



Middlewich Primary School

Behaviour Policy



'Working together to achieve the very best.'

At Middlewich Primary School high standards of behaviour are encouraged through the positive reinforcement of good behaviour patterns. This is part of the ethos of the school, which is to encourage a safe and caring learning environment in which children have high self-esteem; develop pride in their achievements; and respect for themselves, their work, other people, and the world around them, particularly of those people who have different cultural or religious beliefs. We recognise that poor behaviour may possibly indicate difficulties children are experiencing in and out of school and may be linked to safeguarding, therefore the well-being, sensitivity and understanding of individuals is of utmost importance.

As a school we work hard to:-

1. Listen to children
2. Promote positive behaviour across the school
3. Ensure a consistent approach by all staff, including lunchtime staff
4. Encourage children to take responsibility for their own behaviour
5. Develop a professional approach to dealing with children both inside and outside the classroom
6. Develop strategies for ensuring good behaviour at all times
7. Work closely with parents

Aims of the policy document

- To maximise the impact which the school can make on good behaviour
- To encourage a positive learning and play environment
- To minimise or prevent the occurrence of misbehaviour or confrontations
- To help children feel good about themselves
- To encourage children to co-operate with one another and with staff
- To underpin the school ethos with a policy which promotes good behaviour

Structure of the Policy

This document is divided into the following sections:-

1. Safeguarding
2. PSHE and RHE Curriculum
3. Managing Behaviour
4. Child on child abuse
5. Searching, screening and confiscation of prohibited items
6. Special educational needs
7. Positive Handling
8. Fixed term suspensions and permanent exclusions
9. Working with parents
- 10.. Training and CPD
11. Roles and responsibilities

1. Safeguarding

1.1 The school treats the safeguarding and well-being of pupils with the utmost priority. We recognise that challenging behaviour can be indicative of a safeguarding concern. Through the ongoing and regularly updated training of all staff members, we remain vigilant and aware of the types of behaviour that could be the result of a safeguarding issue. These can be obvious or subtle and gradual changes in a pupil's behaviour and can range from having a short temper and displaying challenging behaviours, through to children becoming overly compliant, easily distracted or over reliant on adult support. Other behaviours can include:

- Low self esteem
- Becoming withdrawn
- Fear of certain adults
- Poor social relationships
- Becoming extremely passive/ aggressive

(See Child Protection and Safeguarding Policy)

Through the regularly updated training all staff members receive, they are able to look closely for any safeguarding indicators and to use the correct methods to record and report these effectively. All safeguarding concerns are monitored, recorded and reported to the Designated Safeguarding Lead (DSL). Class teachers work with appropriate members of the senior leadership team, DSL, parents, carers and relevant authorities.

2. PSHE and RHE Curriculum

2.1 We believe it is essential that all children have good behaviour and high moral standards; they must develop respect, empathy, endeavour and resilience. Through assemblies, class circle time and within the PSHE and RHE curriculum, children develop their understanding of the characteristics of positive relationships in the real world and online. They are also taught to respect themselves, their peers and adults, and how to formulate healthy and safe relationships. Lessons are taught weekly and linked to the whole school assemblies and through a follow up session in circle time. The pupils are taught to understand the importance of mental wellbeing for good health as well as the range of emotions they can experience and how to handle them appropriately. They are also taught to recognise different types of bullying behaviour and what to do if they feel it is happening to them (See RHE policy for further information).

3. Managing Behaviour

3.1 This section of the policy aims to:-

1. Develop strategies to reward positive behaviour and strategies for dealing with negative behaviour
2. Develop a consistent approach throughout the school in the management of behaviour

The management of behaviour is a whole school issue. We strongly believe in a positive approach to behaviour, not simply concentrating on disciplining children who misbehave. Children and staff have a clear understanding of what constitutes good behaviour, how it will be acknowledged and the consequences of bad behaviour.

Instances of poor behaviour are recorded on the whole school management system, CPOMS. This ensures there is a clear record of behaviour patterns for individual pupils. Staff also use the system to

record examples of particularly good behaviour, as they deem appropriate. Senior leaders will monitor recorded instances and intervene to support the class teacher as appropriate to the situation.

Teachers must be consistent and fair in the use of both positive and negative consequences. (In special circumstances, children with SEND may have a slightly different plan).

