

# Poplar Street Primary School



## Behaviour policy 2022

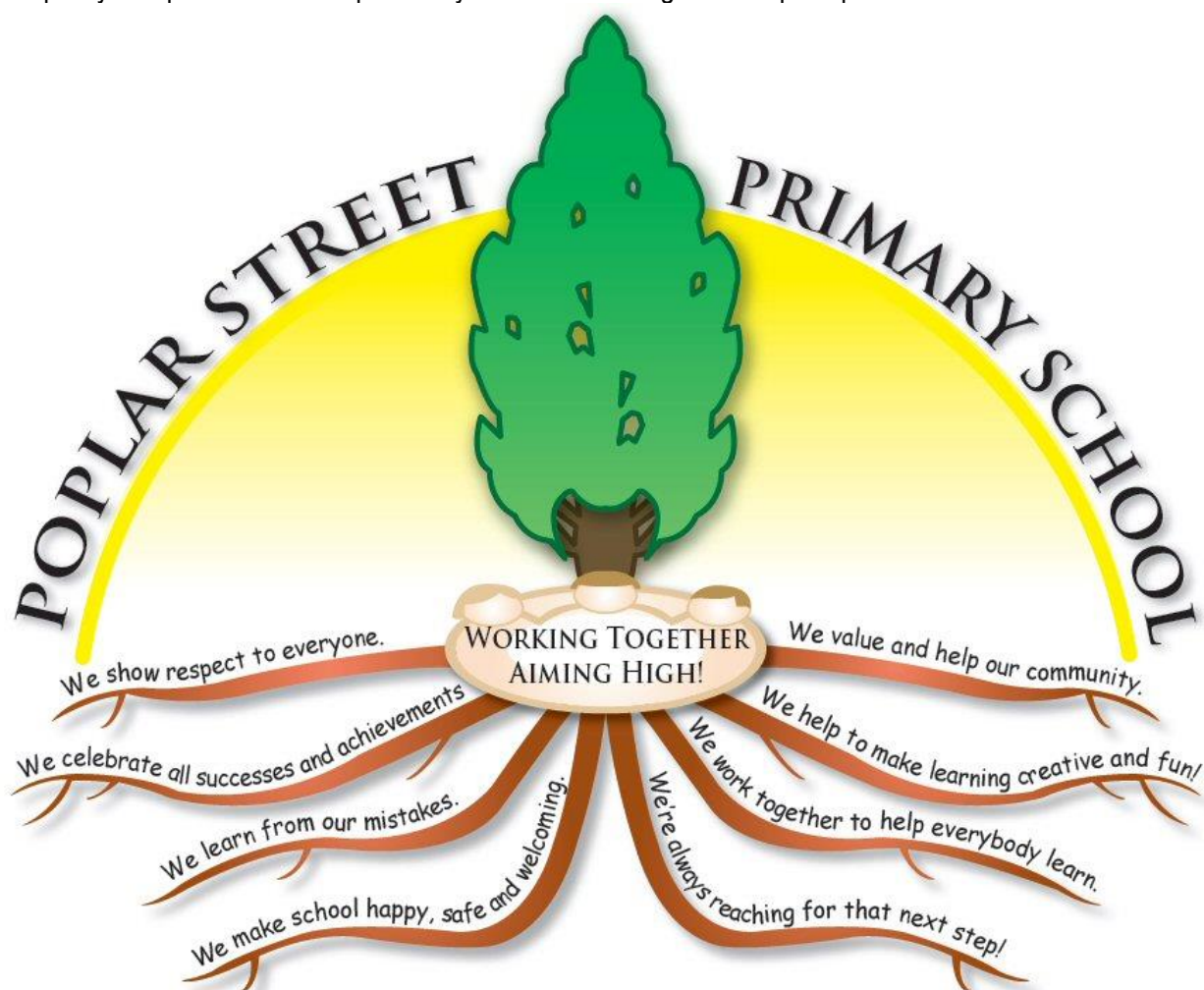
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### Purpose of this policy

This document provides the framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible citizens. It is written for the benefit of all members of the school community, to enable everyone to understand the policy of the school and to apply it fairly and consistently.

