Little Melton Primary School

Behaviour Policy

November 2025

Review: November 2026

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Statement of intent

Little Melton Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

It is essential that this policy be applied consistently throughout the school. The following table outlines the expectations of all members of the school community

Signed by:

_____ Headteacher Date: _____

_____ _____

_____ Chair of governors Date: _____

1. Key roles and responsibilities

1.1. The governing body has overall responsibility for the implementation of this policy and the procedures of Little Melton Primary School.

1.2. The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

1.3. The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.

1.4. The headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.

1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.

1.6. Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.

1.7. Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.

1.8. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.

1.9. Pupils are responsible for their own behaviour both inside school and out in the wider community.

1.10. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to their class teacher.

2. Definitions

2.1. For the purpose of this policy, the school defines “serious unacceptable behaviour” as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

2.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness – dealt with directly to parents.
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground

- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules
- Disruption on public transport
- Use of mobile phones
- Graffiti

2.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

3. Training of staff

3.1. At the school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.

3.2. Teachers and support staff will receive training on this policy as part of their new starter induction.

3.3. Teachers and support staff will receive regular and ongoing training as part of their development.

4. Pupil expectations

4.1. Pupils and parents/carers will be expected to:

- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive to lessons and school on time and fully prepared.
- Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.

- Show respect for the school environment.

4.2. The school will ensure that pupils follow these rules by teaching them how to behave sensibly, such as how to:

- Line up when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assemblies.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

4.3 Our Children's code for Learning (est June 2013)

Following discussions with children, staff and governors, we have developed the LMPS children's code to emphasise learning behaviours.

These are:
L Love of Learning
M Make it Your Best
P Persevere
S Skills for Life

5. Smoking and drug policy

5.1. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

5.2. Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

5.3. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

5.4. In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.

Pupils and staff are required to follow the Norfolk County Council staff code of conduct

6. Rewarding good behaviour

6.1. The school recognises that pupils should be rewarded for their display of good behaviour.

6.2. The school will use the following rewards for displaying good behaviour:

- Housepoints. Children are placed into one of four 'Houses'. They collect housepoints and individual tallies are kept. The housepoints add up to Bronze (100), Silver (200),Gold (300) and Achievement (400) badges which are presented in weekly special assemblies. For each 100 after that, they earn a new book chosen from school. The winning house also wins a House Cup and extra play time at the end of each half-term.
- Special Mention in Friday assembly - Each week teacher shares good work and identifies one or two children from their class for a special mention – and sticker. These are recorded in the Golden Book, and also listed in the weekly newsletter. Children are selected on the basis of the LMPS children's code.
- House Points are NEVER deducted
- Each class also maintains a book detailing achievements made outside of school. This could include awards and certificates in activities like swimming, football or drama. These achievements are recognised and celebrated by the class teacher and also sometimes in whole school assembly.
- Messages home
- Monitor system. Children on an annual basis apply to be monitors or librarians and if successful, are given badges and special responsibilities at lunchtime.
- Sent to headteacher for praise/recognition of work.
- Verbal praise
- Stickers/Stamps
- The 'Buddy System'. New Reception children are given a Year 5 or 6 partner to be their buddy to support their initial transition into school.

7. Unacceptable behaviour

7.1. Unacceptable behaviour will not be tolerated at the school.

7.2. Breaking any of the rules laid out in **section 4.1 above** will lead to consequences and disciplinary action.

8. Consequences

8.1. There is no corporal punishment at the school. The school's approach is to educate first.

8.2. Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.

8.3. At **Little Melton Primary School**, teachers have the freedom to impose school agreed consequences outlined within the policy as they see fit depending on the behaviour and age of the pupil. This can include rectifying consequences linked to the misdemeanour eg cleaning an item they have dirtied:

- In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable.
- If the pupil does not stop immediately or demonstrates any other unwanted behaviours, the teacher will discretely give a second warning so that the child is aware of it. We do not write or display names to record warnings because of the potential impact on self-esteem and self-perception.
- If the pupil continues to behave badly, the teacher will however give another (3rd final) warning, advising that if they continue, they will receive the sanction of loss of play time (in whole or in minutes) or lunch play time.
- If the pupil continues the behaviour following the final warning, the teacher will issue the sanction.
- Playtime time out (detentions) will be held in the hub area. Children will complete a 'Reflection' form, and this will be passed to the Headteacher. At lunchtimes children will be sent to sit in the hall and be supervised by an MSA. Again they will complete a 'Reflection' form, which will be passed to the Headteacher. The Headteacher will regularly review the reflection forms and both record them, and also contact parents to inform them if there is either a high frequency (eg on 5 occasions within half a term) or a serious incident which has led to a child being sent in, to discuss their child's behaviour.
- Consequences will be dependent on the seriousness of the misdemeanour. Loss of time for minor incidents will be 15-minutes were more serious incidents would have a 25-minute sanction (age dependent).
- If a pupil misbehaves on the playground, the same process will be followed and the pupil will be sent inside to spend the rest of their playtime/lunchtime indoors, after receiving a final warning.
- Any pupils that are sent indoors will be supervised by an adult at all times.(see above)

8.4. At **Little Melton PrimarySchool**, we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.

8.5. Teachers will use their judgement when issuing consequences, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

8.6. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

8.7. The school will use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil, including the following:

- Providing a verbal warning
- Losing playtime/lunchtime
- Using time-outs
- Removing the pupil to another classroom
- Reporting the behaviour to the headteacher
- Phoning or sending a letter home to parents/carers
- Speaking to parents/carers at the end of the school day
- Placing the pupil on written report for monitoring of behaviour
- Contacting external agencies such as social services
- Internal exclusion for the pupil- working on a desk outside Headteacher's office
- Excluding the pupil

8.8. Any member of staff who witnesses a display of unacceptable behaviour should challenge this using the steps outlined in 8.3. This should then be reported to the class teacher of the child concerned.

