George Spicer Behaviour Policy





Inspire, Empower, Improve

Learning well today to make a better tomorrow

Date of Policy	November 2024
Headteacher	Dominic Spong
Chair of Governors	Anne Del Greco & Deborah Dykins
Review date	November 2026
Agreed by	Full Governing Body November 2024

George Spicer Statement of Behaviour Principles

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body). The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour Policy at George Spicer Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour Policy at George Spicer Primary School, though they must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (February 2024).
The Behaviour Policy and the Statement of Behaviour Principles must be published, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Principles:

- Every pupil understands that they have the right to feel valued and respected, and learn free from the disruption of others
- All children, staff and visitors have the right to feel safe at all times and are free from any form of discrimination
- Positive and respectful relationships between children and adults are promoted
- Everyone is expected model and adhere to the school's values
- All adults to set an excellent example to pupils at all times
- The behaviour policy is understood by all pupils, parents, staff and governors
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy and shared with parents
- The school will follow the DfE's statutory guidance for Suspensions and permanent exclusions (August 2024), only using exclusion as a last resort
- The school's behaviour policy will fully comply with the Equality Act (2010)
- Pupils should be helped to develop a sense of personal responsibility for their own actions and an understanding of how their behaviour affects others
- Staff work closely with families following behaviour incidents to ensure a shared, supportive approach is in place for the child to succeed.

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school, when acting as ambassadors, when engaged in extra-curricular activities, such as educational trips and visits (residential and non-residential) and when being educated as a member of George Spicer Primary School.

GEORGE SPICER SCHOOL BEHAVIOUR POLICY

Respect, Kindness, Responsibility, Resilience, Equality and Determination.

George Spicer is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to enable children to manage their behaviour, resolve conflicts and model our school values. The policy places heavy emphasis on respectful behaviour and a partnership approach where positive relationships are established to support managing behaviours which in turn supports all staff and learners.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure all learners are treated fairly, shown respect and to promote good relationships.
- To help and guide learners take control over their behaviour and be responsible for the consequences they get.
- To build a school community which consistently promotes the school's behaviour principles; Be sensible, Be safe, Be respectful and Be kind.
- To promote community cohesion through improved, mutually respectful relationships.
- To ensure that excellent behaviour is the aim for all.
- To ensure that the policy inspires, empowers and improves our behaviour at George Spicer so that we are learning well today to make a better tomorrow.

Roles and Responsibilities

All members of the school community, including parents, are responsible for ensuring high expectations of behaviour, as well as implementing and adhering to this policy.

Health & Safety / Safeguarding

The safeguarding and safety of the whole school community is of paramount importance at all times. In some cases a child may require physical intervention for their own and other's safety. **All** members of school staff have a legal power to use reasonable force. A possible circumstance where this may be used is if teachers have to physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so, they may be physically removed. However, as a school we believe that; where possible and if dealing with a child that may need to be held for some time the staff restraining the pupil should be trained in the Local Authority approved physical restraint technique. When physical intervention is used, it is essential that a Serious Incident Report is completed and the intervention is clearly described. As a school we will inform the parent if an incident where physical intervention has been used. A summary of response from parents should be recorded on the Serious Incident Report. The Serious Incident Report (Appendix 4) and a VA1 Violence and aggression form (appendix 5) if a member of staff has been hurt. These must be given to a member of the Senior Leadership Team to be checked and then passed to the office to inform the Local Authority.

Hate Incidents

All hate incidents that occur are fully investigated by the member of staff who was informed of the incident. These include:

- racist
- ethnic, cultural and religious backgrounds
- gender
- gender identity
- sexual identity
- special educational needs and disabilities
- appearance or health conditions

These incidents are recorded on the Racist and Hate Incident Report Form (ROHIRF) by the member of staff on the day of the incident. (T drive/Behaviour/Racist Incidents). SLT must be informed in person the same day, so that appropriate calls are made and letters can be sent to parents. SLT must then complete the Termly Monitoring Sheet.

Consistency in the culture of excellent behaviour management

As a school we need consistency in practice around excellent behaviour management and we have strategies in place to support this:

Our behaviour charter

We have 4 key principles we follow in regards to behaviour at George Spicer: **Be sensible, Be safe, Be respectful and Be kind.** These appear in all our charters around behaviour and are what we follow and what we refer to in conversations around conduct with all our community.

