



HEART
EDUCATION TRUST

BEHAVIOUR POLICY

April 2021

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Introduction

At The HEART Education Trust we take the view that excellent standards of behaviour in school are the only way to ensure that excellence in teaching and learning can take place. Children cannot learn and teachers cannot teach when there is constant interruption, disruption or anti-social behaviour occurring in the learning environment. Likewise pupils and staff will not work to their best if they feel threatened or unsafe. However, it is not enough that children just learn how to behave, respect each other and work together in school – we aim to give them a toolkit which they can take beyond the school gates enabling them to develop resilience, responsibility, independence and the ability to work alongside others so that they are grounded adults, able to meet the challenges and pressures of everyday life and make choices to shape their communities and be law-abiding citizens.

Therefore this policy focuses on expected behaviour, choice and responsibility. We set our expected standards of behaviour for both pupils and adults through our vision, values, ethos and academy rules. Through expectation, reward and sanction we aim to enable our pupils to understand that choices humans make bring consequences both positive and negative and that they are in charge of their own choices both inside the school gates and beyond.

Our Values

This policy has been formulated to reflect the following values:

Everybody in our Trust has -

- ***The right to respect from others***
- ***The right to learn and to teach***
- ***The right to feel safe***
- ***The right to be treated equally***

Our Aims:

- to develop self-discipline in each child through example and laid down rules of conduct
- to enable children to learn that they can make choices and that choices bring consequences both positive and negative
- to encourage the development of positive relationships between children, staff, parents and other members of the Trust community
- To ensure that every member of our Trust community feels valued and respected and fairly treated
- To cultivate an ethos of warmth, kindness and cooperation, promoting values of honesty, fairness and respect for others
- To promote an environment where everyone feels safe and secure
- To foster the children's self-esteem and confidence through positive feedback, encouragement and helping them to confidently make choices which bring positive consequences
- To develop in children the skills of empathy and tolerance

- To develop a collective responsibility to ensuring, acceptable, positive behaviour and discipline throughout the Trust.

Our Approach

In this policy, we focus on

- Expected behaviour
- Choices
- Reward for those pupils who go the extra mile
- Consequences

We start from the premise that excellent behaviour and doing the right thing is an expectation both within school and within society therefore we do not offer extrinsic reward to pupils for meeting expected behaviour – we teach them that mutual respect, tolerance, self-discipline, moral purpose and a sense of social justice is the basis of a strong society.

We teach pupils to understand the difference between:

Intrinsic Motivation – when you do something because you enjoy it, it makes you feel good about yourself or you are interested by it. Simply engaging in it is reward enough.

Extrinsic Motivation – when you are externally motivated, you believe that participation will result in desirable outcomes such as reward or praise.

Extrinsic motivation is an important tool in organisations such as school or the workplace to motivate people to behave in a certain way or complete tasks. However, it is intrinsic motivation that gives us our sense of pride, encourages us to stick to a task and invest more energy.

Good behaviour is expected from everyone and we make regular use of praise. We are quick to spot and reward to those pupils who consistently make significant effort with their work, show extremely good manners and are able to act as a role model for others. Those pupils whose behaviours are more extreme and who would be unlikely to self-regulate their behaviour without some extrinsic reward are offered a range of strategies. (Those on behaviour programmes or target cards for example).

We believe that the rights listed under values will most likely be achieved when there are clear rules and people understand their responsibilities. The majority of pupils will respond if they have clear boundaries in place, know what happens if they push them and know the sanctions/rewards will always be applied consistently and fairly and that they will be heard if they are treated unfairly. Children with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