Our policy and practice is underpinned by and measured against the principles illustrated below:



We believe that everybody in our organisation has a right to expect these things and a responsibility to foster and deliver them. They are the benchmark against which everything we do is measured. They are not aims, to be delivered somewhere in the future, but a set of beliefs that we consider to be the foundation of what we do for every child, every member of staff, every member of our community – every day. These principles are discussed and agreed by all and underpin the work we do in upholding British Values as identified by the UK government.

Our aims for behaviour are that all children will:

- Achieve their potential in terms of self-esteem, academic achievement, self-discipline and spiritual awareness
- Be tolerant and act with understanding and consideration for the rights, views and property of others, regardless of race, gender, religion or sexual orientation
- Develop a positive, responsible and co-operative attitude towards work
- Take a pride and a responsible interest in caring for their environment, their community and, as far as possible, take responsibility for their own actions
- Develop into citizens who exemplify the values within their later life, supporting and promoting British Values as identified by the UK government.

In this policy, it is our aim to develop the positive atmosphere and ethos that is so important to the learning and personal development of every pupil in our school. We recognise the need to involve everyone concerned with the school within this process:

<b>Rights and Responsibilities</b>	
<b>Staff will:</b>	<b>Staff will need:</b>
Be consistent and fair	Consistency and fairness from others
Be able to justify their actions in the imposing of rules, rewards and sanctions	Understanding and support in using the rules, rewards and sanctions
Set high levels of expectations of children's academic and social progress so that they may experience satisfaction and a sense of achievement	Everyone to work hard in aiming to achieve these high standards both with and for the children and will expect training and support in working towards these targets
Set the right climate in class and around the school in promoting positive relationships between all members of the school community	Training and development- for all members of the school community in encouraging these positive relationships
Consult and co-operate with others when and where appropriate	Consistency and cooperation from others in promoting good behaviour throughout the school
Take the appropriate action to try to solve issues with speed and sensitivity	The support, understanding and patience of others when that appropriate action is taken
Set clear targets to enable future identifiable progress	Pupils to work hard towards those targets and parents to understand and help with these targets
Aim to provide challenging, exciting and meaningful learning activities for all children, which are matched to their needs and abilities	Pupils to engage and interact with these activities, behaving in an appropriate way Training and resources to support them in their aim
Assess children's achievements so that they can be made aware of their own progress	Pupils and their parents to engage in the assessment process so that they are aware of their targets, including attending parents' meetings
Use praise and encouragement whenever possible	Consistently applied systems and structures that promote the use of praise and encouragement
Provide extra-curricular activities which enable children to develop new interests and skills	Pupils to show a good attitude and appropriate behaviour both in and out of school time
Ensure, wherever possible, that the safety and wellbeing of children in their care is promoted and considered	Pupils to show good sense and a developing awareness of their own health, wellbeing and safety
Consistently enforce rules about care and tidiness of the whole school and surrounding community and to set a good example of such.	All members of the school community to apply the same rules and care so that the school is looked after and a good example is set by all
Be considerate to the needs of others and Be prepared to listen without judgment or aggression	Respectful and polite interaction from parents, staff, children and the school community

Staff will conduct themselves at all times in a manner commensurate with the following agreed principles:

- |                         |                                      |
|-------------------------|--------------------------------------|
| Being Consistent        | Being calm                           |
| Being approachable      | Being praising                       |
| Being a good role-model | Being attentive                      |
| Being positive          | Having high expectations             |
| Being respectful        | Acting without judgment or prejudice |

For more information on how these principles are exemplified by all our staff, please visit our website:  
[www.poplarstreet.tameside.sch.uk/ourvision.html](http://www.poplarstreet.tameside.sch.uk/ourvision.html)

