



## **Behaviour Management Policy**

### **Introduction**

The school policy for behaviour management has been written to closely reflect Nottingham City local authority and national guidance from the Department for Education (DfE) that was released in September 2015. It has been further developed by the Ambleside Behaviour Policy Working Group and governors. The policy was reviewed and ratified by the governing body during the spring term 2017.

Our collective aim is to enable all pupils in school to reach their educational potential and it is vital that we maintain acceptable standards of behaviour in the classroom and around the school in order to achieve this.

The implementation of this policy is the responsibility of all staff.

### **Aims**

The aims of this policy are:

- to promote positive attitudes to good behaviour and respect for all others
- to understand the underlying reasons for poor behaviour
- to develop in pupils a sense of self-discipline, a proper regard for authority and acceptance of responsibility for their own actions
- to prevent bullying among pupils
- to regulate the conduct of all pupils
- to establish and maintain a consistent and fair approach to the management of the behaviour of pupils throughout the school.
- to ensure pupils can benefit from all the learning opportunities planned and provided for them to succeed in school and later life

### **Guiding principles**

The above aims will be best achieved in a relaxed, pleasant atmosphere where pupils are able to give their best and are encouraged and stimulated to fulfil their potential.

Boredom, lack of understanding, incorrect pitch of work and lack of progress are major reasons why some pupils misbehave. The provision of a relevant and appropriate curriculum, the use of inspiring and motivating teaching methods and the full involvement of all pupils are important ingredients in ensuring a well-ordered and well-motivated school.

All members of staff need to be aware at all times of the need to promote the positive ethos of the school and accept the shared responsibility for the welfare of all pupils.

## **The school rules**

At Ambleside Primary School we expect pupils to be polite and respectful, be sensitive to the needs of others take care of property, not to take the law into their own hands. They are expected to follow the school rules:

- we follow instructions first time
- we are polite and speak respectfully to everyone
- we keep our hands and feet to ourselves
- we work and play safely
- we take care of the school environment
- we respect our own and other people's property
- we are in school uniform and prepared for learning.

The school rules are displayed in each classroom and around the school. At the start of each school year, pupils sign a class contract agreeing to the rules and the assistant head teachers ensure this is completed.

## **Breaktime behaviour**

All staff are responsible for all pupils in school. At break, duty teachers must ensure that they are on the playground with their class before the others, in order to supervise pupils in a safe and appropriate manner. Year group leaders will ensure that adequate supervision is available if any member of staff is absent. Pupils should not be entering school corridors during break or lunchtimes.

At the end of break the duty teacher will blow the whistle and all activity must cease. On the second whistle, the pupils should walk to their class lines where they will be met by their teacher and led into the building in an orderly manner.

All staff must ensure that timings for breaks are adhered to and that they leave the staffroom promptly to meet their classes.

Playtime incidents should be dealt with by the teachers on duty and reported back to the class teacher as necessary. The class teacher will log any incidents reported. In the absence of the class teacher the supply or PPA provider will pass on the log to be recorded the following day to the class teacher.

## **In case of inclement weather**

The decision regarding indoor break should be taken by year group leaders and a message sent to colleagues as soon as possible.

During indoor playtimes the pupils will be in their classrooms, supervised at all times by the duty teachers patrolling the corridors and classrooms. Class teachers should regularly remind pupils of the standard of behaviour expected during indoor break times; ensure pupils are clear about indoor break routines and provide a range of appropriate activities which pupils can access independently.

## **Lunch time behaviour**

Pupils are fully supervised at lunch time by the mid-day supervisors, including two deputy senior mid-day supervisors and a senior mid-day supervisor. All staff will encourage good behaviour and adherence to the school rules during the lunch period and ensure pupils move around the school in an orderly manner.

The mid-day supervisors will reprimand pupils if their behaviour is unacceptable, they will record unacceptable behaviour on a behaviour log slip and inform the class teacher and the learning mentors.

In the event of seriously unacceptable behaviour, the mid-day supervisors will refer the matter to the senior mid-day supervisor who may refer the matter to the year group leader, deputy or head teacher.

The head teacher is required to maintain good order and discipline during lunchtime. The head teacher will use debarment as an appropriate disciplinary sanction for the to maintain good order and discipline throughout lunchtime. (Debarment does not preclude a pupil being excluded from school if behaviour during the school day warrants such action.)