Expectations

- All members of the school community treat each other and visitors with patience, consideration and respect
- Answering back to adults is not tolerated and no staff should ignore or accept it
- There is a zero tolerance to violence towards both pupils and staff
- Compliance with the school rules
- All children line up and move quietly and thoughtfully around the school, showing an awareness of others
- Children are taught that if they indulge in non-acceptable behaviour, they have chosen to, and as a result there will be sanctions
- Children learn that they have a responsibility to respect and care for themselves, other people, property and resources both at school and in the community (Citizenship)
- Children are expected to take responsibility for their own actions
- All staff hold high expectations for children's behaviour
- All staff model and reinforce desirable behaviour
- School/class, routines and expectations are revisited and reinforced regularly and consistently
- Children's names are used at the beginning of the sentence, not the end
- All staff ensure that children understand specifically why they are being rewarded/disciplined and what for
- Negative phrases e.g. you are a naughty/bad/horrible child etc will **not** be directed at children under any circumstances
- Staff acknowledge that effective planning, preparation and organisation can help to negate poor behaviour and promote good on task behaviour; and that weak classroom management, planning, teaching will lead to poor behaviour
- Everyone works to keep the school environment tidy and that resources and materials are handed appropriately and respectfully
- Mistakes are acceptable. Learning from our mistakes so that we do not repeat them is expected
- Class rules are set in consultation with the children and displayed prominently in each classroom. Each teacher will discuss and negotiate rules of classroom and school behaviour with their pupils at the start of each school year.
- Lunchtime rules are agreed by *the academy council* and reinforced by the Mid-day Supervisors
- Politeness, consideration, fairness, responsibility and consistency are actively taught and demonstrated by example

Uniform and dress code

We believe that wearing school uniform raises aspiration, gives a sense of pride and a sense of belonging. The uniform is strictly adhered to and parents will be contacted if children are not wearing full and correct uniform the pastoral manager/assistant. It is a whole staff responsibility to ensure that the uniform code is adhered to. Pupils not wearing correct uniform should be sent to the Pastoral **Assistant**. Staff and adults are role models at all times. We have a dress code for all adults in school and all adults are expected to follow this code.

School Ties

Pulling on Ties – often termed ‘peanutting’ is strictly forbidden and is viewed very seriously.

It is the responsibility of parents/carers to ensure that their children are aware of the dangers this poses and to ensure their children understand the seriousness. It is the responsibility of the **headteacher/SLT to ensure that pupils are reminded** frequently and at least termly in assembly that there is zero tolerance against this which will almost certainly result in an exclusion either fixed or permanent. **Any incidence of tie pulling must be referred immediately to the headteacher and will be viewed very seriously.**

Rules

Children feel secure when there are clear boundaries.

Positive behaviour will be more likely if rules are:

- Few and clear
- Positively stated
- Generated with/by pupils
- Displayed clearly
- Referred to regularly
- Applied consistently
- Seen as having clear consequences if broken

Behaviour for Learning

The Trust is committed to improving the life-chances of children and young people through excellence in education, encouraging pupils to challenge themselves and hold high aspirations in their academic learning, personal and social development. To support this vision we work towards our “7 Hives of Learning” that underpin our values, but also in wider aspects of all of our school communities lives. Each classroom display’s the Bee’s (A4) and should be referred to throughout the learning. Each School has a Bee’s display to reinforce these behaviours for learning.

A Hive of Learning



Be Ambitious



Be Determined



Be Proud



Be Collaborative



Be Curious



Be Independent



Be Imaginative

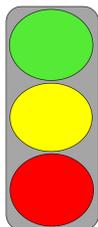


Trust Behaviour System (see Appendix 1)

This system is used across all academies within the Trust. Pupils know that this will be applied consistently and fairly and that they can speak to the Pastoral Assistant if they believe that it has not been applied fairly to them.

Initially, the class teacher deals with inappropriate behaviour however, if a pupil persists in ignoring the teacher request, the class teacher should use the Traffic Light system.

The Trust operates a traffic light system which is displayed in every classroom. (see Appendix 1)



All pupils begin the day on a green traffic light. This symbolises expected behaviour. Children upholding this behaviour will be verbally praised e.g. “Thank you, Emily for putting your pen down and facing me ready to learn.” This will often act as a prompt to those children who are not exhibiting appropriate behaviour.

Pupils’ names move down, one warning at a time to amber and then Red. This should only be done when a pupil does not respond to your first request e.g. ‘Mark please stop talking and listen to Georgia’. If Mark does not respond the first time you repeat your request. Mark still does not stop so Mark moves to amber. You have cause to repeat yourself to the same pupil again in the lesson and again he does not respond, therefore the pupil moves to Red. If the pupil repeats this behaviour again during the lesson it becomes a Time-Out. (see Appendix 2)

When a child is given a time-out, they are sent to the Pastoral **Assistant** who discusses their behaviour with them and talks about alternative choices. The teacher **must** send the pupil to Time Out with a completed **Time-Out slip** which details the inappropriate behaviour.

