



# Chapel End Infant School & Early Years Centre

## Positive Behaviour Management Policy 2018



Policy reviewed: November 2018  
Next review: November 2021

Signed \_\_\_\_\_ Headteacher (Ms Janice Chaplin)

Signed \_\_\_\_\_ Chair of Governors (Mr Grant Jacobson)

## **Aims of Chapel End Infant School & Early Years Centre**

### ***"Caring, sharing, trying our best"***

At Chapel End Infant School & Early Years Centre we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For access to a broad and balanced curriculum that promotes the fulfilment of each child's academic, creative and physical potential and fosters their social, moral and spiritual values.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- For children to learn to be organised, confident and persistent individuals and to develop a respect and understanding for others.
- For the development of positive relationships between all members of the school community to support and enhance children's learning.

### **Equal opportunities**

At Chapel End Infant School & Early Years Centre school we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

### **Inclusion**

We are committed to promoting learning and teaching environments for all, which embraces the values of inclusive educational practices.

Through a child-centred approach, we aim to ensure that education is accessible and relevant to all our learners. At Chapel End Infant School & Early Years Centre we respect each other and celebrate diversity and difference.

## **Rationale**

We are confident about our management of pupil behaviour within the school. We have a shared vision of empowering the whole school community based on respect.

We believe that in order for children to become successful learners within a happy, safe and secure environment, we need to foster appropriate attitudes.

This policy document aims to outline our procedures, all of which work together to create a calm and purposeful learning environment.

## **Principles**

In order to achieve our objectives:

- We work in partnership with parents to develop a mutual understanding through the School rules so that:
  - The management of behaviour is a dual responsibility where mutual support is offered.
  - Value is placed on promoting and celebrating achievements and positive behaviour.
  - Parents are aware of our expectations.
  - Parents are aware of any behavioural difficulties before they become a major problem.
  - We reward positive behaviour.
  - We involve children in establishing and discussing rules.
  - We always try to achieve a consensus of opinion regarding appropriate/inappropriate behaviour.
- We aim to provide an environment in which children are listened to and feel confident in talking about behavioural issues.
- We make our expectations explicit to the children.
- We provide a safe environment which affords opportunities to foster positive behaviour from the outset.
- All adult/child relationships in school are based on mutual respect.
- We look beyond inappropriate behaviour to support each child's individual needs.
- We recognise the limits of our expertise and welcome the support of outside agencies.
- Whilst we believe that all children are able to behave appropriately, we recognise that some children need additional support in order to achieve this.

## **Parental Involvement**

The relationships established with parents ensure that staff are able to discuss children's behaviour, both appropriate and inappropriate, on a regular basis. Opportunities arise through daily contact first thing in the morning, collection from the classroom at the end of the day and through parent consultations and meetings. One to one meetings can also be arranged if the need arises.

## **Strategies for Positive Behaviour**

The staff have worked together to make explicit the strategies in place at Chapel End Infant School & Early Years Centre, to ensure the positive and appropriate behaviour of our children, at all times.

### **Appropriate behaviour in the Classroom is encouraged by:**

**Roles and Responsibilities:** Class teachers or non-class based teaching staff and non-teaching staff

Ensuring that consistent routines are in place for:

- Entering and leaving the classroom
- Tidying up so that children learn to share the responsibility for maintaining the learning environment
- Registration
- Changing books
- Accessing the coat rack
- Wet playtime procedures and rules
- Changing for P.E.