8.9. The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

8.10. Following an allegation of serious unacceptable behaviour, an investigation by the headteacher (or senior teacher) will take place.

8.11. If, following an investigation, the allegation is found to be true, the headteacher (or senior teacher) will issue the appropriate disciplinary action.

9. Items banned from school premises

9.1. Fire lighting equipment:

- Matches, lighters, etc.

9.2. Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults

- Guns (including replicas and BB guns)
- Laser pens
- Fireworks
- Dangerous chemicals

9.3. Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Mobile phones (confiscated and looked after in office or locked cupboard)
- Any other toys which are deemed hazardous or disruptive to teaching or learning.

10. Searching

10.1. Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks and classroom trays.

10.2. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

10.3. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

10.4. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

10.5. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

10.6. Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.

10.7. Any staff member may refuse to conduct a search.

10.8. Following a search, the headteacher will contact the parents/carers to advise them of the procedures which were undertaken.

11. Confiscation

11.1. A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.

11.2. If the pupil has possession of illegal items, the police will be called for the removal of the item(s).

11.3. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

12. Outside school and the wider community

12.1. Pupils at the school must agree to represent the school in a positive manner.

12.2. The guidance laid out in section 4.1 applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

12.3. Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

13. Monitoring and review

13.1. This policy will be reviewed by the headteacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

13.2. This policy will be made available for inspection and review by the chief inspector, upon request.

14. Exclusion

The headteacher will:

- be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact. He/she is the only person who can make a decision to exclude a pupil
- ensure that the policy and all procedures are in line with current legal requirements
- ensure that all staff receive appropriate support, advice and training in managing pupil behaviour in order to minimise the risk of needing to exclude a pupil

- ensure that staff work closely with parents and relevant specialist agencies when managing challenging behaviour
- in the event of an exclusion, officially inform the pupil's parent of the period of the exclusion, or that the exclusion is permanent
- give the reasons for the exclusion
- advise the parent that he or she may make representations about the exclusion to the governing body
- advise the parent how and to whom his or her representations may be made
- advise the parent of the days on which he or she will be responsible for ensuring the pupil is not found in a public place
- if applicable, advise the parent of the latest date by which the governing body must meet to consider the circumstances of the exclusion of more than five days in one term either where the parent has requested a meeting or where the exclusion would result in the pupil missing a public examination
- in the case of a fixed-term exclusion, advise the parent of the date and time when the pupil should return to school
- advise the parent of any alternative educational provision, including location, dates of attendance and so on
- if appropriate, advise the parent of the date, time and details of the reintegration interview
- ensure that suitable full-time education is arranged for excluded pupils from the sixth school day of any fixed-period exclusion
- notify within a school day both the LA (i.e. the school's maintaining authority) and the governing body of the details of the exclusion, including the reason for it in the case of:

– permanent exclusions and fixed-period exclusions which are converted to permanent exclusions

– fixed-period exclusions totalling more than five school days in any one term

– any exclusion that would result in the loss of an opportunity to take a public examination

- arrange a reintegration interview with parents following the expiry of any fixed-period exclusion of a primary-aged pupil, or of an exclusion for more than five school days of a secondary-aged pupil. The interview will be conducted by the headteacher or a senior member of staff and its purpose is to assist the pupil's reintegration and engage the parents in promoting the improvement of his or her behaviour.

The governing body will:

- promote positive behaviour by celebrating the achievements of pupils and by participating in final warning meetings to encourage pupils to make full use of the opportunities the school offers them.

- review the headteacher's exclusion decisions
- dismiss exclusions that do not relate to a disciplinary issue and consider complaints about other circumstances under the complaints procedure
- receive training to equip themselves to discharge their duties properly
- consider whether to establish a discipline committee. If so it will consist of at least three members. The headteacher may not be a member
- ensure that all exclusions meetings are clerked.

In cases of:

- permanent exclusions and fixed-period exclusions converted to permanent exclusions
- all fixed-period exclusions totalling more than 15 school days in any one term
- fixed-period exclusions totalling more than five school days in any one term, where the parent expresses a wish to make representations to the governing body
- exclusions that would result in the loss of an opportunity to take a public examination the governing body (or discipline committee) will meet to:
  1. consider the circumstances in which the pupil was excluded
  2. consider any representations about the exclusion made by the parent and by the LA
  3. consider whether the pupil should be reinstated immediately, reinstated by a particular date or not reinstated.

The timescales and requirements about presentation of evidence as set out in the Guide to Law for School Governors will be followed at all times.

Students will be consulted when rules are being developed and will contribute to the monitoring of impact.

Parents will be encouraged to support good attendance and behaviour through home-school agreements, parents' meetings and newsletters. Parents and students will be aware that the school has an equal opportunities policy and will be consulted when monitoring the impact of the policy on different groups by race, gender and disability.

Where the governing body has upheld a permanent exclusion, parents may appeal against its decision to the local authority. The decision of the local authority panel is binding on the parties. If the parent considers that there was maladministration by the appeal panel, he or she may make a complaint to the Local Government Ombudsman or the Secretary of State, depending on what the arrangements are in the local authority (from September 2011 it is expected that complaints can only be made to the Local Government Ombudsman).

Where a reintegration meeting is arranged following a fixed term the parents' presence is crucial. A parent's failure to attend may be a factor taken into account by a court when considering whether to impose a parenting order, if one is applied for at some future time.

The school follows the guidance set down in Exclusion from

maintained schools, Academies and pupil referral units in England

A guide for those with legal responsibilities in relation to exclusion. (DfE, 2012)

National standard list of reasons for exclusions

PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse/threatening behaviour against a pupil
VA	Verbal abuse/threatening behaviour against an adult
BU	Bullying
RA	Racist abuse
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour
OT	Other

This list provides descriptors of reasons for exclusions and the main reason for exclusion should be used on the electronic reporting form. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further detail suggesting what the descriptors cover should be used as a guide and this list is not intended to be used as a tick-list for exclusions. In reaching a decision on whether to exclude, head teachers need to refer to the Department's guidance published in January 2003, entitled Improving Behaviour and Attendance: Guidance on Exclusion from School and Pupil Referral Units.