<b>Rights and Responsibilities</b>	
<b>Children will: (responsibilities)</b>	<b>children will need: (rights)</b>
Be kind and friendly to one another	Kindness and friendship to be shown to them
Support each other in times of need	The support of others when they need it
Be polite at all times and treat everyone with respect	To be treated with politely and respectfully by everybody in school
Be prepared to speak and listen at the right time	To be listened to when they have something important to say
Respect school property and the property of others	To be shown how to use equipment properly
Aim to work to the best of their ability	Staff to plan and deliver excellent and enjoyable activities
Behave in a way that keeps themselves and others safe	Help from others who will model, teach and encourage safe behaviour
Dress appropriately and safely for all school activities	Support from parents/carers in supplying the clothes and resources
Make sure they respect the personal space of others, keeping hands and feet to themselves	Everyone to respect their personal space and keep hands and feet to themselves
Consider the needs of others and Be prepared to listen without judgment or anger	Other children, staff and the school community to consider their needs and to listen calmly

<b>Rights and Responsibilities</b>	
<b>Parents will: (responsibilities)</b>	<b>Parents will need: (rights)</b>
Get to know about their child's life in school	To be informed about all aspects of their child's experiences at school
Support the school policies and guidelines for behaviour	To be consulted and informed about policies regarding behaviour
See that their child attends school regularly, on time, properly equipped and wearing school uniform	To be made aware of school targets for attendance and follow all guidance about continued absence from school
Let the school know about any concerns or problems that affect their child's work or behaviour	To know immediately if there is a concern about their child's behaviour
Attend information and open evenings and opportunities for discussion about their child's effort, progress and behaviour	Clear information about how their child is doing as well as ample opportunity to discuss the progress of their child/ren
Support their child in homework and other opportunities for home learning	A clear understanding of what is expected of their child when doing home study
Treat staff members with respect and politeness, listening and communicating with courtesy	To be listened to and spoken to calmly, politely and respectfully by staff members
Be considerate to the needs of others and Be prepared to listen without judgment or aggression	Respectful and polite interaction from staff and the school community

This policy is fundamentally linked to the work done through Personal, Social and Health Education (PSHE) and Sex and Relationships Education (SRE) curriculum which aims to teach our pupils how to exemplify and actively promote the school's values. It is underpinned by thorough and regular input from pupils through our wellbeing and Enterprise Councils.

## Procedures:

We use our school values as the blueprint for acceptable behaviour for the whole of our school community.

- ☑ We show respect to everyone
- ☑ We celebrate all successes and achievements
- ☑ We learn from our mistakes
- ☑ We make school happy, safe and welcoming
- ☑ We respect and help our community
- ☑ We all help to make learning creative and fun
- ☑ We work together to help everybody to learn
- ☑ We're always reaching for that next step!

## Class Dojo:

This online parent/carer communication system enables adults in school to acknowledge pupils' good choices, with feedback being sent instantly to the parent or carer. For every choice acknowledged and rewarded by the adult, the child receives a Dojo point. A weekly award ceremony is held to celebrate both the highest scoring classes and individuals in each department as well as identifying the most commonly awarded of the school's values. It is also used to communicate to parents and carers those occasions when a child's behaviour has undermined these values.

## Reward Systems

We encourage acceptable behaviour by consistently recognising, highlighting and rewarding appropriate behaviour which underpins and promotes our values. All adults in school explain and demonstrate the behaviour we wish to see, ensure that feedback is constructive and actively encouraging the children to be responsible for their own and others' behaviour. Children are praised for effort, achievement and appropriate behaviour. We believe that our reward system will encourage children to work hard, behave well and work together. It will not only apply to academic achievement and success but also celebrate examples of good citizenship and acts of kindness and consideration. The system will be applied consistently by all staff throughout the school. There are three aspects:

Intrinsic reward	Promotes a child's feeling of self-satisfaction in their own achievement
Individual reward	Will recognise and reward a child's individual efforts and achievement
Whole class award	Will acknowledge the teamwork and collaboration exhibited within a class/group

Teachers are encouraged to use their own reward and acknowledgement systems at class level which, when used alongside the school's Dojo system, support and promote high levels of self-determined good behaviour and attitude.