### **Classroom Management:**

- Organisation and storage of resources (including clear labelling of equipment and easy access) so that children are taught to manage resources independently
- Layout of classroom furniture to allow free movement around the room, including adequate space between coat rack and tables and space between chairs when children are sitting back to back
- Strategically organising the seating of groups to promote good behaviour (ability groupings need not dictate seating arrangements)
- Ensuring that a clear line of sight can be established when working with a group, allowing staff to scan the room
- Holding regular 'Circle Time' sessions (at least weekly) to promote children's self-esteem and to provide a forum for them to voice their worries or concerns
- Making expectations explicit, modifying language and using visuals appropriately to ensure that all children understand them
- Setting clear boundaries
- Praising appropriate behaviour
- Showing respect to children and encouraging them to respect each other and themselves
- Being fair and consistent
- Using an appropriate voice at an appropriate time
- Creating a positive atmosphere in which all adults and children are valued and respected
- Having a clear system for rewarding appropriate behaviour
- Attempting to focus on positive behaviour, giving children the opportunity to make a 'fresh start' and not focussing on previous inappropriate behaviour
- Displaying school and class rewards and consequences of not following the rules in the classroom so that it is clear for all children and also for visiting adults (see Good Classroom Practice Guide)
- Making expectations explicit through displays, books and assemblies

## **Appropriate behaviour in the Playground is encouraged by:**

**Roles and responsibilities:** Midday Staff, teaching and non-teaching staff involved in playtime duty and lunchtimes.

- Having clear and consistent routines for:  
Entering and leaving the playground  
Leaving the classroom and clearing away equipment
- Regularly reminding children of the established rules and routines.
- Ensuring that all children have equal opportunities to use the equipment
- Adults on duty becoming involved and initiating playground activities
- Acting as a fair arbiter
- Chapel End Friends used to encourage inclusion of all children
- Staff on playground duty have clearly defined roles and responsibilities

### **Appropriate behaviour at lunch time:**

Although there will be a senior member of staff available during the lunch break we expect the Midday Supervisors to deal with issues as they arise and inform teaching staff only if they are persistent or of a serious nature.

- All adults manage lunchtime in a consistent way and are valued
- Ensuring the safety of children is paramount
- Manage seating arrangements as appropriate
- Having clear and consistent routines
- Modelling good table manners
- Providing playground equipment that helps stimulate and promote positive play
- Offer appropriate provision for those children who find lunch time difficult for some or all of the lunch time break, usually for a time limited amount of time

### **Appropriate Behaviour around the School**

- All adults have an equal responsibility for recognising positive behaviour and praising it, similarly for dealing with inappropriate behaviour.
- The atmosphere around the school is kept happy and purposeful with an emphasis on high quality display and furnishings.
- Where appropriate, children are sent in pairs to ensure safety and desirable behaviour
- Walking quietly when travelling around school as a class.

### **School Routines**

Staff and Governors have agreed on and put in place the following routines, so that children feel secure in their school day within particular boundaries which impact on positive behaviour.

## Classroom behaviour

- Children should not be in class without a member of staff
- The Golden Rules will be displayed in all classes and will be referred to frequently.



- Each class has their own classroom rules on display – to identify classroom behaviour (established and agreed by the children and the class teacher and shared with parents)
- Time needs to be given in order to teach the rules, explain why the rule is needed and what is meant by each rule. Regular circle time sessions (at least weekly) are used to review, revisit and emphasise these rules. Also weekly class assemblies provide opportunities to discuss and promote positive behaviours.
- During the first 4 weeks of the autumn term a percentage of each day will focus on agreeing and establishing rules and expectations including explicit teaching of the golden rules and the 5 skills for learning to ensure that the children's understanding is clear. Small group teaching is to be used for children who need extra support e.g. those with SLCN, EAL etc. Classroom rules will be revisited at the beginning of each ½ term and when appropriate.
- Children will be encouraged to take responsibility for maintaining organisation and resources within the classroom.