Physical assault against pupil

Includes:

- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling
- Physical assault against adult

Includes:

- Violent behaviour
- Wounding
- Obstruction and jostling
- Verbal abuse / threatening behaviour against pupil

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon
- Verbal abuse / threatening behaviour against adult

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon
- Bullying

Includes:

- Verbal bullying
- Physical bullying
- Homophobic bullying
- Racist bullying
- Racist abuse

Includes:

- Racist taunting and harassment
- Derogatory racist statements

- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

Sexual misconduct

Includes:

- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti
- Drug and alcohol related

Includes:

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Smoking
- Alcohol abuse
- Substance abuse
- Damage

Includes damage to school or personal property belonging to any member of the school community:

- Vandalism
- Arson
- Graffiti
- Theft

Includes:

- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on a school outing
- Selling and dealing in stolen property

- Persistent disruptive behaviour

Includes:

- Challenging behaviour
- Disobedience
- Persistent violation of school rules

Other

Includes incidents which are not covered by the categories above, but this category should be used sparingly

15. After School Club.

Step 1 – Warning.

If any child in the clubs acts in a way not deemed suitable or within club rules they will receive a verbal warning from a member of staff.

Step 2 – Time Out.

If after a warning a child's behaviour does not improve they will be given a timeout (no more than 10 minutes) to reflect on their actions. During this time an adult will explain to the child what they have done and remind them of club rules and expectations.

Step 3 – Phone call to parents and early collection (After School Club only).

If a child refuses to have a time out or the inappropriate behaviour persists after these measures then the parents/carers will be contacted and early collection from club will be necessary.

Step 4 – Temporary exclusion from club.

If a child is persistently behaving in an inappropriate way then parents will be advised that their child is not welcome at our club for a fixed number of sessions.

Step 5 – Permanent exclusion from club.

If a child is behaving inappropriately after receiving a temporary exclusion then parents will be advised that their child is not welcome at our club and a permanent exclusion will be given.

All incidents of inappropriate behaviour will be reported to parents when they collect their child. If there is no convenient time to do so at collection a member of the schools senior leadership team will contact you.

There may be times where behaviour is deemed severe and different action may be required. A Severe Behaviour Clause will come into effect when there is:

- Swearing – at another person or overheard

- Racist or Homophobic language – at another person or overheard
- Vandalism
- Deliberately hurting someone/fighting
- Other behaviour deemed serious
- Spitting

The head reserves the right, dependent on the seriousness of the incident, to implement any step of the behaviour process at any time.

Appendix 1 – Managing in-class incidents

At **Little Melton Primary School**, teachers have the freedom to impose school agreed consequences outlined within the policy as they see fit depending on the behaviour and age of the pupil. This can include rectifying consequences linked to the misdemeanour eg cleaning an item they have dirtied:

In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable.

If the pupil does not stop immediately or demonstrates any other unwanted behaviours, the teacher will discretely give a second warning so that the child is aware of it. We do not write or display names to record warnings because of the potential impact on self-esteem and self-perception.

If the pupil continues to behave badly, the teacher will however give another (3rd final) warning, advising that if they continue, they will receive the sanction of loss of play time or lunch play time.

If the pupil continues the behaviour following the final warning, the teacher will issue the sanction.

Playtime time out (detentions) will be held in the hub area. Children will complete a 'Reflection' form, and this will be passed to the Headteacher. At lunchtimes children will be sent to sit in the hall and be supervised by an MSA. Again they will complete a 'Reflection' form, which will be passed to the Headteacher. The Headteacher will regularly review the reflection forms and both record them, and also contact parents to inform them if there is either a high frequency (eg on 5 occasions within half a term) or a serious incident which has led to a child being sent in, to discuss their child's behaviour.