## Merit badge system

Accumulation of Dojo points will lead to the awarding of merit badges. The merit badge system is graded to enable children to be recognised for their continued success in their learning and decision-making.

Merit badge order: green, yellow, red, book voucher, bronze, silver, gold, choice of reward.  
(this list is not exhaustive)

## Traffic-light System

We operate a traffic-light system across school. This is a highly visual indication to children that **'it is good to be green'**. If a child's behaviour is deemed to be inappropriate, their name will be moved from green to yellow. This is a non-consequence reminder to the child that they are behaving unacceptably. If they modify their behaviour sufficiently well enough over the course of a lesson to meet the agreed expectations, they can move their name back to green. If they continue to behave inappropriately, they will move their name to red. This will be followed by a sanction (usually time-out), formally recorded on Class Dojo with parents informed. Following a period of modified behaviour, the child may return to green.

## Consequences

Whilst our policy encourages good behaviour and self-discipline through positive reinforcement and good modelling, occasionally children may behave inappropriately. We realise the importance of a consistent approach when dealing with any misbehaviour. We adopt a **'least to most intrusive'** approach across school, dealing with poor choices and misdemeanours in a sensible progression, encouraging children to reflect on their choices and return to a state of positive self-determined behaviour. It is expected that, whilst inappropriate behaviour must be effectively addressed by adults in our school, they must also look beyond the action of the child in a bid to find the cause. By using the Class Dojo system, staff members will support the school in investigating patterns of inappropriate behaviour so that effective support can be offered to the child in removing any barriers to learning. This may involve redress to the child protection policy and procedure. Recognising that certain inappropriate behaviours are more serious than others, the following are suggested in levels of scale (this list is not exhaustive):

Low-level, least intrusive (time-out or sanction recommended: key stage 1: 5 mins; Key stage 2: 10 mins)

- Talking at the wrong time
- Constantly shouting for attention
- Persistently out of seat
- Causing a minor disturbance to other children at work or play
- Making unnecessary noise
- Use of inappropriate language (not swearing)
- Name-calling
- Rough play fighting
- Encouraging others to misbehave

Mid-level, more intrusive: (time-out or sanction recommended: KS1: 10 mins; KS2: 20 mins)

- Behaving disrespectfully (arguing aggressively/answering back)
- Significantly interfering with someone else's work or play
- Continuing to cause a disturbance
- Continuing to make unnecessary noise
- Deliberately damaging or stealing property
- Swearing
- Throwing objects
- Encouraging others to misbehave significantly and repeatedly

High-level, most intrusive: (time-out or sanction recommended: KS1: 15 mins; KS2 30 mins)

- Repeated refusal to follow instructions
- Verbal abuse of an adult
- Fighting or intentionally hurting other children
- Racial, cultural, gender-based or homophobic abuse
- Bullying

### Effective strategies for encouraging appropriate behaviour:

- Give pupils work that is relevant, interesting and matched to abilities
- Expect and reinforce positive choice and appropriate behaviour through praise and rewards and good modelling
- Organise yourself and the classroom well
- Be seen as fair and consistent
- Encourage pupils to take responsibility
- Develop good relationships with pupils, parents and staff
- Lead by example
- Being inconsistent/unpredictable
- Having too many/confusing/unnecessary rules and restrictions

- Show children that you value their efforts and hard work beyond anything
- See beyond the behaviour in a search for the underlying causes

### Important things for adults to avoid:

- Being too negative
- Losing your temper
- Punishing whole groups
- Using /severe/unnecessary sanction
- Labelling or anticipating poor behaviour
- Being verbally abusive
- Making idle threats or false promises
- Acting as a poor role-model

### Behaviour Outside of the Classroom

We aim to provide a consistent approach to promoting appropriate behaviour, wherever learning takes place. Therefore, we expect all of our staff (lunchtime/after-school etc) to reward using the same method. Where staff do not have ready online access to Class Dojo, they will use the tear-off pad provided to identify to the teacher which of our values has been displayed/exemplified or which has been undermined, and the sanction given. This will be recorded by the teacher/classroom staff member in the manner described above.