A one-week debarment from lunchtimes is the equivalent of a 2.5 days fixed term exclusion and will be placed on a pupil's permanent record. The local authority will also be informed, along with the chair of governors.

## **Moving around the school**

Any movement should take place in an orderly manner so as not to disturb others who are working.

Staff should ensure that pupils are monitored when leaving the classroom, whether they are going to the toilet, the library, or any other reason – their behaviour should be checked regularly.

Pupils should not be sent out of the classroom on tasks that can be undertaken at break, dinner time or before or after school e.g. collecting holiday forms or equipment from the office.

When a whole class is moving, the teacher should ensure the classroom is empty before proceeding, again no pupil should be unsupervised.

Pupils should be supervised carefully as they move through any shared areas and ensure that they do not disturb others who are working.

Members of staff should intervene if there are pupils in a class line who should not be together and position themselves so that the behaviour of all pupils can be monitored as they are moving.

Pupils should be discouraged from using the corridor at break times or dinner times, by ensuring they have their coats, if they are needed, before being dismissed. Pupils should use appropriate entrances/exits and not return to the classroom unattended.

The corridor should only be used as a through route to get to the playground or the hall at lunchtime.

There should be no waiting or playing in entrance porches, toilets or doorways.

## **Pupils' conduct outside school**

School staff may discipline pupils for misbehaviour when the pupil is taking part in any school-organised or school-related activity.

Non-criminal bad behaviour and bullying that occurs outside of school hours will be dealt with on a case by case basis in partnership with parents. Criminal behaviour will be reported to the community police.

## **Rewards for good behaviour**

Ambleside staff will use their judgement when rewarding pupils. Praise should be specific and so reinforce expectations. Rewards may include:

- a move 'up' the class behaviour chart
- positive comments written on the pupil's work
- a visit to a year group leader, the deputy head teacher or head teacher
- class based rewards such as *table points*, *raffle tickets* or *chance cards*
- presentation of a certificate in the 'Star of the Week' assembly
- presentation of an Ambleside Behaviour Star badge
- positive review from the teacher at Assertive Mentoring meeting
- awards of stickers, stars or stamps.
- favourable comments on the pupil's annual report
- a comment, postcard, phone call or text message to parents
- a specific area of responsibility
- a special privilege such as '*Ambleside's Fine Dining*'
- a whole class 'treat'
- a whole year group 'treat'.

Whole class rewards should be used to encourage cohesion and a collegiate approach. They contribute to a positive climate for learning. Each class member should be able to play their part in earning a whole class reward. Class rewards might include: 15 minutes on the trim trail; a short film; a picnic; 15 minutes playing computer games; a cake; 15 minutes playing party games etc.

## **Assertive mentoring**

Ambleside Primary School operates assertive mentoring for all pupils in Key Stages 1 and 2. Meetings between the teacher and each pupil in their class take place once every term. The meeting provides the opportunity for teachers and pupils to agree achievable targets in behaviour, attitude, attendance, punctuality and effort each half term.

Within mentoring meetings, pupil and teacher review what has been achieved and how the pupils' attitude and behaviour can be improved. Feedback to each pupil is focused and clear.

Any pupil whose behaviour is of concern is placed 'in the red'. Teachers must inform the deputy head teacher who then writes a 'red' letter which details the number of logs a child has received and any sanctions carried out by the school. It also outlines expectations that the pupil improves their behaviour.

All assertive mentoring files should be available to SLT on request. Pupils' profile pages can be used to inform discussion during meetings with parents.

## **Unacceptable behaviour**

Unacceptable behaviour disrupts teaching and the learning of others. Deliberate unkindness, refusal, persistent calling out, disobedience, disrespect and insolence are unacceptable. Any incident of racism or homophobic language is unacceptable and will be investigated by staff, and recorded in the equality log book located in the head teacher's office, in addition to SIMS.

Staff should use the following sanctions:

- reprimand
- movement 'down' the class behaviour chart
- directing the pupil to work in a different part of the classroom

- sending the pupil with appropriately pitched work to paired class
- pupil missing some of their break or lunch time with the class teacher
- detention at playtime to be carried out in the hall by members of the leadership team
- phone call to parents.

Remedial work may include:

- writing out the school rules
- face to face apology
- letter of apology.