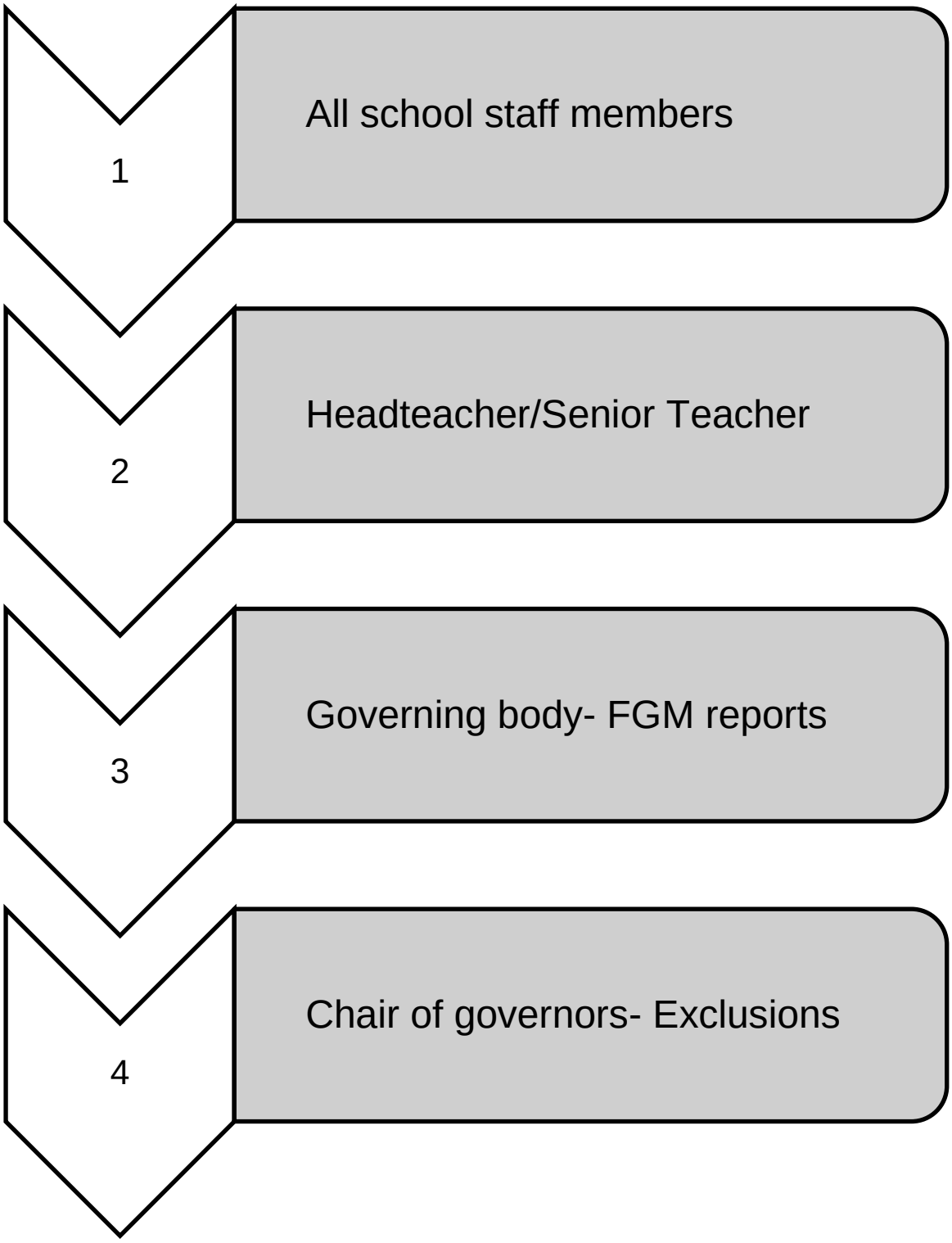
Internal exclusions will be where child works on their own on a desk outside Headteacher's office. They will be returned to class when work is completed.

Consequences will be dependent on the seriousness of the misdemeanour. Loss of time for minor incidents will be 15-minutes were more serious incidents would have a 25-minute sanction (age dependent).

Appendix 2 – Agreed consequences for serious and continuous unacceptable behaviour

	Playtime or lunchtime detention. Held in classroom, hub or dining room.
	Weekly behaviour report- see template. Parents informed of progress. Reviewed weekly.
	Formal meeting with parents to discuss behaviour.
	Internal exclusion. Pre-planned or as a response to serious disruptive behaviour in classroom. Uncompleted work sent home. Held outside Headteacher's office.
	Fixed term external exclusion. See DfE procedures.
	Fresh start/managed move to another school. This has a 12 week probationary period to allow for time to transition. If unsuccessful will return to original school.
	Permanent exclusion. This is a last resort, only to be taken by the Headteacher and will not be taken lightly.

Appendix 3 – Behavioural reporting structure



Appendix 4 – Reflection Form

Reflection Form

Name …….. **Class** …….

Date …….

'The 6 Golden Rules'.

Do try your best – Don't waste your or other people's time.

Do be kind and helpful – Don't hurt people's feelings.

Do keep the school tidy and respect your surroundings – Don't leave things lying around or damage things that aren't yours.

Do listen and answer calmly – Don't interrupt or respond rudely.

Do be honest – Don't cover up the truth.

Do be gentle – Don't hurt anyone.

Why am I missing my break/lunch today?

Why did I do it?

What should I have done?

What could I do to make it better?

What will I do to make sure I won't do it again?

If I do it again, what do I think should happen?

Appendix 5 – Behaviour Report

NAME: Behaviour Report

Target(s): I will ..

	Morning				Afternoon
	Before School	Class	Playtime	Lunchtime	Class
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Show to Headteacher at end of each day:

Review date:

Appendix 6 - De-escalation strategies and Positive Handling

All staff as of January 2023 have been trained in the 'Norfolk Steps' Training programme. Some staff have also received the additional 'Step On' Training (January 2023).

As a result, we recognise and fully understand that not all children choose to behave the way they do 'consciously'. Some children, as a result of their experiences, have developed subconscious behaviours.

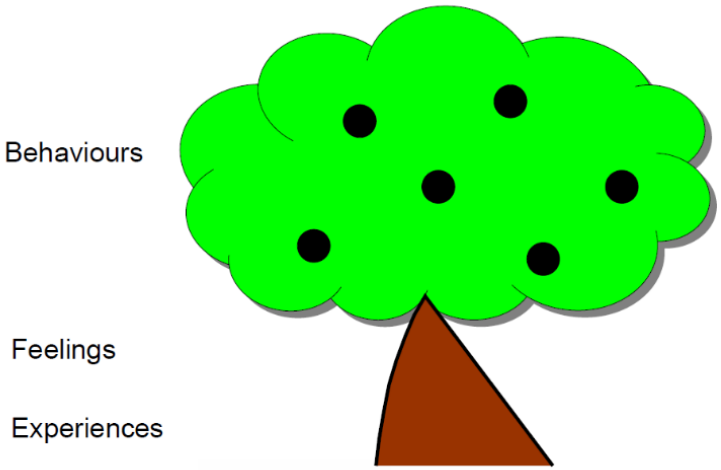
With such children, *external* discipline will not always work – in fact it is often unlikely to, and when it does, only results in a short term change. Our aim as a school with such children is to empower them with i*nternal* discipline.

In essence, subconscious behaviours are behaviours that choose us.
These are based on anxiety, fear, frustration, confusion etc. These can also be medical, habitual, entrenched and learned behaviours.