Each day should be treated as new, therefore each child begins with a “clean slate”.

The children should be made aware that their behaviour is their choice. They choose to follow or not to follow the rules.

3.2 Whole school strategies to promote positive behaviour

Children learn by the examples they see. Adults demonstrate good behaviour explicitly, showing sensitivity, courtesy and respect, always seeking to build children’s self esteem by dealing with incidents fairly and consistently. Children and adults are greeted with a smile. Quiet voices are used around the building and people’s feelings are acknowledged and respected with an appreciation of individuals.

Through assemblies and class circle times, all children are encouraged to use kind hands, kind feet, kind words and kind deeds. These expectations are made explicit through direct teaching of what it means to show these qualities at an age-appropriate level. Each classroom has an ‘acts of kindness’

We expect pupils to move in a smart, safe and polite way around school. In assemblies and circle time lessons, these expectations are taught explicitly. For example, *walking smartly means one behind the other; walking politely means allowing others to go before you*. These expectations also apply to the lunch hall and playground. Adults praise children for moving in this way and provide gentle reminders when they are not.

Children are encouraged to tell an adult if they see any incidents of unfairness or bad behaviour and these are dealt with appropriately and as soon as possible. All members of staff take responsibility for the behaviour of children round the school including dinner times and break times. Good behaviour is noted and passed on to the child’s class teacher, as are incidents of misbehaviour and rewards and sanctions are given as appropriate.

3.3 Classroom strategies to support effective learning and good behaviour

Each class teacher has clear routines for their classroom to support good behaviour and maximise learning time. These are explicitly taught at the start of the school year and revised throughout. These routines include:

- Coming into school at registration
- Handing work out
- Lining up order
- Transition between lessons
- Home time

Each class has a traffic light system with photographs of every child in the class clearly shown in a designated area of each classroom.

Each class has a stamper chart. Children receive a stamper for good behaviour for learning (green) or good manners (red). When a child reaches 10, 20, and 30 stamps, they receive a headteacher’s award in

recognition for their efforts. This system of promoting positive behaviour should ensure all pupils' good behaviour and hard work is recognised, particularly for those pupils who consistently achieve high standards.

3.4 Rewards

The following are the rewards children receive for positive behaviour:

- Verbal praise makes everyone feel valued and encouraging remarks from a teacher or any adult can mean a great deal to a young child. These should be used frequently to acknowledge all occasions when children are following the school code and demonstrating good behaviour.
- Written comments can also be very effective in rewarding and encouraging children. Staff should write explicit positive comments on children's work in recognition of their efforts.
- Sharing achievements and efforts with other members of staff helps children feel valued and that their efforts are recognised beyond the classroom. Children will be given opportunities to show their work to other teachers and members of staff of their own choosing. The headteacher is available to see any child whose work or behaviour deserves special recognition on the recommendations of the class teacher.
- Children who have behaved exceptionally well are invited to the 'Friday Tea Party'. This is run by a year six responsibilities group and is a reward aimed at those pupils who are an ongoing positive role model to others. This has proven to be an effective tool in promoting positive behaviour.

In addition, further rewards are given in the form of:

- Stickers
- Headteacher rewards
- In addition, individual incentives, stickers and rewards may be given when appropriate, e.g. for attendance or punctuality

3.5 Whole School Strategies to deal with negative behaviour

There may be occasions when children do not abide by our school rules and expectations and so it is appropriate for sanctions to be applied. The adult present will deal with unacceptable behaviour at the time. All members of staff, teaching and non-teaching act as role models for the children and should behave in a restrained yet firm manner when dealing with incidents of bad behaviour, using a calm, controlled tone of voice.

Confrontation, in which an adult warns of a course of action if a child does not behave in a certain way, should be avoided unless the action is genuinely envisaged as being carried out. Adults should not put themselves into the position of having to back down nor should a child be pushed into a corner from which repeated defiance is the only course of action. Repeated threats that are not carried out are self-defeating.

In an incident in which several children are involved, and the facts are confused, a discussion of events that led up to the incident and the possible outcome of such behaviour should take place. This will be carried out by the class teacher whenever possible. The discussion should be conducted in a non-threatening manner and children should feel that they have the opportunity to say all they wish to say and have been treated fairly. Sanctions will follow as appropriate. It should be made clear that honesty is appreciated and that telling the truth will be respected although bad behaviour cannot be condoned.