The head teacher or deputy will decide whether a pupil should be withdrawn from participation in any school visits, events or extra-curricular activities. It should be brought to the attention of the year group leader if there are pupils who are demonstrating unacceptable behaviour and being considered for exclusion from visits, events or rewards. The year group leader will then consult with the head teacher or deputy as to whether a pupil should be withdrawn.

At Ambleside Primary School we do not use the following sanctions:

- pupils standing outside the classroom or staffroom
- loss of curriculum entitlement such as PE.

All unacceptable behaviour should be recorded on SIMS. This record is used to analyse behaviour patterns and is also used as evidence during discussions with parents. It is also used as reference for assertive mentoring meetings.

All behaviour logs are monitored by the inclusion leader and the deputy head teacher. If a pupil receives more than 5 behaviour logs during a month, then the class teacher will send a request to the pupil's parent(s)/guardian(s) to attend a meeting in school. The class teacher should then contact the year group leader, inclusion leader and a learning mentor to create an agenda for the meeting.

A meeting can also be triggered if a child is presenting serious cause for concern. Again the class teacher should contact the parent(s)/guardian(s) and request they attend an initial meeting with the assistant head teacher and learning mentor. The aim of the meeting should be to ensure that school and home are working in partnership to improve the pupil's behaviour; to discuss possible actions including support from the learning mentor, Place 2 Be or a referral to outside agencies and to clarify expectations and sanctions. Good communication between home and school is an essential part of securing good standards of behaviour and discipline.

If a further meeting is required, this should also include the school inclusion leader or deputy head teacher.

### **Behaviour passports**

A pupil whose behaviour is causing concern will be considered for a behaviour passport. This enables members of the senior leadership team to monitor these pupils more closely.

School operates two types of behaviour passport, with one monitoring behaviour during lesson times and the other during the lunchtime period.

## **Seriously unacceptable behaviour**

Seriously unacceptable behaviour disrupts the orderly running of the school and will not be tolerated.

For example: violence and aggression; swearing and abuse; endangering self and others, absconding, damage to school property, malicious allegations against school staff and persistent refusal to follow an adult's instructions all constitute seriously unacceptable behaviour.

In the event of a seriously unacceptable offence, the pupil can be immediately referred to the head teacher or deputy head teacher.

The head teacher and deputy will use the following sanctions:

- detention including after school when necessary
- isolation
- placing the pupil 'on report' through the use of a behaviour passport and weekly reporting to the deputy
- withdrawal of privileges
- fixed term exclusion
- in extreme cases, permanent exclusion.

## **Detention**

Teachers have discretion to send a pupil to morning playtime detention for seriously unacceptable behaviour such as spitting, fighting, persistent bad language, bullying, or racism.

Detention is not an opportunity for pupils to finish off work and should not be used in place of class sanctions such as being sent to Paired Class. The pupil's name and reason for the detention will be recorded in the detention folder, alongside the number of days agreed with the pupil. Multiple detentions should not be used as a sanction for Key Stage 1 pupils. When considering setting more than two detentions for older pupils, staff should discuss additional sanctions, or restorative work as an alternative.

Please contact the year group leader, assistant heads, learning mentors, inclusion leader or the deputy head if you have any queries about whether a formal detention is a suitable sanction for a particular pupil.

Detentions will be served but they do not always take place on the same day as the behaviour issue. If a pupil refuses to complete the detention, the detention is carried forwards to the next day. Repeated refusal may result in an after school detention.

Staff must log the behaviour on SIMs in line with the school's behaviour policy and sanction (listed as 'Missed Playtime' on SIMs).

## **Behaviour support plans and PSP's**

When a pupil is judged to be exhibiting prolonged and significant behavioural issues then a behaviour support plan (*see Appendix 1*) will be drawn up. The plan identifies the difficulties the pupil has and the strategies which work best with them. The plan is put into action by a combination of class teacher, learning mentors and members of the Leadership team. The plan runs for several weeks before it is evaluated to judge how effective it has been. The review may identify further actions required or it may identify that a plan no longer needs to be in place. When the plan is reviewed the opinions of the pupil, parents, teacher and other staff are sought so that a clear overview of next steps is developed. A pupil file will also be opened so that all records are held in a central place.