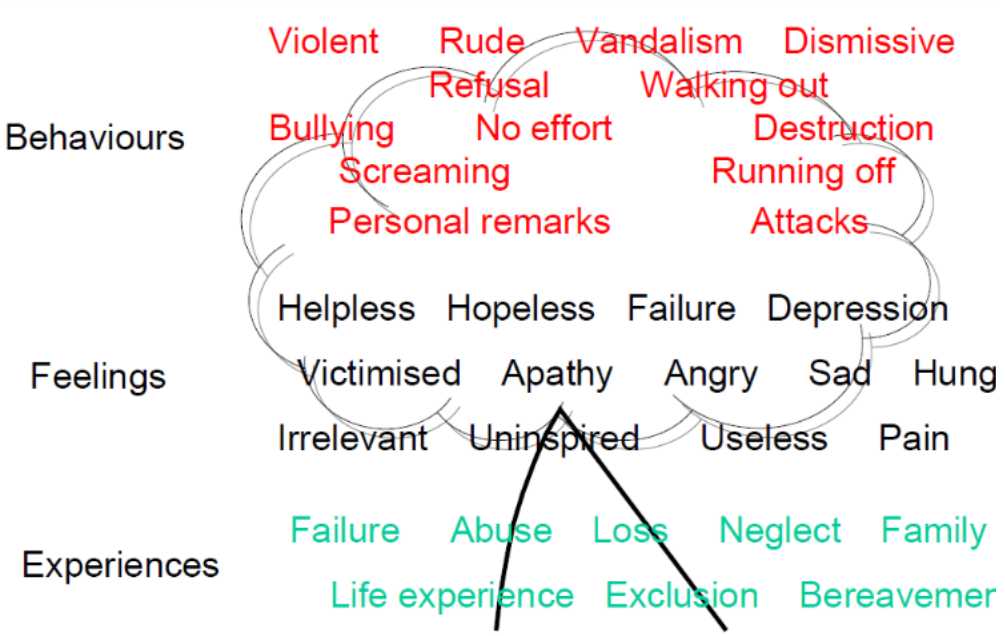
With such behaviours, it is important to be sure of what happens before, during and after situations, or 'crises'.

We have an understanding of the 'Roots and Fruits' background to these behaviours. Some examples from the Norfolk Steps Training materials are:

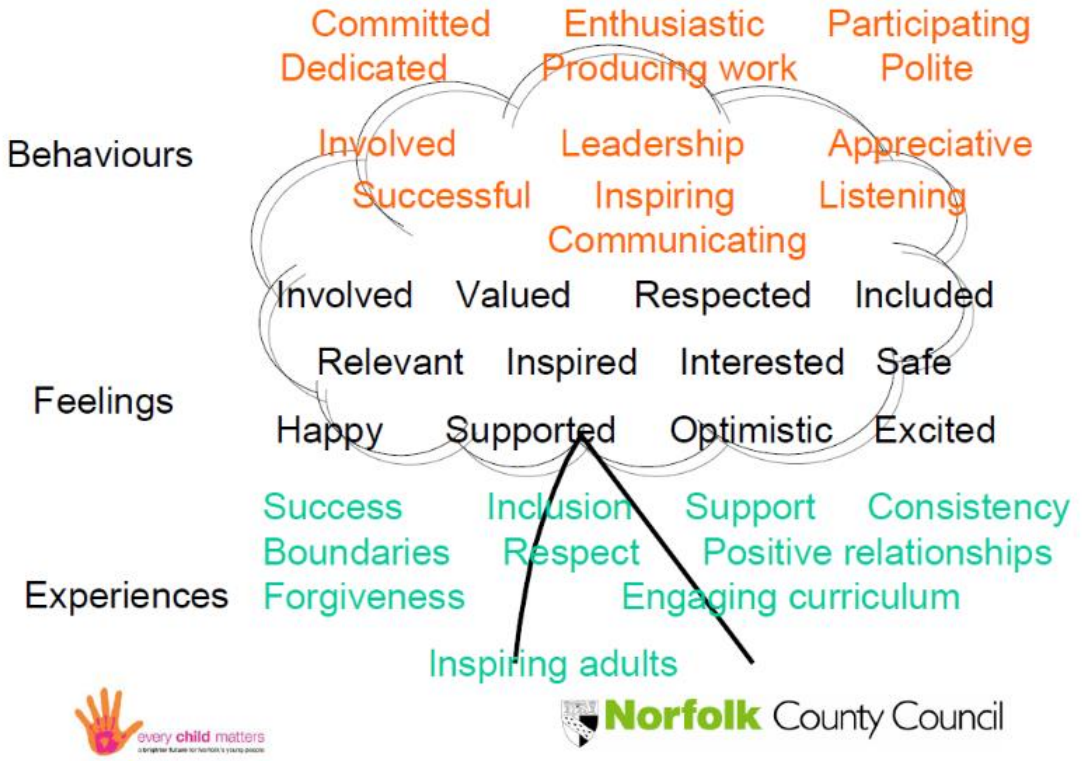
Roots and Fruits



every child matters | bild Physical Interventions Accreditation Scheme | Norfolk County Council



every child matters | Norfolk County Council



every child matters | Norfolk County Council

Before a crisis develops

With such behaviours, children are more likely to exert behaviours that could result in harm to themselves, other children, or property. As such, we at Little Melton VC Junior School will use de-escalation strategies with such children in order to prevent that from happening.

The sequence for such behaviours will be:

Positive Phrasing
'Come join us for a story'
Limited Choice
'Would you like to sit on the chair or bean bag for the story?'
Disempowering the behaviour
'You can listen to the story from there!'
Consequence
'I will talk to you about that after the lesson, and we'll discuss what the consequence will be for you.'

We will avoid negative phrasing such 'don't be silly' or 'get in here now'.