## Appropriate behaviour

At Chapel End Infant School & Early Years Centre, we believe that fostering high expectations and recognising positive behaviour promotes positive behaviour in others. We aim to 'catch children' and reward them for being good. We expect and promote:

- Respect
- Calm and quiet voices
- Self-control
- Independent working

## **Class Rewards**

- Children are given verbal praise in recognition for positive behaviours and trying their best. They may be awarded stickers for positive behaviours, trying their best, and to celebrate achievement.
- Children who get it right are given a star against their name on the teachers list which is displayed in a prominent place in the class. This needs to be done frequently, catching children and rewarding positive behaviour as often as possible to reinforce wanted behaviours.
- When a child has 10 stars/spots against their name they get a sticker on the class reward chart. The class reward chart will support teachers in ensuring that children do not slip through the net and that all children are receiving the positive feedback that motivates them to behave well (see Good Classroom Practice Guide).
- When they have 3 stickers on the class reward chart they go to HT/DHT to get a certificate and a treat from the treasure box.

## **Sanctions**

It is important that children know at the beginning of the year the rules for the school and classroom and under what circumstances sanctions will be imposed and what form those sanctions will take. If the Golden Rules or Classroom rules are not followed, then the following applies:

### **1,2,3 Magic**

When a child is asked to do or not do something: -

The adult says what it is they want the child to do, eg, 'Sit on your chair.'

If the child does not comply then the 1,2,3 process begins.

- The adult says, 'Peter that's ONE.' (It is better to use the child's name each time)

If the child still does not comply (within 5 seconds or so.)

- The adult says, 'Peter that's TWO.'

If the child still does not comply

- The adult says, 'Peter that's THREE.'

### **WHEN 3 HAS BEEN REACHED THE CHILD IS GIVEN TIME OUT**

- The adult should say nothing other than what you see in the speech marks in the example above
- Never threaten a child that you are going to start 1,2,3 if they don't cooperate or change their behaviour
- Discussions about your expectations of behaviour should take place on other occasions, (Assemblies, class PSHE sessions), as it is important that you are not side-tracked from 1,2,3.

- Each 1,2,3 should be for 1 occasion the whole process should take less than a minute. DO NOT start at 1 and then go to 2 five minutes later, you must begin at 1 again.

It is vital that the above technique is carried out consistently by all members of staff

Time out should be for 5 minutes (use a timer that the child can see). You must decide whether the child will be removed to an area within the classroom or removed from the room. (Remember that children must be in the line of sight of an adult).

**A child who hurts another child is not given three chances but has time out immediately.**

In an emergency send the red triangle to the office for assistance.

### **Setting up of Time out Procedure**

- Establish the 'time-out' location within the classroom, ideally a chair in an area with minimal opportunity for distraction (see Good Classroom Practice Guide).
- Establish which behaviours will result in 'time-out' e.g. hurting others, persistent disruption or non-compliance and ensure that children are clear about these. Time-out should be used sparingly and not therefore used for minor disruptive behaviours e.g. calling out, not sitting still on the carpet.
- Time-out should be for 5 minutes (visual timer must be used) and should end with at least 2 minutes of quiet time signalling that the child has calmed down.
- A back-up plan for 'time-out' in a year group leaders classroom in another year group should be established for situations when a child cannot settle to 'time-out' within the classroom.
- All children need to be taught how to respond to a 'time-out' situation in the classroom e.g. ignoring the child having 'time-out' and not making fun of them. Children need to be taught how to manage if given a 'time-out' by giving them strategies for calming down and reflecting and developing positive self-talk. This must be taught during the first 4 weeks of the autumn term alongside the teaching of the golden rules etc.
- Once 'time-out' is over the child must be welcomed back into the group – this welcoming is crucial for the success of the 'time-out' process. The end of 'time-out' is not the time for telling off or insisting on an apology from the child. Sometimes it will be necessary to have a follow-up discussion with the child about the incident that led to the 'time-out' and this should be done at another convenient time during the day through a verbal reflection of the behaviour. This should not be seen as a further punishment and so should not be done at a time when it would be perceived by the child as a loss of privilege.
- Remember 'time-out' will not work unless the teacher has worked hard to develop a positive relationship with the child and has set up a classroom environment that is highly rewarding for the child.
- If a child refuses to go to 'time-out' they should initially be given the option of going by themselves or being taken by the teacher. If they continue to refuse 1 minute should be added to the 'time-out' up to a total of 8 minutes. At that stage a warning should be given to go to 'time-out' or lose a privilege e.g. no playtime, 5 minutes off 'golden time'.