The Pastoral Manager logs all time-outs **on Scholarpack**. Pupils must be sent to Time Out with the work they are doing in the classroom and a pen or pencil, a Time Out Slip and a Consequence sheet.

Pupils must begin each new session on a green traffic light (e.g. if a pupil is on amber before play, they begin after play on green). Pupils are not given the opportunity to ‘earn back’ or move back to an amber or green traffic light during the session however.

(Staff must use discretion and sensitivity for pupils in YR and Y1. If it becomes necessary to take pupils to Time Out, they should always be taken by an adult and spoken to appropriately to their age and understanding).

Missed Break If pupils receive **more than 3 Time Outs in a week**, they miss the next break immediately following the 4th Time Out

Detention

If children get 3 or more Time-Out's this will result in a lunch-time detention. A detention lasts for half the lunch break. **If a child has 3 detentions or more a letter is sent home to the parents.** Each child begins a new half term with a 'clean sheet'.

For some more serious behaviours, children may jump directly to the detention stage – this will be the Pastoral **Assistant's** decision in conjunction with the class teacher.

The purpose of **Time Out** is to give children/pupils the opportunity to reflect on their behaviour and how they could have handled things more appropriately. Children will be encouraged to see that another choice may have avoided Time-Out. Every child from Year 2 upwards should complete a consequence sheet (with adult help if necessary) whilst in Time Out. They should discuss this with the Pastoral Manager and on return to their classroom, the class-teacher.

Where a pupil is persistently disruptive (e.g. the time outs and detentions are not having the desired effect to bring about behaviour changes), a range of escalations are available for example (See Appendices)

- Target cards
- Behaviour Support Plans
- Behaviour Contracts
- Internal Exclusion
- Involvement of Senior Leadership Team/Headteacher
- Involvement of the Sendco
- Engagement of Outside Agencies
- A period on Positive Play programme or Thrive programme
- Serious behaviour breaches will lead to either fixed or permanent exclusion (see Exclusion Policy)

Parents are always informed when the above become necessary.

Monitoring and Evaluating

Each half term the headteacher or senior leader should discuss with the class teacher, how time outs can be reduced for those children who are regularly in Time out and to establish any behaviour patterns.

The Behaviour system is designed to be progressive and keeps parents informed at an early stage. It is vital that the class teacher strictly adheres to the system so that the children are presented with a fair and consistent system. Staff should not send children out who have not been warned using the Traffic Light System and should not jump children straight to Red. The purpose of the Traffic Light System is that it is visual and helps children to make choices about their behaviour.

Pupils with known/suspected behaviour needs e.g. ADHD, ASD, Oppositional Disorder

This Behaviour Policy is applied to **ALL** pupils. Staff need to use professional judgement when applying to pupils with known behavioural difficulties. If the unwanted behaviour is part of a condition, it should be ignored where possible however, if the behaviour is **chosen** then this should be addressed in line with this policy e.g. Time Out system applied. **Violence in any form is not recognised as being part of a special educational need and therefore will not be tolerated towards either adults or children.**

Rewards

Good behaviour is always rewarded with positive praise and serves as a reinforcement to others.

Rewards are likely to be individual to each school or class and could include house points, star charts, cups, medals, certificates, notes home etc) This recognises pupils who display good learning behaviours, who go the extra mile with good behaviour or for pupils who consistently demonstrate expected behaviour e.g. ALWAYS CHILDREN

Never use food, confectionery/cakes as a reward..

Sanctions

Our priority is to encourage positive behaviour and self-discipline. Sometimes children exhibit behaviour which infringes on the rights of others. In such cases there is a range of sanctions which are applied. Whilst the school always tries to praise and use positive discipline, we also believe that children need to know that certain behaviours are not acceptable both at school and in the wider community. Sanctions often help to reinforce this learning.

Sanctions are always age appropriate, and **consistently and fairly applied.**

(where pupils persist in making inappropriate choices, staff may request the Pastoral Assistant to give the pupil an immediate ½ day internal exclusion (for this small group of pupils, parents should have this explained in a letter initially and then only need to be told after the internal exclusion has occurred).