When a negative consequence is given, it must be made clear that it is the behaviour, not the child, that is being disapproved of.

3.6 Sanctions

All incidents requiring sanctions will be recorded. Sanctions must be carefully structured and followed using the following guidelines:

- Children will be given warnings before sanctions are applied
- The children must be aware of which consequence level they have reached
- The consequences must be taught to all children and be used fairly and consistently

The main sanctions used will be the following:

- In minor incidents an acceptance that the behaviour was unacceptable and an apology will be sufficient
- Often children become very inflamed over playground incidents and a “cooling off” period may be required. Children may be sent into school, but a member of staff must be informed. If children are given “time out” to cool off, they will be sent away from other children so they are not at risk of being ridiculed or humiliated
- Loss of part of break times. (Children must be supervised.)
- Loss of all break times, gradually increasing according to the seriousness of the incident
- Writing a letter of apology or a recount of the incident identifying how the child could have managed it more positively
- Completing a behaviour reflection sheet (see appendix 3.)
- Carrying out a community task appropriate to the incident
- Working in another class for an agreed period
- Completing a behaviour contract with the class teacher (see appendix 4.)
- Letters home to parents/carers with an acknowledgement slip to be returned to school for a follow up meeting to discuss strategies to improve the situation. (These to be written in consultation with the headteacher or the deputy headteacher in her absence.)

The headteacher, deputy headteacher and assistant headteacher are available for consultation at any stage, but only persistent or exceptionally bad behaviour should need discipline from the headteacher. If a child develops a pattern of persistent low-level misbehaviour, they will be informed that the next time will result in a more serious consequence being given immediately. If the individual incident is severe, then the most serious consequences will follow. This will involve the headteacher, the class teacher and the child’s parents. The consequences will be removal from the class for a fixed period or school exclusion. To maintain a strong relationship between home and school, parents may be consulted informally about incidents, particularly at KS1.

3.7 Lunchtime and break time

Staff on duty at breaktimes ensure that equipment is used appropriately and that the games children play are also of the correct nature. Children can be removed from games or equipment can be put away if it is not being correctly used. The whole school ‘traffic light’ sanction system is also used by staff members if appropriate and children who show inappropriate behaviour can be sent in or asked to stand to the side for a cooling off period. Lunchtime supervisors also undergo annual training to help with behaviour management.

4 Child on child abuse

4.1 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear or worry. (See anti bullying policy.)

4.2 As a school we assume that some pupils experience sexual harassment and/or sexual abuse while at school. This kind of behaviour is not acceptable and will not be tolerated. If we discover such incidents have occurred, we will support the victim and apply this policy taking into consideration the expectations of the school's Safeguarding Policy and Keeping Children Safe in Education 2023. Parents are likely to be informed and if appropriate outside agencies contacted, to take advice

5. Searching, screening and confiscation of prohibited items

5.1 The headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school identify as an item which may be searched for. In the event of a pupil bringing an item to school which is either:

- an article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property
- or, any item which is deemed to be inappropriate or one that a pupil has on their person at an inappropriate time may be confiscated, retained or disposed of by a member of staff as either a health and safety measure or, as a form of sanction. In accordance with the Education and Inspections Act 2006, the school is protected from liability for damage to, or loss of, any confiscated items. (See appendix 2 for a list of prohibited items.)

See [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) for more detailed guidance.

6. Special Educational Needs and Disability (SEND)

6. 1 The school recognises that persistently poor behaviour or a sudden change in behaviour, can be indicative of a safeguarding concern or, a concern with the pupil's emotional and mental health and well-being. In such cases, the pupil will be carefully monitored by staff working closely to them, alongside the senior leaders of the school (including the headteacher) and the family support worker. When possible, pastoral staff will be made available to support a pupil's need. (See child protection and safeguarding policy.)