We will also be mindful of our body language in such situations.
Escalating body language includes being inside of an outstretched arm, too close, toe to toe, eye to eye, blocking the path, aggressive gestures, or being over bearing.
De-escalating body language includes being outside of an outstretched arm, sideways stance, leaving an open door, relaxed hands, managing height.

When staff see a child about to have a critical situation, they will use a de-escalation script that is as follows:

- **David**
- **I can see something has happened**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and……**

With children who are known to the school to require such intervention on a regular basis will have a Risk Reduction Plan (See Appendix)

During a crisis

Section 93 of the Education and Inspections Act 2006 - Harm prevented

This enables staff to use reasonable force to prevent a pupil from:
• Committing a criminal offence
• Causing personal injury or damage to property
• Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school whether during a teaching session or otherwise.
All photos are from the Norfolk Steps Training Materials

a. De-escalation stance

- Outside personal space
- Sideways position
- Open hands
- Soft knees
- Feet shoulder width apart
- Repeat de-escalation script

De-escalation Stance





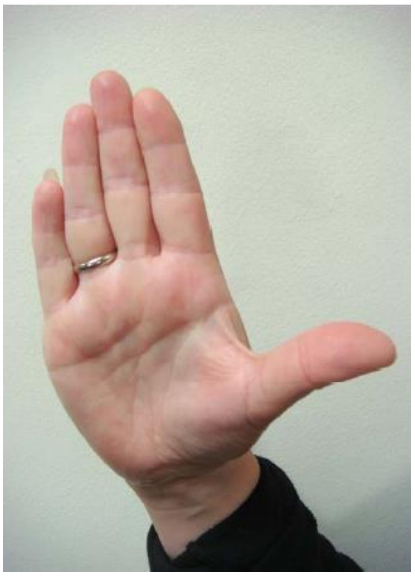
- Soft knees, ready to respond
- Hands low to de-escalate

b. Guiding and Escorting

Open Mitten

- Fingers together
- Thumb away from fingers
- Palms parallel to floor
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice

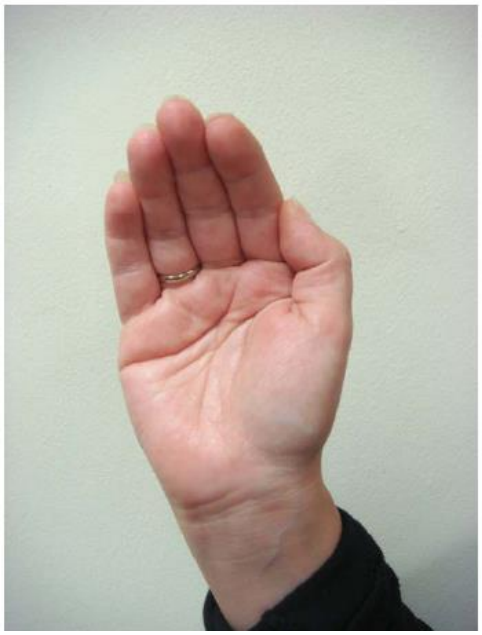
Open Mitten



Closed Mitten

- Flat hand
- Fingers and thumb together
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Closed Mitten





Supportive Hug

- Hip in, head away
- Side to side stance
- Closed mittens
- Hand on each shoulder
- Use ‘de-escalation script’

Supportive Hug





Supportive Arm

- Hip in, head away
- Closed mitten
- One hand on shoulder
- One hand cupped around arm between elbow and shoulder

Supportive Arm





Open Mitten Guide

- Open mitten hand
- Guiding just above the elbow
- Adult positioned slightly behind with extended straight arm

Open Mitten Escort

- Open mitten hands
- Child's elbows close to the body
- Guiding above elbows
- Arm across upper back
- Hip in, head away
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Escorting – Open Mitten





<u>After a Crisis</u>

After such a crisis, children will be given the opportunity to reflect on their behaviour, repair any damage and restore any relationships.

A restorative approach focuses on the harm that has been done and how it can be repaired, uses the conflict top reveal feelings and needs, and through discussion ensures conflict is likely to happen again.

More simply, it involves asking

- What happened?
- What were people thinking and feeling at the time?
- Who has been affected and how?

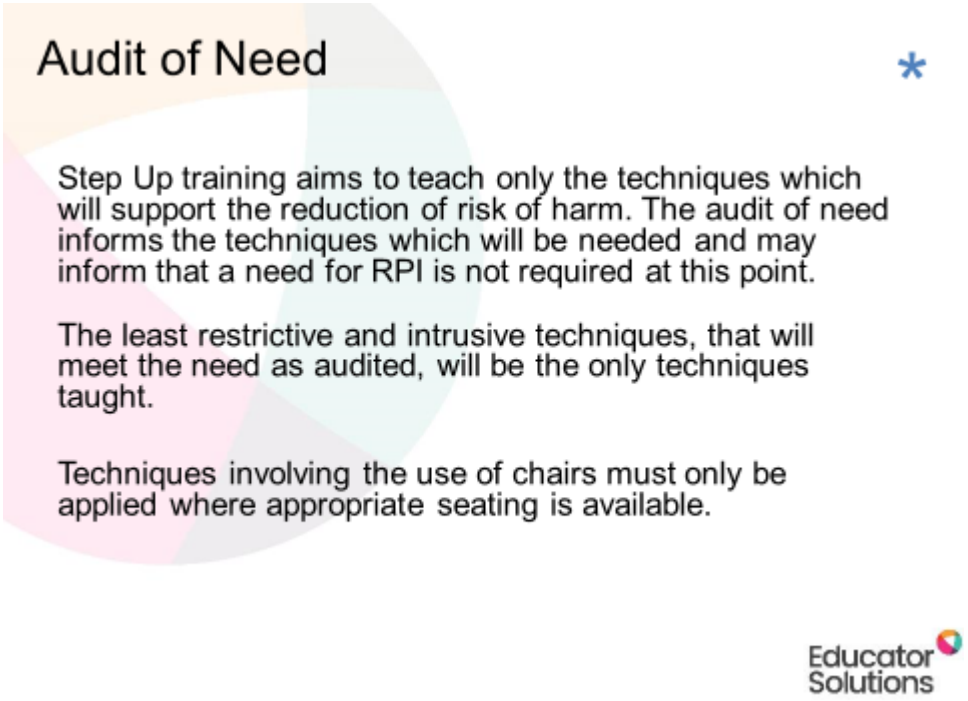
- How can we put right the harm?
- What have we learnt so as to make different choices next time?