If, however, the pupil is still at risk of exclusion, a Pastoral Support Plan (PSP) is set up. The PSP is similar in format to the behaviour support plan but is more detailed. The plan will be established by the inclusion leader, learning mentors, class teacher and assistant heads. This will be monitored by the deputy head teacher. Pupils put onto a PSP continue to have a behaviour passport which is monitored and presented to the deputy on a weekly basis. The contents of the PSP will be shared with all appropriate staff (*see appendix 2*).

The PSP will include a non-negotiable contract that clearly outlines behaviour that will not be tolerated. This contract is to be signed by key staff, parents and the pupil. It will be made clear to anyone refusing to sign the contract that school expects that it will be followed regardless. Some of the greatest improvements to behaviour are when there is a strong partnership between all parties.

A follow-up meeting between the class teacher, inclusion leader, assistant head teachers, deputy head teacher and learning mentor will be set for the next half term so that progress can be reviewed; the impact of interventions can be assessed, and the next steps can be established. The pupil will be removed from a PSP once there is a sustained improvement in their behaviour.

### **The role of the learning mentors**

All pupils, irrespective of background, age or ability are capable of going through periods of poor behaviour. To make an impact on learning and behaviour we aim to deal with such issues in a systematic and professional manner, seeking to trace issues back to their root cause and intervening at an early stage where possible. This can only be done effectively through dialogue and discussion. The issues may be overcome quickly, or may require lengthier intervention and support.

The learning mentors have a role throughout the school. The DfE describes the role as: support and guidance to children, young people and those engaged with them, by removing the barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.

Our learning mentors are trained to work with pupils on both a collective and an individual basis to investigate the pupil's concerns, fears and anxieties. They provide timetabled support for specific pupils and are also on call to respond to matters as they arise.

### **Restrictive physical intervention and risk assessments**

It may be necessary on occasion to use positive handling techniques with a child who is causing harm to themselves or others. This can be either physical aggression towards pupils or staff or actions which will significantly hurt themselves or others. The emphasis in school is on the avoidance of physical intervention, with displays of aggression being dealt with through persuasion, diversion or instruction whenever possible.

Pupils who regularly engage in aggressive or destructive behaviour which may require restrictive physical intervention will have an individual handling plan or a risk assessment written for them. This plan outlines what are the main triggers for that pupil and the ways in which situations can be de-escalated. It also outlines how restrictive physical intervention will be employed and the members of staff who will be involved. Every plan has a number of steps giving the pupil opportunities to disengage from the behaviour. Restrictive physical intervention is used as a last measure. The plan is shared with the parents and there is a requirement that all parties involved sign it. The plan is reviewed regularly and changed if required. Risk assessments should be referred to by any member of staff working with those pupils particularly if there is a change to normal routine or an off-site visit is planned.

There are designated school staff who are trained to use restrictive physical intervention. These members of staff attend an annual training course and have an up to date understanding of what to consider whilst carrying out restrictive physical intervention techniques.

All members of staff are aware of who is trained in restrictive physical intervention and only these members of staff are called for once all other attempts at de-escalation have been unsuccessful.

Staff trained in the school are; Miss Bromley, Mr Shepherd, Miss Ryan, Mr Steane, Mr Aroussi, Mr Bird, Miss Evans, Mr Birchnall, Miss Blasdale, Mrs Sufa, Mrs York, Mrs Downes, Mrs Anthony.

## **Use of reasonable force**

All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom or around the school.

Trained staff authorised by the head teacher can use such force as is reasonable when searching a pupil without consent, for prohibited items which may include:

- knives
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been used or is likely to be used to commit an offence, personal injury or damage to property.

Any search undertaken by staff must always be carried out by two members of staff of the same sex as the pupil, in line with the school's safeguarding policy.

## **Children who run away from school**

Children should never be allowed to leave the premises during school time without the head teacher's permission. It is possible that on very rare occasions a pupil may leave the premises without the knowledge or permission of the head teacher.

If a pupil cannot be found by his/her teacher, the head teacher must be notified immediately and told when and where the pupil was last seen. Time is of the essence and prompt actions must be taken by all. Available staff will conduct a thorough search of the pupil's classroom, play areas, storage areas, toilets, the school building and the school grounds.

If the pupil is not found within a short period of time, the head teacher, deputy head teacher or inclusion leader will take the decision to notify the parents that their child is missing and phone the police. Available members of staff will be directed to search in the immediate vicinity of the school. They will take a mobile phone or walkie-talkie with them and maintain regular contact with the school.