## Support Strategies

Children needing support to learn appropriate behaviour will need a range of strategies to help them learn positive behaviour.

These may include:

- Talking to the teacher at playtime or lunchtime
- Encouraging the child to verbally 'reflect' on their behaviour when they are calm enough to do so:
  - *What happened?*
  - *Where could I have made a better choice?*
  - *What can I do next time?*
  - *How can I fix things now?*
- Whole class or group 'Circle Time' sessions
- PSHE curriculum focus
- Time-out
- Use of Behaviour Support Plans (see example in appendix 1) drawn up with the child and with the involvement of the parent or carer and which will be reviewed regularly by the Deputy Headteacher and Class Teacher in communication with the parent/carers
- Home/school diaries
- Support and advice from outside agencies and services

## Monitoring Systems

Records are kept in a variety of ways to record incidents of inappropriate behaviour:

- If a child's behaviour is a persistent cause for concern, then class teachers will record significant incidents on SIMS under 'Behaviour' and will invite parents into school to discuss strategies where we agree in partnership a plan to support an improvement in the child's behaviour. Meetings between class teachers and parents will be logged onto SIMS under the 'Communication log.'
- The Headteacher/Deputy Headteacher will record on SIMS any instances where a child has been brought to their attention due to their behaviour.
- Parents are informed by letter (see appendix 2) if their child is involved in a serious behaviour incident. These are incidents involving a child being unsafe as a result of not following the school rules and especially when the incident involves hurting another person or doing something that could result in somebody being hurt. Copies of such letters are kept on SIMS under 'linked documents'.
- All staff are involved in promoting good behaviour and report concerns to the Headteacher, Deputy Headteacher or class teacher.

## Procedures for promoting the Behaviour Policy

- All parents are given a copy of the **Behaving Well Booklet** when their child starts school.
- As new children start school parents are asked to read and sign the current 'Home-School Agreement'.
- A poster listing the Golden Rules will be displayed in each classroom and around the school.

- Regular Midday Assistant training takes place to discuss behaviour management strategies and ways of supporting children who experience difficulties at lunchtime.
- School development consultation questionnaires invite responses from staff, parents and children in relation to discipline and behaviour.
- All staff will use a range of rewards to reinforce appropriate behaviour and will support each other when facing challenging behaviour from children.
- The Deputy Headteacher/SENCo contacts outside agencies and services as needed to support children

### **Exclusion**

Whilst the ethos of the school is to focus and actively promote positive behaviour, this behaviour policy sets clear guidelines of the consequence and sanctions for inappropriate behaviour.

At Chapel End Infant School & Early Years Centre we are committed to inclusive practices that support the needs of all our children. We are committed to working in partnership with parents to ensure that all our children reach their optimum level of learning, are safe and develop their independence, self-esteem and confidence. Exclusions both temporary (fixed term) or permanent, are seen as a last resort. However, if a behaviour or behaviours cause serious disruption, raise issues of safety and well-being to others, then the Headteacher will follow the exclusion procedures as set out in the LA and DFE guidance, 'The School Discipline (Pupil Exclusion and Reviews)' regulations 2012'.

### **Early Years Approach**

Whilst working towards the whole school approach to behaviour management, strategies for managing behaviour within the Early Years are adjusted to ensure that they are appropriate for promoting positive behaviour with our youngest children.

We work hard to foster good relationships between all staff, pupils, parents/carers and the wider community. We actively welcome parental involvement and encourage open dialogue at all times.