Initially classroom or lunchtime misbehaviour will be dealt with by Classroom or Midday staff members, more serious misbehaviour should be referred to the class teacher, then if required, to the assistant Head teachers or to the Head Teacher.



### Continual or Escalated Behaviours:

In recognising that significant and repeated inappropriate behaviour is very often caused by other factors, we aim to ensure that children can be supported at an enhanced level so that they can learn to self-moderate. School employs a trained SEND and pastoral team who will intervene and support the child until behaviour improves.

Following the identification of concerns by a staff member or parent/carer, we would investigate three potential pathways:

1. **Emotional:** a child's behaviour may be affected by circumstances or issues which are impacting on their emotional wellbeing. There are many and varied reasons which could impact a child's emotional state, including the possibilities that the child is subject to external factors which require safeguarding support and intervention. School is well placed to support children in overcoming these barriers, including the investment in a highly trained pastoral team, the deployment of an expressive-arts therapist
2. **Medical/Developmental:** a child's behaviour may be affected due to a medical or developmental issue or condition. This would be addressed through a SEND pathway and is covered by SEND policy and practice
3. **Environmental/social:** a child's behaviour may be affected by factors which pertain to their social circumstances; e.g. home life/family interactions/school-based perceptions. School safeguarding policy makes clear how these issues should be reported and addressed. We remain resolute in our belief that it is our responsibility to leave no stone unturned in the pursuit of supporting children in happy and successful, both in school and out. We act in all cases where we believe that environmental/social/family circumstances are negatively impacting a child's school life. These actions are often **proactive:** e.g. using our PHSE and SRE policies to teach our children what healthy family life should look and feel like; supporting families experiencing hardship through deployment of food parcels; offering a free-to-all breakfast club; support for parents through the use Parentgym\*. Actions can also be **reactive:** e.g. speaking to and working with parents when a report is made by a staff member or child which raises an environmental or social concern; referral to social services when reports are raised which indicate the potential for elevated risk to a child (safeguarding policy and practice is used in the management of these cases).

In all cases, staff are instructed to act with objectivity and without prejudice, with the only aim to remove a potential barrier to learning.

\*Parent Gym provides parenting programmes free of charge to schools and children's centres in the state sector. [The] programme has been designed by leading psychologists and is suitable for parents of children aged 2-11. The sessions are highly interactive and participative... Parent Gym programmes are facilitated by our Parent Gym Coaches. Some of these are volunteers from the community, others are in-house staff members based in schools or children's centres. All our coaches go through rigorous screening, training and assessment to prepare them to deliver Parent Gym; they then receive ongoing support, mentoring and training.

## APPENDIX 1

### BULLYING

Poplar Street is a place where everyone has the right to be themselves. It's a place where everyone can feel safe, be happy and learn. Everyone at our school is equal and acts with respect and kindness towards each other. Our school strives to be a bully-free place.

#### **What is bullying?**

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or a group of people. A useful way to remember bullying is

**SEVERAL TIMES ON PURPOSE**

#### **Bullying can be:**

Physical: e.g. kicking, hitting and damaging their belongings.

Verbal: e.g. name calling, threats and making offensive remarks.

Indirect: e.g. spreading nasty stories about someone, gossiping and leaving someone out from social groups like games.

Cyber: sending nasty emails, online messages, texts or making nasty phone calls.

#### **Bullying can be about:**

Race, ethnicity, religion or belief

Sexist bullying, e.g. saying that they are acting 'like a boy' or 'like a girl'

Special educational needs or disability

What someone looks like

#### **Where somebody lives**

##### Aims

- To eliminate incidents of bullying
- To deal with bullying effectively
- To work together to create and maintain a secure, calm and healthy learning environment
- To record and analyse incidents of bullying
- To monitor and evaluate the effectiveness of the anti-bullying policy
- To review the anti-bullying policy to inform future practice