When the pupil is located, the head teacher must be informed at once. Police and parents will be notified.

If the absconding pupil can be seen, the adult should call after the pupil, or talk to them to try and persuade them to return to school safely. Under no circumstances should a member of staff attempt to physically restrain or grab the pupil unless the child is in immediate danger of hurting themselves, or about to put themselves in a dangerous situation e.g. by running onto a busy road. A member of staff should never put themselves at risk in this process, and should not attempt to intervene without assistance unless it is an obvious emergency.

The head teacher or deputy head teacher should investigate events leading up to the incident and take appropriate action.

## **Isolation**

The head teacher or deputy will decide whether an internal exclusion is appropriate. If so, the pupil will be moved to an area of the school to work in isolation for a specified period. During this sanction,



the pupil will be provided appropriate work and be supervised by an appropriate member of staff. As part of this penalty, the pupil will also have supervised break and lunch times away from their peers.

### **Fixed Term exclusion**

Decisions about fixed Term exclusions are made on a case by case basis. The particular circumstances, the severity of the misdemeanour, the pupil's prior behaviour history and any mitigating circumstances are all taken into account.

Should a pupil's behaviour be giving sufficient cause for concern that it has reached the attention of the head and deputy head teacher, they consult:

- the behaviour logs
- evidence from witnesses in the event of a severe incident
- the fixed term exclusions tracking document
- the isolation tracking document.

The decision to exclude a pupil from school for any period of time is never taken lightly. For this reason, the decision is taken following consultation between three of the following: the head teacher, the deputy, the assistant head teacher or the inclusion leader. The judgement about whether to exclude a pupil, and for how long, is made taking into account:

- the severity of the misdemeanour
- the age of the child
- the child's behaviour history
- the appropriateness of the sanction
- prior sanctions e.g. number of prior internal or fixed Term exclusions
- any mitigating circumstances or special educational needs

It should be noted that any severe incident which threatens the safeguarding of any pupil could result in a fixed term exclusion, even if the pupil involved has no prior history of poor behaviour. Consistency is maintained by ensuring all records are kept up to date and referenced before any decision is made. The joint decision-making process includes a level of professional challenge to ensure pupils' advocacy and so support fairness and equality.

A fixed Term exclusion may last up to 15 days in any term. The head teacher excludes a child by writing to the child's parents, the chair of governors, and to the Admissions and Exclusions department of the local education authority. This letter will state the number of days that the exclusion will last and the reasons behind the decision and the time the exclusion begins. Work is set by the class teacher for the child to complete during the exclusion period.

If the pupil is excluded for more than 5 days, on the 6<sup>th</sup> day until the end of the exclusion, alternative, suitable full time education is provided by the school.

When the exclusion ends, the pupil, parents/ carers, inclusion leader, and deputy head teachers or head teacher meet to reintegrate the child into school and agree steps and reaffirm expectations to improve the child's behaviour. Following a fixed Term exclusion, isolation or part-time attendance can be used, at the head teacher's discretion, as a step towards full reintegration until the pupil has demonstrated a sustained improvement in their behaviour and attitude.

Parents are expected to attend the reintegration meeting before a pupil can return to school after any fixed Term exclusion.

## **Permanent exclusion**

In exceptional circumstances, the head teacher will inform the school governors that permanent exclusion of a pupil should be considered.

Within 15 days of the notice to permanently exclude, a discipline committee, comprising three governors, meets with the family, the head teacher and a local authority representative to ask questions about the exclusion and present any reports.

At the meeting, the governors will decide either to support the permanent exclusion, informing the education officer that in their opinion the child should not return to Ambleside, or to instruct the head teacher to accept the pupil back into school.

During an exclusion process, the child remains a pupil of Ambleside Primary School until such time as the discipline committee confirms a permanent exclusion. The school and the class teacher should continue to set and mark work for the pupil.

## **Stakeholder roles**

### **Role of all staff**

- develop an atmosphere where children are valued and promote high self-esteem
- ensure fairness and consistency in all approaches
- adhere to the policy
- complete the agreed school behaviour log records promptly
- ensure sanctions are consistently followed through
- report incidents and record appropriately
- ensure effective communication with parents
- complete assertive mentoring reviews once per term in phases 2, 3 and 4
- model positive behaviour at all times
- praise and reward good behaviour
- have clear, high expectations and routines for classroom organisation.