We have clearly defined expectations regarding children's behaviour. We work to create a purposeful, attractive atmosphere in which children can develop self-esteem, self-discipline and an awareness of their responsibilities in the community.

The emphasis has been placed on developing children's self-esteem through positive reinforcement and rewards. Clear communication ensures that children are clear as to what is acceptable and unacceptable behaviour and staff can be consistent in the way that unacceptable behaviour is dealt with.

## **Aims, Objectives and values**

In the EYFS we aim to support the implementation of this policy throughout the phase by laying the foundations that promote good behaviour and the development of self-esteem through good early years practice. We respond to all Early Years behaviour within the classroom environment, unless the behaviour is hazardous to themselves or others in which case the child will be supported to calm down in the nearest safe space.

The aim of this policy is to provide guidance for all staff, pupils and parents/carers.

### **Staff**

- to establish a consistent approach towards learning and behaviour;
- to provide support for one another through discussion and implementation of a common approach;
- to clarify the procedures for promoting good behaviour and for dealing with problems.

### **Pupils**

- to help children grow into responsible adults;
- to establish orderly patterns of behaviour through self-discipline;
- to recognise the value of cooperation and friendship;
- to understand and be involved in the development of appropriate rules;
- to be treated as individuals, respected and cared for in order to develop a positive self-image;
- to be aware that choices can be made.

### **Parental Partnership**

- to understand and support the policies of the EYFS with regard to learning and behaviour;
- to work together with the school to support the needs of their child;
- to seek appropriate advice and support regarding children with special needs;
- to support the children's learning to help them achieve their full potential

### **Developing Positive Relationships**

Useful strategies to build positive relationships include:

- direct teaching of verbal communication and conversation skills;
- teaching pupils to express their emotions in an acceptable manner by using appropriate vocabulary and action
- encouraging withdrawn pupils to communicate their feelings in alternative media, e.g. pictures, puppets, theatre;
- using stories and plays to illustrate issues, explore feelings and as a springboard for discussion;
- teaching pupils to listen to each other and ensuring as adults that we are attentive listeners;
- helping pupils to understand and become increasingly sensitive to non-verbal communication and body language;
- rehearsing social situations with pupils, individually and in groups;
- providing positive role models.

## Rewards

We believe that praise and public celebration within the setting is the most effective way of rewarding effort and appropriate behaviour. In this way children at this early stage of their learning are developing self-control over their actions and behaviour and they have no confusion over the reason why they must behave in an appropriate way. Because of this, we follow good early years practice and praise children in the moment and verbally so that pupils understand praise as an immediate and intrinsic motivator.

As the children move into Reception we do have a weekly assembly where children's achievements of the week are celebrated

## Sanctions

- When sanctions are necessary, it is important to be fair and consistent;
- it is important to protect the relationship with the child and to protect the child's self-esteem by criticising the behaviour and not the children

Practice and procedure to deal with inappropriate behaviour

1. Problem solving approach to resolving conflict
2. Asked to move away from an activity
3. Time out - 5 minutes.
4. Reflection with the support of an adult on the incident
5. An apology to be made if appropriate

The victim of an incident is always considered and every effort is made to ensure that they feel that a situation has been successfully resolved. Their parent/carer is informed of any incident affecting their child.

Parent/carers are kept informed about any concerns that we may have regarding their child's behaviour, primarily through informal regular dialogue with the teacher.

It is important at each stage that the sanctions are explained to the child and that they are aware what will happen next if they do not adjust their behaviour.

## Documentation of Incidents

If inappropriate behaviour is considered to become an issue with a child, staff will record incidents on SIMS and this will be kept confidentially.

## Bullying

### Introduction

Bullying is continuous action taken by one or more children with the deliberate intention of hurting another child, physically, emotionally or verbally over a sustained period of time.

At Chapel End Infant School & Early Years Centre, we help the children to understand how to spot bullying. We use the word **S.T.O.P.** (Several Times On Purpose) to help children understand what bullying is and spot when it is happening.

