executive Headteacher may, as a last resort, consider alternative arrangements or exclude a pupil either for a fixed period or permanently.

### **Support for pupils who have additional or special educational needs:**

- Pupils will have their individual support plan/proactive behaviour plan /risk assessment reviewed in light of the new circumstances.
- If there are concerns that appropriate support is not possible during this period, despite our best endeavours, a meeting will be held with parents (and relevant external professionals) to discuss next steps and what additional adaptations may be possible to ensure the pupil can manage his/her behaviour safely.

### **Positive Touch and Physical Intervention**

There may be times when a pupil's behaviour requires staff to use physical intervention to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged.

The school will be guided by the following principles in these circumstances, in line with the advice from the Surrey Accredited Training Centre:

- Given any pandemic, staff will also need to consider the possible risk of infection if they physically intervene, contrasted with the possible risks of infection should they not intervene.
- Any decisions made should be in accordance with Public Health and Government guidelines.

### **School COVID Rules to be shared with children in the event of a pandemic:**

- Stay within your groups; do not mix with other children or adults unless in an emergency.
- Avoid unnecessary contact with other children or adults, even within your own group.
- If you feel unwell at any time, tell a member of staff.
- Wash your hands regularly, and for 20 seconds each time.
- If you cough or sneeze, 'Catch it, bin it'