### **Role of the head teacher and governing body**

- ensure procedure is consistent throughout the school
- ensure that the behaviour policy is being implemented by challenging inconsistency and those staff who fail to follow the behaviour policy
- monitor behaviour issues and act on any patterns or trends identified
- carry out all sanctions
- provide pastoral care for staff accused of misconduct.

### **Role of the parents/guardians**

- support the school in the implementation of the behaviour policy
- communicate with the school about any issues or concerns.

## **Equality statement**

All pupils have equal access and inclusive rights to the curriculum regardless of their age, gender, race, sexual orientation, ethnicity, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Ambleside Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

## **Accessibility of policy documents**

Parents and carers are welcome to ask for further information about any policy matter. Copies of all current school policies are available for parents and carers to read. A copy of each policy is displayed in the school lobby and all policies can also be consulted online via the School website at [www.amblesideprimaryschool.co.uk](http://www.amblesideprimaryschool.co.uk). The school will try to arrange for the translation or summary of a document when this is requested by a parent or carer whose first language is not English. The school will try to make a document available in an alternative format when specifically requested.

## **Review**

The head teacher, staff and governors will review this policy in line with the school policy cycle.

## **Appendix**

- Appendix 1: PSP Template
- Appendix 2: Behaviour Plan Template
- Appendix 3: Support Plan Template
- Appendix 4: Behaviour Contract
- Appendix 5: Reference Sources
- Appendix 6: Guidance for dealing with biting incidents



## Appendix 1 - PSP

Student Information			
Name:	DOB:	Class:	Year:
Gender: Male/Female	Ethnicity:		
EAL: Yes/No	EAL Comments:		
SEN:			
Medical Information:			

Parent/Carer Information	
Name:	
Address:	
Telephone:	
Mobile:	
Alternative Contact Information	
Name:	
Address:	
Telephone:	
Mobile:	

Staff	
Teacher: TA: Others:	Other agencies:

Safeguarding Concerns	Child Protection Register	Child in Need	Priority Families	Looked After Child	CAF	EHCP	Section 33 Assessment
Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No

Academic Levels			
Reading Age	Reading	Writing	Maths

Attendance			
	Autumn	Spring	Summer
Last Year (%)			
This Year (%)			

Number of Sanctions			
	Autumn	Spring	Summer
Behaviour Log			
Detentions			
Internal Exclusion			
Fixed Term Exclusion			

Background and Nature of Concerns

Indicators and Signs of Escalation	

Known Triggers	

Successful De-escalation Strategies	

Interventions	
<b>Good Behaviour Passport</b>	<b>Targets</b> 1. 2. 3.

Intervention		Expected Outcome
1		
	Who:	When:
2		
	Who:	When:
3		
	Who:	When:
4		
	Who:	When:

Review of Interventions		
	Was the Intervention Successful and Why?	Next Steps
1		What:
		Who:
		When:
2		What:
		Who:
		When:
3		What:
		Who:
		When:
4		What:
		Who:
		When:

Any Other Information?

Review Meetings		
	Present	Apologies
Autumn 1		
Autumn 2		
Spring 1		
Spring 2		
Summer 1		
Summer 2		

## Appendix 2 - Behaviour Plan Template

Student Information			
Name:	DOB:	Class:	Year:
Gender: Male/Female	Ethnicity:		
EAL: Yes/No	EAL Comments:		
SEN:			
Medical Information:			

Parent/Carer Information	
Name:	
Address:	
Telephone:	
Mobile:	
Alternative Contact Information	
Name:	
Address:	
Telephone:	
Mobile:	

Staff	
Teacher: TA: Others:	Other agencies:

Safeguarding Concerns	Child Protection Register	Child in Need	Priority Families	Looked After Child	CAF	EHCP	Section 33 Assessment
Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No

Academic Levels			
Reading Age	Reading	Writing	Maths

Attendance			
	Autumn	Spring	Summer
Last Year (%)			
This Year (%)			

Number of Sanctions			
	Autumn	Spring	Summer
Behaviour Log			
Detentions			
Internal Exclusion			
Fixed Term Exclusion			

Background and Nature of Concerns

<b>Indicators and Signs of Escalation</b>
<b>Known Triggers</b>
<b>Successful De-escalation Strategies</b>

<b>Interventions</b>	
<b>Good Behaviour Passport</b>	<b>Targets</b> 1. 2. 3.