Restorative questions might include

- What would you like to happen next?
- How can we move forward?
- How are you going to be friends again?
- If everything was going to be alright again, what do we need to do?
- How can you put this right?
- What would your dream solution be?
- If it was your job to make this better what would you suggest?
- How can we all make it OK for you to go back to class?
- What do you think "….." might need?

As such, children will still have a consequence to their behaviour, but through the reflect, repair, restore technique they will identify that themselves, and thus contribute to improving their *internal* discipline.

Step Up Training (selected staff)- based on 'Audit of Need' (see on)



Audit of Need

Planning for Restrictive Physical Intervention/Restraint

Audit of Need

Name	DOB	Setting
Justification – what is the harm that will be prevented?		
Is there a current individual risk management plan?		
Is there a current 'Roots and Fruits' plan?		
Is there a current 'Anxiety Map'?		
Physical characteristics – any height, weight, physical differences that staff should be aware of?		
Additional risk factors - medical or emotional diagnosis or needs, substance misuse etc		
Communication differences (eg. visual/hearing impairment, adaptive communication)		
Does any reasonable adjustment need to be made to ensure staff matching?		
Environmental changes that will reduce risk		
Preferred shape to hold individual – standing/sitting/kneeling/in chairs lone worker/figure of four/braced elbow tuck/shield		
Tips to improve safety – (eg. spitting/headbutting/kicking/dropping)		
Protective consequences – (eg. safe space/sensory room)		
Educational consequences –(eg. social stories/assisting with repairs/restorative meetings)		
Any additional information		

REASONABLE, PROPORTIONATE, NECESSARY

LAST RESORT

TO PREVENT HARM

Elbow tuck rescue shape - engaging





Teamwork is essential as is good communication as needed.

Educator Solutions

Elbow tuck rescue shape



Elbow tuck shape:

Staff arms either side of the service user's arm

Both hands thumb on top

Service user's shape

Staff shape

All elbow tucks can start from this rescue shape

Educator Solutions

Elbow tuck - rescue shape



The rescue shape is not designed to be maintained but is used as a familiar shape to return to between transitions.

Educator Solutions

Elbow tuck Figure of 4



The elbow tuck Figure of 4 is predominantly used to control arm movement in a range of operational situations.

Educator Solutions

Elbow tuck Figure of 4 standing



Head away.

Hips in.

Firm ‘A frame’ stance.

Use own body to help support tuck shape.

Educator Solutions

Elbow tuck Figure of 4 additional support



To guard against spitting or head-butting, the staff can place their free hand on the side of the service user’s face.

Make sure the hand is ‘cupped’ around glasses if they are worn and hands are not covering the ears.

Educator Solutions

Elbow tuck Figure 4 to chairs



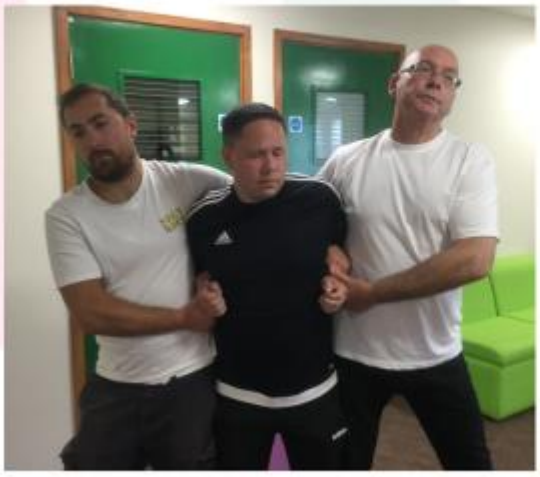
Shape



Transition

Educator Solutions

Braced elbow tuck



Elbow tuck braced is the most secure of the elbow tucks.

It should be used where the mobility and hip movement means that elbow tuck-figure of 4 would fail to keep the situation safe.

Educator Solutions

Shield escort



Shield escort should be used only where staff have a height and weight advantage.

Educator Solutions

Shield escort





Educator Solutions



Use of Physical Intervention Record - suggested template (HT also keeps overview records)

Name of Member of Staff	
Name of Child	
Date & Time of crisis	
What happened before the crisis	