Bullying can take many forms including cyber, internet or text bullying using ICT technologies. By being proactive we aim to educate our school community of the harm this behaviour can do and develop a zero tolerance approach to challenge any form of bullying behaviour.

Any incidents of bullying will be dealt with seriously and will involve discussions with the parents of the child who has bullied and with the child who has been bullied.

### **Aims and objectives**

Bullying is wrong and damages individual children, their families and relationships with others. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- We react to bullying incidents in a reasonable, proportionate and consistent way
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

### **The role of Governors**

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Body does not allow bullying to take place in our school and any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The Governing Body will respond to any request from a parent to investigate incidents of bullying by notifying the Headteacher and asking her to conduct an investigation into the case and to report back to a representative of the Governing Body.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal effectively with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request. The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

- The Headteacher ensures that all staff are aware of the policies and procedures in place to deal with incidents of bullying and that all incidents of bullying are recorded and actions are implemented to resolve the incident (see appendix 3 - Bullying Investigation and appendix 4 - Response Action Plan).
- The school ethos and school rules help ensure mutual support and focus for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, self-esteem is raised and children feel safe.
- The Headteacher ensures the use of curriculum opportunities (in particular, PSHE ) can be used to discuss issues around diversity and draw out anti-bullying messages which support children's understanding of the harmful effects of bullying and its non-acceptance. The Social and Emotional Aspects of Learning (SEAL) programme, a whole-school and whole-curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, is also highly relevant to reducing bullying.

### **The role of the teacher/support staff**

- Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- All staff members are aware of bullying. If they witness an act of bullying they will do all they can to support the child who is being bullied.
- All incidences of bullying are recorded and the Headteacher is notified, this includes incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school.
- If we become aware of any bullying taking place between members of a class, we deal with the issue immediately. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. This may include disciplinary sanctions. Disciplinary sanctions have three main purposes, namely to:
  - impress on the perpetrator that what he/she has done is unacceptable;
  - deter him/her from repeating that behaviour; and
  - signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused

- In more extreme cases, for example where the school's normal procedures have proven ineffective, the Headteacher may contact external support agencies such as the Behaviour Support Service.
- Incidences of bullying are formally recorded in the Headteacher's report to Governors and LA is notified.
- Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **The role of parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher or Headteacher immediately. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school and community.

### **Reporting and Recording Incidents of Bullying**

The school will record all incidents of bullying, including by type, using the Bullying Investigation Form initially and then the Response Action Plan. These documents will be stored electronically and confidentially on SIMS.

We will keep records of bullying incidents which will enable the school to:

- manage individual cases effectively;
- monitor and evaluate the effectiveness of strategies;
- celebrate the anti-bullying work of the school;
- demonstrate decision making in the event of complaints being made;
- engage and inform multi-agency teams as necessary.

## **Racist Incidents**

Through our school values and curriculum we prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils. We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum. We use materials and resources that reflect the diversity of the school, population and local community

and that challenge stereotyping. We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

All incidents of racial abuse including racist name-calling must be dealt with immediately and not ignored so that the victim of the abuse as well as the perpetrator is made aware that racist abuse will not be tolerated but will be dealt with.

Everyone working in school will use a common response to such abuse. ***“We don’t say things like that – It is not acceptable.”*** Teachers should then use Circle Time or specific PSHE lessons to address to reinforce school values and expectations.

Racist comments made by adults in school must be challenged, recorded and responded to appropriately.

Incidents of racist behaviour including name-calling must be brought to the attention of the Headteacher after being dealt with in accordance with school policy (Equalities Policy) and must be recorded in the Racist Incident Book and passed on to the local authority as required.

The Behaviour policy is the Governors’ responsibility and they review its effectiveness annually.