##### General principles

- Our work is based on mutual respect and we value and respect everyone
- Our curriculum is aimed at preventative approaches to bullying and intimidation
- No-one should have to tolerate bullying because bullying hinders learning
- Everyone in the school community should know and understand the school's policy on how to respond to a bullying incident
- A response to bullying must be made and seen to be made

##### Implementation

Our anti-bullying policy will be implemented through:

- Consulting and informing staff and pupils about our anti-bullying policy
- Providing opportunities for pupils to behave positively
- Staff/adults in school providing positive role models
- Promoting anti-bullying through assemblies
- Teaching themes in PSHE e.g. friendship, conflict, trust, power
- Encouraging group tasks and discussions on anti-bullying strategies
- Promoting anti-bullying values and co-operative behaviour through the curriculum
- Discussing in School Council and providing feedback from the pupils

### Guiding principles for dealing with Bullying

Poplar Street School takes incidents of bullying seriously. When bullying is reported it is dealt with quickly and in an appropriate manner

- Time is the key; so pupils feel supported, respected and valued
- The needs and problems of both the person doing the bullying and the victim need to be taken into account
- Bullying must never be ignored by members of staff, whether it is reported to, or apparent to them
- All members of staff must remain vigilant
- All staff are expected to act as positive role models in their relationships with pupils
- Discussions about incidents should take place in private
- Care needs to be taken when involving parents
- If in doubt about dealing with bullying seek guidance

### Procedures

The procedures outlined under the point system of our Behaviour Policy will be implemented

The 'no-blame' approach:

In the first instance, pupils who are perceived to have bullied should be given an opportunity to act restoratively, supported by staff members trained in the 'no-blame' approach to conflict resolution.

- A teacher will talk to the perpetrator and find out why s/he is bullying others
- The incident will be logged and proven cases reported to the Council, (parents to be informed of this)
- The behaviour of the perpetrator will be monitored
- Should further incidents occur the parents of the bully will be informed and involved
- It may be decided the perpetrator needs further help
- In very serious cases the Head Teacher will decide if further action needs to be taken

## APPENDIX 2

### Dealing With Racist Incidents

RACISM – A racist incident is any incident which is perceived to be racist by the victim or any other person.  
(Stephen Lawrence Inquiry)

### Legal obligations

Schools in Tameside have had guidance available since 1987 advising them of the need to have a clear policy towards racist behaviour. This requires:

- That all schools record racist incidents
- That all recorded incidents are reported to Governors
- That all recorded incidents are reported to the pupils' parents/guardians, school governors and LA
- That the numbers and self-defined ethnicity of 'excluded' pupils are published annually on a school-by-school basis

### Aims

- To eliminate incidents of racism
- To deal with racism effectively
- To work together to create and maintain a secure, calm and healthy learning environment
- To record and analyse incidents of racism
- To monitor and evaluate the effectiveness of the anti-racism policy
- To review the anti-racist policy to inform future practice

### What is racism?

Racism is defined above but may include the following behaviour or actions:

- Incitement of others to behave in a racist way such as bringing racist leaflets, magazines or computer software into school
- Physical assault against a person or group because of colour, race and/or ethnicity
- Verbal abuse and threats
- Derogatory name-calling, insults, racist jokes and language
- Racist graffiti – wearing racist badges or insignia and other provocative behaviour
- Racist comments during lessons
- Attempts to recruit other pupils to racist organisations and groups
- Refusal to co-operate with other people because of their colour, ethnicity, language, accent or dialect
- Ridiculing someone because of their cultural differences
- Incidents may not involve a direct victim and these are described as 'victimless'. This is where, for example, a pupil makes derogatory comments about a particular racial group but there are no members of that group in the classroom.