Classrooms also have **red emergency** cards. In the event of an emergency, these should be taken by a child to the Pastoral **Assistant.** (NOT THE CHILD CAUSING THE EMERGENCY!)

Internal Exclusion

Where inappropriate behaviour persists beyond detentions and parental involvement, children may be given an internal exclusion. This is half a day or a day where they have to work away from their class and their peers. Occasionally, where behaviour has been dangerous, violent, abusive, bullying, persistently interrupts learning and teaching, or an act of vandalism, the school may skip directly to this stage. Parents are always informed of an internal exclusion before the exclusion takes place. Pupils should be given the class work for the day and should work on this during their internal exclusion. If pupils refuse to work, it is sent home and a phone call made to the parent, if it persists in not being done, the pupil stays in every break and lunch time until it is completed. Pupils must not miss their lunch on internal exclusion but should take their meals away from the rest of the school, and their breaks should be taken separately. The pupil should be within eye and earshot of an adult at all times, who regularly checks on the pupil.

Fixed Term, Lunch-time and Permanent Exclusion:

Pupils who have persistent problems managing their own behaviour at playtime and lunchtime will not be allowed to participate in playtime and lunchtime for an agreed period. Incidents will be recorded on Scholarpack and the child may face a fixed term of going home at lunchtime if the behaviour poses a risk to the safety of other pupils or adults.

Sometimes persistent serious behaviour breaches or more extreme cases of verbal/physical abuse etc may result in a period of fixed term exclusion. See Separate Exclusion Policy. For the most serious offences, Permanent Exclusion will remain an option (including pupils in Foundation Stage)

Each situation which arises is different and will be treated with sensitivity. All points of view are always taken into account and the Trust views provocation equally seriously. The Trust views exclusion as very much a last resort, when all other strategies have been tried but failed to bring about improvement or when an incident is so serious that no other sanction is appropriate. In imposing an exclusion, the Headteacher will comply with the Trust, local authority and statutory procedures and guidance.

(Following - To be included in HPA policy only. Individual academies may have their own risks they wish to put here

Balcony/Atrium

All children are frequently reminded that inappropriate behaviour in this area will meet a zero tolerance reaction. Throwing objects, climbing/leaning over the balcony, sitting on the metal rail etc will always result in an exclusion either internal, fixed or permanent, depending on the severity)

Stairwells – Any school with a stair well should add the following to their Behaviour Policy: – Children climbing over/on, leaning over, sliding down banisters or pushing will result in either an internal, fixed or permanent exclusion depending on the severity.

Taking Responsibility

We encourage children to take responsibility for their own actions and to understand that no-one can 'make' them behave either well or poorly. They have to make their own choice. Children who encounter a sanction are encouraged to see that there is an alternative and that they have actively chosen a sanction.

Children are encouraged to solve their own problems through discussion, so that they learn to problem solve, think about their actions and discuss their behaviour.

Dealing with Inappropriate Behaviour

Trust staff are committed to challenging inappropriate behaviour in all its forms and have high expectations of all children. In addition to safeguarding children's right to learn and the teacher's right to teach, staff will challenge the behaviour of any pupil which involves physical violence or abuse, threats theft or damage to personal or school property. The school has zero tolerance towards bullying and racism. (see anti-bullying policy)

Actions by staff are based on important principles:

- The inappropriate behaviour is rejected **not** the child
- Adults should speak to the children assertively and firmly but keep the situation calm
- Staff should use de-escalation tactics to defuse situations
- Children should be guided to accept responsibility for their actions and the consequences, both intended and unintended.
- A child's success at reducing inappropriate behaviour is always acknowledged
- Staff will use positive language

Lunch-Time

During the lunch break, children are supervised by Midday Supervisor Assistant's (MSAs). Children follow well-established procedures for eating their lunch, which ensures a safe and civilised meal, where children can enjoy the social aspects of eating. Playground rules are firmly upheld by MSAs and children are expected to give MSA's the same respect and courtesy afforded to teaching staff. Should a child repeatedly behave in a way which constitutes a risk to themselves or others, parents may be asked to make alternative arrangements for their child at lunch time.