**Appendix 1:**

**Behaviour Support Plan – Name:**  
**Date Implemented:**

Triggers

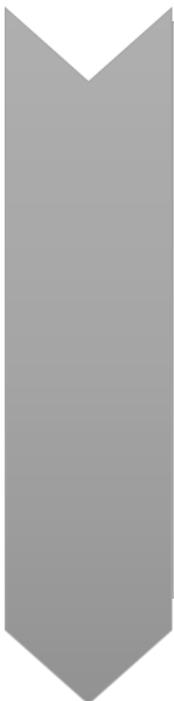


- *what things may cause difficult/unacceptable behaviour at home?*



- *what things may cause difficult/unacceptable behaviour at home?*

Behaviour



- *what does the behaviour look like?*

## Behaviour Support Stages

### Stage 1

- **On a usual day:**
- *list strategies that will be used to prevent behaviours.*

### Stage 2

- **When I am beginning to show low level behaviours:**
- *what strategies will be used at this point to deescalate behaviours?*

### Stage 3

- **If I am persisting in displaying unacceptable behaviours:**
- *what strategies will be used to deescalate behaviours?*

### Stage 4

- **If I am defiant, cannot be calmed down or continue to display unacceptable behaviours:**
- *What strategies will be used at this point?*

### Additional Information

- **What helps me to calm down?**
- *List strategies that distract the child or support them to calm down.*

<b>Present in the meeting:</b>			
<b>Date of Plan:</b>		<b>Next review date:</b>	
<b>Signed by Parents/Carers:</b>		<b>Date:</b>	
<b>Signed by Deputy Headteacher:</b>		<b>Date:</b>	

## Appendix 2: Parents' letter

### Serious Behaviour Incident

Dear

We have decided that parents/carers should be informed in writing whenever their child is involved in a serious behaviour incident in school. This is particularly important if a child is being unsafe as a result of not following the school rules and especially when the incident involves hurting another person or doing something that could result in somebody being hurt.

I am sorry to say that                      was involved in such an incident today.

Please would you support us in explaining to                      that this is not acceptable behaviour and will not be tolerated in school. I will be available if you would like to discuss this further.

Yours Sincerely

Ms J Chaplin  
Headteacher

**Appendix 3:**

**Investigation into allegation of bullying**

<b>Completed by:</b>	
<b>Position:</b>	
<b>Date:</b>	

<b>Reported by:</b>	
<b>Role:</b>	
<b>Date:</b>	
<b>Form of referral:</b> <i>Letter, email, verbal, phone call.</i>	

<b>Child(s) name(s) alleged to be experiencing bullying behaviour:</b>	
<b>Child(s) name(s) alleged to be engaging in bullying behaviour:</b>	

<b>Reported account of bullying:</b>

<b>Details gathered to date (interview all involved):</b>

**Action taken to date:** (please tick any relevant boxes)

Checked for earlier incidents involving same pupils		Notified class teacher	
Individual discussions with pupils involved		Group discussion with pupils involved	
Discussion of incident with peers/class		Restorative intervention	
On-going support/monitoring from staff		Details of action agreed with pupils	
Applied sanctions		Parent letter/meeting	

**Any other initial actions:**

**Incident was bullying:** (explain below how you reached this decision, eg. was it persistent, repetitive, deliberate, targeted?)

**Incident was not bullying on this occasion because:** (explain below how you reached your decision)

**This form must be uploaded to SIMS.**

**If this incident is bullying then further actions are needed and a Response Action Plan must be completed.**

**Signed by:..... (Member of Senior Leadership Team)**

**Appendix 4**



# Response Action Plan

**Name of pupil:**

<b>Date</b>	<b>Adults Involved</b>	<b>Action taken</b>	<b>Timing:</b>	<b>Monitored by:</b>
<b>Description of incident:</b>				
<b>Name of SLT member:</b>		<b>Sign:</b>	<b>Date:</b>	
<b>Parent name:</b>		<b>Sign:</b>	<b>Date:</b>	