### General Principles

- Poplar Street is an anti-racist school
- our approach will seek to educate (or re-educate) perpetrators and to assure victims that racism is not tolerated
- We work in partnerships based on mutual respect and we value and respect everyone
- Our curriculum includes preventative approaches to anti-racism
- No-one should have to tolerate racism because racism hinders learning
- Everyone in the school community should know and understand the school's policy on how to respond to racist incidents
- A response to racism must be made and seen to be made

### Implementation

The anti-racist policy will be implemented through:

- Consulting and informing staff and pupils about our anti-racist policy
- Providing opportunities for pupils to behave positively
- Staff/adults in school providing positive role models
- Promoting anti-racist attitudes through assemblies

- Teaching themes in PSHE e.g. friendship, conflict, trust, power
- Encouraging group tasks and discussions on anti-racist strategies
- Promoting anti-racist values and co-operative behaviour through the curriculum
- Discussing in School Council and providing feedback from the pupils

#### Guiding principles for dealing with Racism

Poplar Street School takes racist incidents seriously. When racism is reported it is dealt with quickly in an appropriate manner.

- Time is the key, so pupils feel supported, respected and valued
- The needs and problems of both the victim and the perpetrator need to be taken into account
- Racism must never be ignored by a member of staff
- All members of staff must remain vigilant
- All staff are expected to act as positive role models in their relationships with pupils
- Discussion about incidents should take place in private
- Care needs to be taken when involving parents
- If in doubt about dealing with racist incidents seek guidance

#### Procedures

- The procedures outlined under the point system of our Behaviour Policy will be implemented
- All racist incidents will be investigated as quickly as possible
- All racist incidents will be logged in accordance with policy
- The incident will be discussed with the perpetrator
- The victim will be offered support
- The behaviour of the perpetrator will be monitored

### APPENDIX 3

Fixed term or permanent exclusions may be invoked for any of the following behaviours:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist, gender-based, religious or homophobic abuse
- Sexual misconduct
- Drug and/or alcohol related behaviour
- Theft
- Persistent disruptive behaviour
- Putting health and/or safety of self or others at risk
- Cyber-bullying or victimisation/use of digital social media to intimidate

Action Area:	<i>Inclusion</i>		
System/procedure:	<i>Key Stage 1 m Traffic light Behaviour System</i>		
Vision/intended outcome:	<i>Consistency in application of system</i>		
Lead facilitator:	<i>L Ray</i>	Commence date:	<i>Jan 2019</i>

Benchmark/step:	Accountability (who)	Timescale (when)
1 Beginning of each day all children start off in green segment.	Class teacher/ TA	
2 First sign of unacceptable behaviour, child will receive a verbal reminder to modify their behaviour, yellow face shown to the child.	Class teacher / TA	
3 If unacceptable behaviour continues child will be shown the yellow face for a second time and moved to yellow section.	Class teacher / TA	
4 If unacceptable behaviour continues, child shown the red face. Name is moved down to the red segment Class Dojo is updated, followed by a 5, 10 or 15 minute time-out.	Class teacher / TA	
5 Child will complete a time-out immediately or at nearest opportunity(break time or lunch time). A 5- 15 minute time-out should be completed with class teacher in class or on the wall if the teacher is on duty.	Class teacher	
6 If a child misbehaves in a serious manner they will be immediately moved into the red segment.	Class teacher / TA	
7 If child displays signs of changed attitude/improving behaviour they may be moved back to yellow/green segment at any point during the day.	Class teacher /TA	
8 If a child reaches the red segment on 3 occasions, a letter or phone call home, by class teacher.	Class teacher	
9 End/start of each day all those children still on green should be entered into a lucky dip/golden time or similar system for a reward (this can be determined by class teacher)	Class teacher	
10 All children are put back on green for the start of the next day.	Class teacher	

standards	
1.	All staff follow the steps outlined above
2.	All children understand how the system operates
3.	Good behaviours and attitudes are celebrated
4.	
5.	