Please note: CHEWING GUM IS NOT ALLOWED ANYWHERE ON THE SCHOOL PREMISES. Children with chewing gum will be asked to remove it and parents will be contacted by the Pastoral Assistant.

Working with Parents

In order to successfully support children to improve their behaviour, we will work in partnership with parents. The school will inform parents of any concerns regarding behaviour early on.

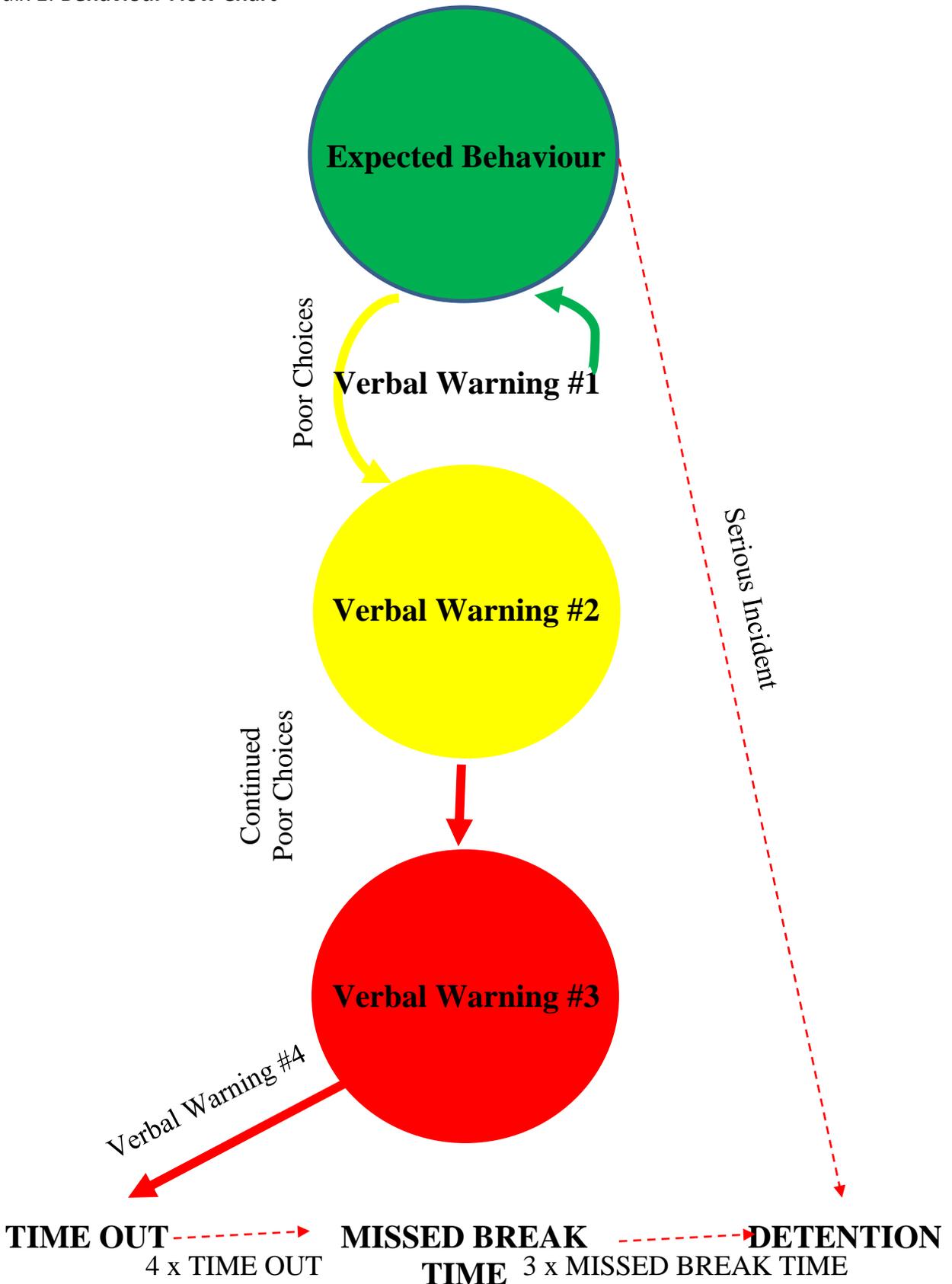
Role of Parents/Carers

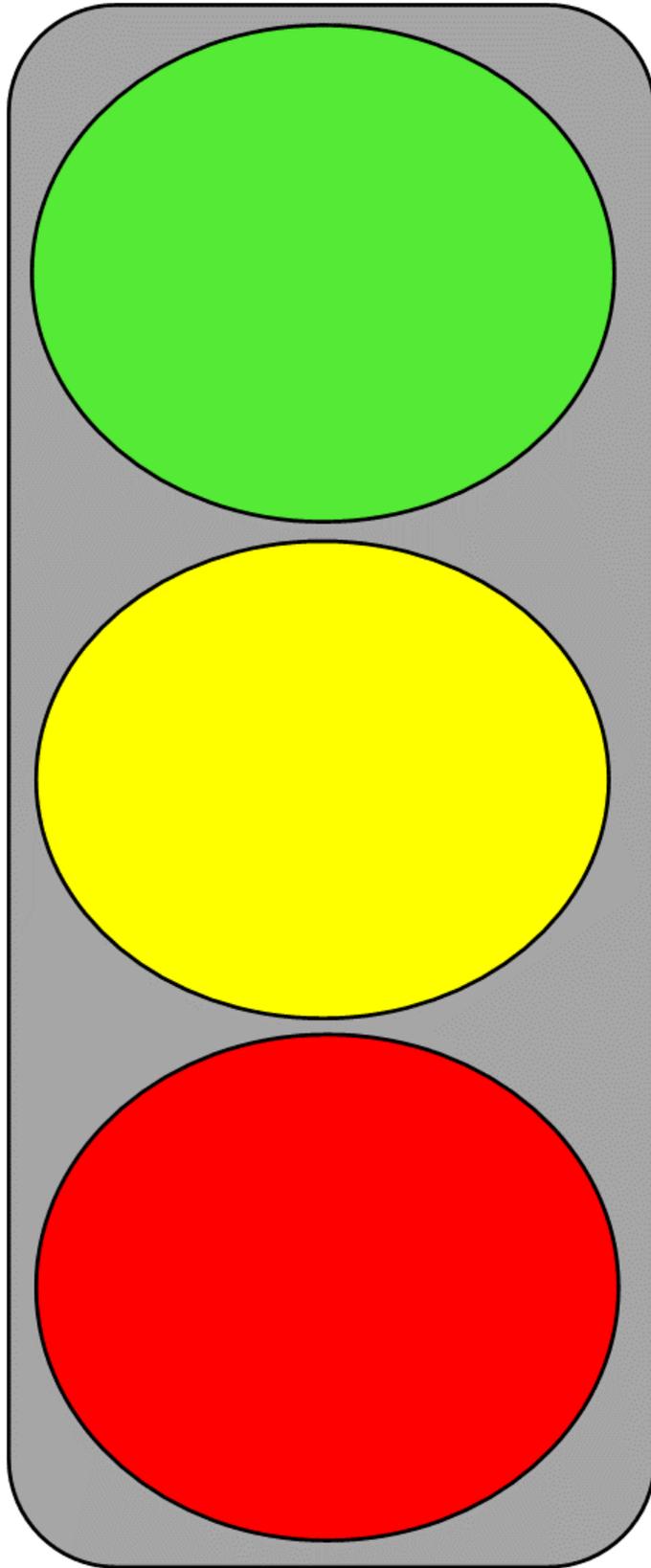
It is the responsibility of parents/carers to share with the Trust/academy in helping pupils to behave well and to support the sanctions and rewards that we apply. Staff will ensure that parents are involved early if pupils show unwanted behaviours and kept informed so that there are no surprises. Parents/Carers should let the Pastoral Manager know if any changes at home or in medication for example might affect a child's behaviour.

Role of the Heads Teacher

The Head teacher will ensure that this policy is applied fairly and consistently across their academies and report on this regularly to the Heads of Quality Assurance and to the Strategic Board.