<b>Intervention</b>		<b>Expected Outcome</b>
1		
	Who:	When:
2		
	Who:	When:
3		
	Who:	When:
4		
	Who:	When:



Review of Interventions		
	Was the Intervention Successful and Why?	Next Steps
1		What:
		Who:
		When:
2		What:
		Who:
		When:
3		What:
		Who:
		When:
4		What:
		Who:
		When:
<b>Any Other Information?</b>		

Review Meetings		
	Present	Apologies
Autumn 1		
Autumn 2		
Spring 1		
Spring 2		
Summer 1		
Summer 2		
Parent(s):	Child:	Learning Mentor:
Teacher(s):	SLT:	SLT:

### **Appendix 3 - Support Plan Template**

<b>Student Information</b>			
Name:	DOB:	Class:	Year:
Gender: Male / Female	Ethnicity:		
EAL:	EAL Comments:		
SEN:			
Medical Information:			

<b>Parent/Carer Information</b>	
Name:	
Address:	
Telephone:	
Mobile:	
<b>Alternative Contact Information</b>	
Name:	
Address:	
Telephone:	
Mobile:	

<b>Staff</b>	
Teacher: TA: Others:	Other agencies:

<b>Academic Levels</b>			
Reading Age	Reading	Writing	Maths

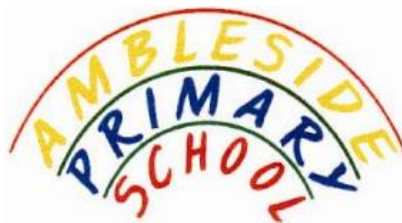
<b>Attendance</b>			
	Autumn	Spring	Summer
Last Year (%)			
This Year (%)			

<b>Number of Sanctions</b>			
	Autumn	Spring	Summer
Behaviour Log			
Detentions			
Internal Exclusion			
Fixed Term Exclusion			

<b>Background and Nature of Concerns</b>

<b>Indicators and Signs of Escalation</b>
<b>Known Triggers</b>
<b>Successful De-escalation Strategies</b>

<b>Interventions</b>	
<b>Good Behaviour Passport (if applicable)</b>	<b>Targets:</b>
<b>Additional support information.</b>	



### Behaviour Contract

DATE

I, **Pupil's name** have read and understood the following rules:

- 1.
- 2.
- 3.

I understand that if I break any of these rules I may **be** excluded from Ambleside Primary School.

**Name of pupil**

Pupil

Signed: \_\_\_\_\_

The above contract was read and signed in the presence of:

**Name**

Position

Signed: \_\_\_\_\_

**Name**

Parent/Carer

Signed: \_\_\_\_\_

**Name**

Position

Signed: \_\_\_\_\_

## **APPENDIX 5**

DfE Guidance:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>  
<https://www.gov.uk/government/publications/ensuring-good-behaviour-in-schools>  
<https://www.gov.uk/government/publications/school-exclusion>  
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>  
<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

## **APPENDIX 6**

### **Guidance for dealing with biting incidents**

Biting is deemed to be unacceptable behaviour and seen as another form of violence.

If an incidence of biting occurs, the school's behaviour and first aid policies apply.

#### **a. What triggers biting incidents?**

Pupils who bite either have behavioural difficulties or specific difficulties e.g. autistic spectrum disorder.

Biting can be a pupil's strategy for stopping something from happening to them or to gain attention.

In cases where a pupil has repeatedly bitten others, this behaviour should be taken into account when their behaviour plans or targets are being formed.

It is important to identify particular situations in which a pupil is triggered to bite, so management strategies can be put in place to avoid these 'triggers'.

Staff working with a biting pupil should be made aware of any identified 'trigger' situations.

#### **b. Management of a biting incident**

A member of staff should immediately inform the perpetrator that biting behaviour is wrong. The perpetrator should be removed from the immediate situation.

First aid should be administered for the victim.

Appropriate sanctions should be used with the perpetrator in line with the school's behaviour policy. If the biting pupil has special educational needs, specific sanctions may need to be devised.

Parents of the victim and perpetrator should be informed of the incident at the end of the day. Both a behaviour log and accident book notes should be completed.

If a member of staff is bitten, the same procedure should be followed.