Action Area:	<i>Inclusion</i>
System/procedure:	<i>Key Stage 2 Traffic light Behaviour System</i>
Vision/intended outcome:	<i>Consistency in application of system</i>
Lead facilitator:	<i>L Ray</i>
Commence date:	<i>Jan 2019</i>

		Accountability (who)	Timescale (when)
1	Beginning of each day all children start off in green segment.	Class teacher/ TA	
2	First sign of unacceptable behaviour (see list) child will receive a verbal reminder to modify their behaviour	Class teacher / TA	
3	If unacceptable behaviour continues, Name is moved down to the yellow segment. If behaviour improves, child moves back to green at the end of the lesson	Class teacher / TA	
4	If unacceptable behaviour continues/escalates, child's name is moved to Red and Class Dojo is updated and parent informed.	TA	
5	For Red behaviour, child will complete a detention at break time or lunch time (whichever is soonest). Where practical and possible, detention should be completed with class teacher in class or on the wall if the teacher is on duty.	Class teacher	
6	If child displays signs of changed attitude/improving behaviour they may be moved back to the yellow/green segment at any point during the day.	Class teacher /TA	
7	Children displaying escalated or serious behaviours should go straight to Red and a senior staff member informed.	Class teacher / TA	
8	If a child reaches the red segment 3 times in one week, contact with parents should be made by the class teacher and actions agreed.	Class teacher / TA	
9	End of the day all those children still on green should be entered into a lucky dip/golden time or similar system for a reward (this can be determined by class teacher)	Class teacher	
10	All children are put back on green for the start of the next day.	Class teacher	
<b>standards</b>			
1.	All staff follow the steps outlined above		
2.	All children understand how the system operates		
3.	Good behaviours and attitudes are celebrated		
4.			



# Behavioural Incident Form

(for serious incidents - clear detail is required)

<b>Details</b>	Date:		Time:		Place:	
	Staff dealing:			Pupil/s being challenging:		
	Witnesses:			Other pupil/s involved:		
				Staff completing form:		
<b>Description of incident</b>	<b>Before the incident:-</b> What was happening? Which lesson? What was the pupil supposed to be doing?					
	<b>Trigger-</b> what triggered the behaviour?					
	<b>Description of incident:</b>		Details:			
	Interfere with staff	<input type="checkbox"/>				
	Interfere with pupil	<input type="checkbox"/>				
	Assault on pupil	<input type="checkbox"/>				
	Assault on staff	<input type="checkbox"/>				
	Persist' disruption	<input type="checkbox"/>				
	Direct challenge	<input type="checkbox"/>				
	Damage property	<input type="checkbox"/>				
	Leaving school	<input type="checkbox"/>				
	Other	<input type="checkbox"/>				
<b>How was the incident resolved- what TT controls were employed if any?</b> <small>Put time taken for TT</small>						
<b>De-escalated after initial event</b>		<b>Physical Intervent'n req'd</b>		<b>Stand</b>	<b>Chair</b>	<b>Was the PPBP followed?</b>  <b>Y/ N</b> <small>Provide details if no and it needs review.</small>
Distraction		Single elbow				
Schedule or other visual aid		Double elbow				
Humour		Figure of 4				
Verbal "moving on"- looking forward		Wrap (note pupils must be a head shorter than staff)				
Reassurance						
Reminder of consequences						
Time left alone <small>(supervised)</small>						
Parents/carers removed pupil						
<b>Motivation?</b> what do you think the pupil sought to "get out of it"?- or state "reactive"			<b>Actual consequences-</b> any rewards or negative reinforcement- including inadvertent- from the incident for the pupil?			

<b>Reporting &amp; recording</b>	<b>Detail any injuries or damage sustained</b>			
	<b>Were any pupils involved debriefed?</b> (including the pupil causing the incident) Y/N Details if necessary:			
	<b>Name of Senior Staff notified:</b>	<b>Date:</b>	<b>Time:</b>	<b>SMT initial to confirm</b>
	<b>How were parents of pupils affected informed?</b>			
<b>Phone</b>	<b>In person</b>	<b>Letter</b>	<b>Other (specify)</b>	

**For Completion by Senior Management**

<b>Action taken</b>	<b>Was debriefing/support offered to staff:</b> Y / N      detail below if additional support was necessary	
	<b>Action plan specifically for the prevention of the reoccurrence of this incident:</b>	<b>Date &amp; Initial when action complete:</b>
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
	<b>Any wider implications for management/policy:</b>	
<b>Refer to:</b>		
<b>Signed:</b>		
<b>Date signed off:</b>		