Appendix 1: Behaviour Flow Chart





Appendix 2: **Behaviour Strategy Provision Map**

| In-class strategies Wave 1 | Small group targeted intervention Wave 2 | School Action School action plus Wave 3 |
|--|---|---|
| <p>Whole school and individual class reward systems to foster positive learning environment e.g. stickers, merits, house points</p> <p>Whole school rules (be safe, be kind, be responsible)</p> <p>Whole School Routines (See Appendix 3)</p> <p>Class rules</p> <p>Circle time to enhance self-esteem</p> <p>Special mention book</p> <p>Notes home</p> <p>Positive reinforcement of appropriate behaviour</p> <p>Setting clear boundaries</p> <p>De-escalation Scripts (see Appendix 4)</p> <p>In class strategies (see Appendix 5)</p> | <p>Time Out</p> <p>Social skills activities in small groups</p> <p>Social Stories</p> <p>Small group circle time</p> <p>Monitoring at playtimes</p> <p>Individual reward systems</p> <p>Behaviour record</p> <p>Detention</p> <p>Y6 Mentor</p> <p>Kept off playground L/T & Break</p> <p>Citizenship e.g. paying back time to people they have been disrespectful to. E.g. tidying library, lunchtime duty, helping reception pupils during wet breaks (these should be carried out in pupils' time not learning time)</p> <p>1:1 with Pastoral Team</p> <p>THRIVE</p> <p>Positive Play</p> | <p>1:1 teacher time (mentoring)</p> <p>TA 1:1 support</p> <p>Individual behaviour plan (IEP/IBP) e.g. anger management, solution focused problem solving</p> <p>Risk assessments</p> <p>On report to head teacher/deputy</p> <p>Individual arrangements for SATs</p> <p>Outside support/Ed Psych etc</p> <p>Internal exclusion</p> <p>Lunch time exclusion</p> <p>Fixed exclusion</p> |

Appendix 3: Area Routines

The following area routines are suggested. Academies may use their own versions/wording but key principles remain the same. These could be displayed in key areas such as toilets, dining hall, playground entrances etc.

Classroom Routines

We value what other people have to say and take turns to talk.
We speak in 'classroom voices'.
We come straight in from play and are ready to work immediately.
We choose an appropriate time to speak to an adult about playtime issues.
We follow our classroom wet play rules. We keep ourselves and others safe.
We follow adults' instructions the first time we are told.
We share and look after our play equipment.
We have fun at playtimes and we do not play-fight.
We speak nicely to each other.
We line up quickly and quietly.

Dining Hall Routines

We try to eat a variety of healthy foods.
We follow adults' instructions the first time we are told.
We talk quietly and politely.
We move around the dining hall carefully and safely.
We think about our table manners.
We clear up after ourselves.

Corridor and Stairs Routines

We walk quietly and sensibly.
We walk on the left at busy times.
We do not slide down banisters

Toilet Routines

We ask permission to go to the toilet when necessary.
We always flush the toilet and turn taps off when we are finished.
We use paper without wasting it.
We look after our toilet areas.

Assembly Routines

We walk quietly into and out of assembly.
We sit up smartly, ready to learn
We listen to the speaker and take part when we can.
We remember to keep our hands and voices to ourselves.
We show our appreciation by sensible clapping.
We sit quietly and listen to the music until we are asked to leave.

Appendix 4: **De-escalation Scripts/Prompts**

Use this script when you encounter a child in a heightened state.

- Say the child's name
- I can see something has happened
- I'm here to help you
- Talk and I will listen
- Come with me and we can

It is important that all staff say the same script, you can say it a different sequence if you need to. This is especially important at break time and lunchtime when it is unstructured for the children and they may find it more difficult to manage their feelings and emotions. This script should be repeated without any change until the child has calmed down enough to leave the situation.

Expected language from adults for problem solving

WDEP - Want Do Evaluate Plan

What did you **want**?

What did you **do**?

What happened as a result of what you did? **Evaluate**

What will you do next time? **Plan**

Fallouts

Expected to follow the SEAL unit of **Getting on and falling out** encouraging children to talk through the problem with the other person/people.

I feel.....

When you.....

Because.....