6. 2 SEND children

Behavioural expectations for SEND children are no different than for any other child (e.g. use of the traffic light system and class rules). However, when dealing with an incidence of poor behaviour, staff must be aware that SEND children may:

- Have language difficulties which may impact on their ability to express what has happened
- Have language difficulties which may impact on their ability to understand what is said to them
- Have good expressive language, but large gaps in understanding which can give a false impression of understanding
- Require use of other communication aids specific to their need in order to communicate effectively
- Respond in an unexpected or unpredictable way to discussions about their behaviour
- Fail to empathise with their peers or recognise more complex emotions in others

- Find it more difficult to attend to the conversation
- Not be able to provide eye contact
- Be easily led into bad behaviour through lack of understanding

Following an incidence, it is therefore essential that understanding is checked thoroughly (e.g., by asking them to summarise what you have said). Asking ‘Do you understand?’ is insufficient.

For some SEND children, behaving appropriately is more challenging. In these cases, it is important to give pupils adequate knowledge of the events of the school day (e.g. through use of a visual timetable/objects to cue in an activity). Adequate warning and preparation for foreseeable changes should be provided. Whilst some unplanned change is unavoidable, sticking to the normal school routine wherever possible is particularly important to support the behaviour of those with SEND.

Occasionally children will not manage to conform to the school rules and expectations. This may be because a child has social and emotional needs which fall under the umbrella of SEND. In these situations, class teachers work with the SENDCo and appropriate senior leaders to formulate behaviour plans for these pupils laying out both preventative and reactive strategies to support their social and emotional development. Where SEND is suspected, a child can undergo the ‘First Concerns’ procedure. This involves looking at their strengths, needs and strategies to achieve specific desired outcomes to support and improve behaviour. This is agreed between the child, teacher and the child’s parents. A child may then go on to be placed on the SEND register and a SEND plan will be developed with the SENDCo, the class teacher and any relevant outside agencies such as an Educational Psychologist.

7. Positive Handling

7.1 Some individuals may react to challenge or confrontation by portraying violent or aggressive outbursts (towards their peers or staff). In such cases, it may be necessary to restrain a child or remove them from a situation. As near as possible, restraints will be conducted by staff who have had positive handling training (delivered by Team Teach or Cornerstone.) Please see appendix 1.

8. Fixed term suspensions and permanent exclusions

8.1 We do not wish to exclude any child from school, but sometimes this may be necessary. When necessary, the school takes guidance from the Local Authority and follows all required procedures. Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may suspend a child for one or more periods.

In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this. If the headteacher suspends a child, the headteacher will inform the parents immediately, giving reasons for the suspension. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The headteacher informs the LA and the governing body about any permanent exclusion, and about any suspension beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an

appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the Local Authority, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

9. Working with parents and carers

9.1 It is extremely important that the school works as closely as possible with parents/carers in all aspects of school life. This can also include times when recurring or particularly challenging behaviour is being demonstrated. During these circumstances, an individual behaviour plan is drawn up between the parents, child and appropriate staff members in line with the aims outlined in section 6 SEND. This is aimed at addressing the child's specific needs and highlighting the positive behaviour that the individual child displays. This is then used to record these incidences, to reward the individual child and improve behaviour in the long term.

10. Training and CPD

10.1 As part of the induction process, all staff are trained in the school behavioural expectations, practices and systems. ECTs received additional training as part of their continued professional development from their mentor and induction tutor using the Best Practice training materials. All staff receive annual training and updates as part of the cycle of professional development. This usually occurs as part of the first inset of the school year. Expectations are then reviewed and revised regularly in staff briefings over the course of the year. The SENDCo accesses support from outreach services on a regular basis. This also provides useful professional development opportunities.

Bespoke training may be given to some staff to support them in their role as needed. For example, staff who work with children with social and emotional needs will be given the training they need to support these children effectively. This may be conducted by the SENDCo or outside agencies, as appropriate.

11. Roles and responsibilities

11.1 All staff

- It is the responsibility of all staff to ensure that the school rules are enforced in classrooms and that their pupils behave in a responsible manner during lesson time.
- All staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- All staff are expected to treat each child fairly and enforce the school rules consistently. They are also expected to treat all children with respect and understanding.
- All staff should use CPOMS to record any behaviour incidents they witness or deal with. These will be shared with senior leaders and where appropriate, members of the pastoral team.
- If a child misbehaves repeatedly in class, the school's sanctions process is followed.
- The class teacher, SENDCo and leadership team liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the outside agencies.
- The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. This may be reinforced by the leadership team.