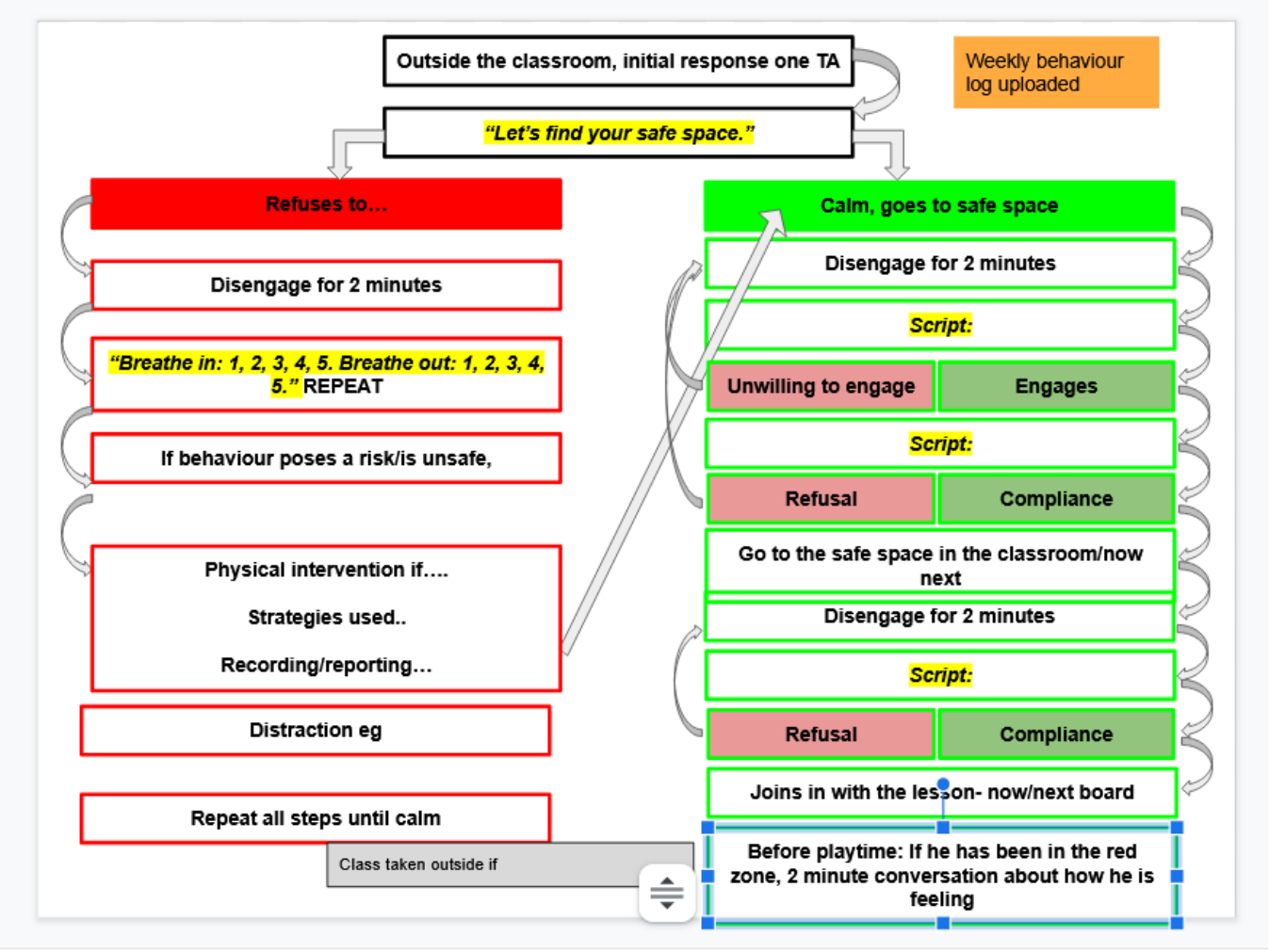
What happened during the crisis, including the type of intervention	
What happened after the crisis	

Signed…… Date……..

Where a physical intervention has been used

When a member of staff is required to use a physical intervention such as an Open Mitten Escort, the member of staff will be required to report and discuss the incident with the Head teacher using the question prompts above to encourage reflection.

Appendix 7 RISK REDUCTION FLOWCHART PLAN – CHILD



Appendix 8: Behaviour Risk Assessment Template- also for use on individual events eg school visits

Pupil Specific Risk Assessment

Please identify the risk of working with this young person or family.	Likelihood (1-5 very likely)	RAG rating (Red – High, Amber – Medium, Green – Acceptable).	Precautions taken to reduce the risk.	RAG rating after precautions are taken (Red – High, Amber – Medium, Green – Acceptable).

Appendix 9- Behaviour Support Plan

Positive Behaviour Support Plan

Name:	DOB:	Date:	Version of plan: Review Date:

	Areas of strengths: Motivators:	SEN stage: Areas of Need: -	Positive behaviours we are supporting: -
Presenting behaviours that challenge or cause harm:		Possible triggers: Possible functions	Pupil voice

	Positive behaviours:	What we will say and do to regulate behaviours and reinforce positives:
	First signs of escalation:	What we will say and do to de-escalate/divert:
	Behaviours that challenge:	What we will say and do to de-escalate/divert:
	Behaviours that harm:	What we will say and do to best ensure safety:
	De-escalation and Reflect / Repair / Restore	

Signature of plan co-ordinator.....Date .....
Signature of parent / carer..... Date .....
Signature of young person (if appropriate) .....Date.....

Appendix 10- Pastoral Support Plan

CONFIDENTIAL

PASTORAL SUPPORT AND CARE PLAN

Pupil:	Date of Birth:	
Date of Meeting:	EHCP: Yes/No	
Year Group:		

Parties Invited	Status(Parent/Teacher/EWO etc)	Attending (yes/no)

Summary of Barriers to Learning (review of last plan/programme)

Strengths/What is going well? (review of last plan/programme-success in meeting previous targets)

What will help? (What has helped since last meeting-any new ideas?)
Pupil's views (to be gathered at appropriate time):
Parent's/carer's views: (include any changes in circumstances since last meeting)
School's views:
Other agencies' views:

Pupil Targets – ***(clear, positive statements)***	Agreed Rewards
(*Small steps - attend tutor time, be polite to teachers etc.*)	

Agreed support **(Exit Card, Target Card, Seating Plan, Learning Mentor etc.)**	Who will do this?
General/Long Term Goals **(e.g. Participate in …/Contribute to …/Achieve …)**	

Action Points ***(e.g. Arrange mtg with Targeted IAG Advisors/E.P./YOT Referral etc)***	Who Responsible/By when?
Date of next meeting & Location:	Room Booking

Signed

Pupil: **Parent:** **School:**

Copies to:							
Parent/s	SENCo	EWO	SocW	YOT	Mentor	Tutor/teachers	File