Appendix 5: Strategies to Deal with Unwanted Behaviour

Skills/techniques we need as adults:

- De escalation script
- Non-verbal cues
- Pause and look
- Verbal cues
- Quiet reminders
- Moving closer
- Tactical ignoring
- Non-intrusive language
- Classroom organisation
- Inclusive approach
- Distraction
- Pause...direction (e.g. 'Jenny.....pen down.....thanks)
- Take up time
- Reinforce the positive behaviour of peers
- Playground organisation
- Quietly remove an item if they're fiddling
- Draw into the lesson/activity
- Give them something to do
- Impersonal approach (e.g. 'Someone is tapping their board and I expect them to be looking this way, ready to learn)
- Peer pressure (e.g. 'I'm so sorry Bill but I can't hear you as someone is not being polite and talking over you.')
- Clear expectations and choices
- Spots to sit on
- Apply the consequences consistently
- Make it a corporate effort e.g. 'At [NAME] School, we.....' 'Everyone on the playground....'

Appendix 6: Lunchtime Strategies

Each midday supervisor assistant will be asked to record incidents in the book for their area
There will be one book for all areas:

- *The dining hall*
- *The R and KS1 playground*
- *KS2 playground*

| All Children | |
|--|---|
| 1. Warning | Midday supervisor assistants to give a warning and remember who they have spoken to. |
| 2. Name recorded | If midday supervisor has to speak to the same child again during the same activity/session, their name is recorded in the incident book. |
| 3. Name underlined | If child is spoken to again during the same lunchtime, their name is underlined. If the child is spoken to for a third time the name is underlined again and the child is sent to the Pastoral Manager/Assistant. This will be recorded on the Time Out Log |
| 3. Serious incidents or if poor behaviour continues. | As there is no teacher on duty at lunchtime, the child should be taken directly to the Pastoral Manager/Assistant who can talk to the child and decide on the consequence of their actions. E.g. exclusion from the playground, sitting indoors. |

All midday supervisor assistants are responsible for relaying the information to staff.

The central location to store the books at **XXXXXXXXXX** academy is **xxxxxxx** which is accessible to all staff.

TIME OUT

Name.....

Time..... Class..... Date.....

Tick relevant reason

- OUT OF SEAT
- DISTURBING LESSON
- CONSTANT TALKING
- REFUSING TO CO-OPERATE
- NOT WORKING
- REPEATEDLY SHOUTING OUT
- ANSWERING BACK/RUDENESS TO STAFF
- VERBAL ABUSE TO PEERS
- PHYSICAL AGGRESSION
- OTHER ADDITIONAL INFORMATION

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TEACHER.....

Appendix 8: Time Out Consequence Sheet

Name:

Class:

Date

What did I do? (underline)

I hurt someone physically.

I hurt someone's feelings

I was unkind

I shouted out

I interrupted my teacher

I wasted time

I damaged property

I answered back

I did not follow an instruction given by an adult

I was play fighting

What should I have done?

How can I put it right?

What should I do next time?

Appendix 9: **Systems and Processes for each academy**

- Named person e.g. Pastoral Manager who will be first port of call
- Room for Time Outs/ Room for medical
- Area for internal exclusion (away from things going on)
- Named and Trained staff to respond when physical restraint called for
- Risk Assessments for individuals whose behaviour is more extreme
- Named person on Risk Assessments
- Person to whom Named Person (Pastoral Manager) reports to
- SLT who will take lead for Behaviour
- Accident recording system
- Excel Spreadsheet to record Time Outs (Stuart Walker at Valley will assist)
- Radios (walkie/talkies) in each school
- Set of cards for medical emergency, behaviour
- Toilet cards (for pupils who need to go frequently)
- Monitoring/Evaluation system
- System for reporting Incidents of Racism (contact Eileen Craig HPA) all should be reported to CEO of the Trust via e mail
- System for recording Incidents of Bullying and outcomes/actions (Bullying Log)
- System for recording exclusions (fixed, lunch and permanent)
- System for recording issues raised by parents and actions taken
- System for recording minor injuries (on same excel spreadsheet as behaviour)
- System for reporting/recording more serious injuries (Judicium H & S portal)
- System for wet play and supervision
- System to monitor entry/exit from building – e.g. staff present to escort on/off premises
- Reward systems, behaviour plans, target cards etc
- System to cover Time Out room at lunch time