11.2 The role of the headteacher and senior leaders

- It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The headteacher has the responsibility for giving fixed term suspensions and exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.
- Senior leaders, under the direction of the headteacher, will work collectively to monitor and manage behaviour incidents across the school. They will work closely with class teachers and the pastoral team to manage particular incidents. Senior leaders will also analyse behaviour reports to notice any trends and patterns and will identify appropriate actions as needed to minimise these.

11.3 The role of Governors

As outlined in Section 175 of the Education Act 2002, the governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines. The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Reviewed by: -

Headteacher _____

PWP committee _____

Head Pupils _____

Behaviour Management

Senior Leader _____

Date _____

This policy is reviewed annually.

Appendix 1

Positive Handling

The Education and Inspections Act 2006 section 93, reinforces and replaces previous guidance. It also takes into consideration the joint guidance issued by the DfES and Department of Health and follows the guidance for 'The Use of Reasonable Force to Control or Restrain Pupils'.

This is to be followed by all the teaching and support staff, who come into contact with pupils and for volunteers working within the school. Its contents are available to parents and pupils.

Underpinning Values

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

Use of Physical Handling

Use of Reasonable Force - Advice for Headteachers, Staff and Governing Bodies was issued in 2011.

The main points are summarised:

- *School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any related criminal prosecution*
- *Suspension should not be automatic when a member of staff has been accused of excessive force*
- *Senior school leaders should support their staff when they use this power*

When should reasonable force be used?

- *Remove disruptive children from the classroom when they have refused to follow an instruction to do so*
- *Prevent a pupil behaving in a way that disrupts a school event or a 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 outbursts*

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Middlewich Primary School:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.

The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

All the techniques used take account of a young person's:

Minimising the Need to Use Force

At Middlewich Primary we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force.

Through the PSHE curriculum pupils learn about feelings and managing conflict, where this is appropriate to their level of development. The ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing.

All staff will use skills to defuse situations before behaviour becomes challenging and will try to de-escalate incidents should they arise. Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force.

Types of Incident

The incidents described in The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall within one of the first two categories are:

- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)

Examples of situations which fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom
- A pupil is behaving in a way that is seriously disrupting a lesson

Bluebell Room- calming down space

Bluebell room is a designated space in Middlewich Primary School that is specifically intended to give children who are in a state of heightened aggression or anxiety, an opportunity to calm down and eventually reflect upon their behaviour. The room is sparse and only furnished with cushions and a sofa. This room will be used when a child needs to be physically restrained and removed from a classroom etc. to ensure their own safety and the safety of others. It may also be used when a child voluntarily opts to use the space to calm down.

When the room is in use, a minimum of two staff will be present if possible. On an occasion where a staff member has had to work in solitary, another staff member should be contacted as soon as possible by either an internal phone or message sent with another child.

There is a glass pane in the door to Bluebell room which any adults can see through to ensure a child is safe. If a situation occurs where a child is behaving in a very violent /aggressive way, or they attempt to abscond from the room, the door will be closed and, if required, held shut by an adult to ensure all parties are kept safe until the child has had sufficient time to calm down. **This action will only be undertaken as a last resort and the door of the room will never be locked.** If a child is in a heightened state of anxiety but not behaving aggressively towards the staff members and is not attempting to abscond, the door will be wedged open. All incidents of a child using Bluebell room as a calming down space will be recorded on CPOMS.

Injury to the Child

Whilst the physical techniques are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. Positive handling techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe. Any such injury will be reported on CPOMS and recorded on an accident form. Any injuries to pupils as a result of incidents involving restraint will be reported to the headteacher/deputy headteacher and parents/carers.

Recording and Monitoring Incidents

Where physical control or restraint has been used, a record of the incident must be completed by staff. The record must be completed as soon after the incident as possible and before the member of staff leaves for the day. These records will be stored electronically on CPOMS.

Appendix 2

List of Prohibited Items

This list is taken from the DFE Guidance; Search, Screening and Confiscation at School

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
 - an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images.

Appendix 3



Behaviour Reflection



Name: _____

I am on the amber/red because

What happened before the incident?

What should I have done to prevent this from happening?

What do I need to think about for the future?

Appendix 4



Behaviour Contract



Expectations

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Consequences

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Signed pupil _____

Signed teacher _____