Our School Values

We expect all members of the school community to support and live out our core school values:
Respect, kindness, responsibility, resilience, determination and equality.

Being a Rights Respecting School

In a Rights Respecting School, children learn about their rights based on the United Nations Convention on the Rights of the Child (UNCRC) and the importance of responsible actions in order to make sure the rights of all are respected. Through this, children learn to voice their rights, recognise their responsibilities and respect and uphold the rights of others. The aims of RRS underpin and support our school values and aims by helping children to contribute positively to their learning; achieve their potential and become responsible, global citizens in a safe & happy environment. Therefore, children are taught explicitly about the rights of all children in addition to links being made across the curriculum, through all subjects.

Curriculum

The curriculum will offer opportunities to explicitly teach about modelling excellent behaviour and how to manage less positive behaviour e.g. through PSHE. However we recognise the curriculum at George Spicer will have other areas that will support the teaching of positive behaviour.

Class Charters

Our charters are written around our 4 behaviour principles of **Be sensible, Be safe, Be respectful and Be kind**. Each class annually writes their own class charter to agree the expectations of each other within the classroom. These should then be displayed with the behaviour ladders.

Classroom Management and Organisation

Effective classroom management strategies and high expectations are key for achieving high standards of behaviour. All staff are responsible for this. Classroom management offers the greatest place for adults and children to model consistency. As a school we would expect to see:

- Consistent **language**; consistent response: Referring back to the agreement made between staff and learners (Charters), simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring 'certainty' at the classroom, support staff and senior leadership level. Never passing problems up the line, unless required, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour. (PIP -praise in public)
- Consistent **consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours. (RIP – reprimand in private)
- Consistent, **simple rules/agreements/expectations** referencing promoting appropriate behaviour, symbols and visual cues, interesting and creative signage. (Class charters)
- Consistent **respect from the adults**: even in the face of disrespectful learners!
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside others. (labelling feelings for yourself as adults but helping the children label those feelings).
- Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms, travelling around the school, moving across sites.
- Consistent environment: Consistent **visual messages** and echoes of school values, positive images of learners.

At George Spicer we believe that consistency lies in the behaviour of the adults and not simply the application of procedures. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individual they respect adults and accept their authority. We build positive relationships with children as this has a huge impact on their social and emotional development. Studies clearly show that children who have secure relationships with their teachers demonstrate lower levels of challenging behaviour. Ultimately **high quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.**

Expectations of all staff:

- **Meet and greet** at the beginning of sessions
- Refer to **be sensible, be safe, be respectful and be kind.**
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners
- Use a **visible recognition** strategy throughout every lesson (behaviour ladder)
- Be **calm** and give children time to talk/explain (hear both sides of the story). Prevent before sanctions.

- **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are behaving badly.

Leaders of Learning & Assistant Headteachers:

Middle leaders are not expected to deal with behaviour referrals in isolation for their year groups. They are there to support alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- Be a visible presence in the year group/team to encourage appropriate conduct
- Support staff in returning learners by joining reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage the use of positive notes (Marvellous Me)/positive phone calls home
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here'

Headship:

Headship are not expected to deal with behaviour referrals in isolation. There is an expectation that staff have fully investigated situations and then as Headship they stand alongside colleagues to support, guide, model and show a unified consistency to learners.

Headship will:

- Be a daily visible presence around the site especially at transition times, including in the playground at start and end of the day.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support Leaders of Learning and Assistant Headteachers in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess the behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

Positive behaviour management strategies in practice

We believe that rewarding pupils for making good choices is an integral part of creating our positive ethos. We understand that by doing this we provide pupils with a positive belief system that encourages and motivates a positive change in their behaviour. This can also help promote self-esteem and provide further incentive to demonstrate acceptable behaviours.

Strategies to support positive behaviour management:

- Motivating children – telling children 'on' rather than telling them 'off'
- Catching children doing the right thing
- Awarding house points related to the school's behaviour principles
- Building a positive atmosphere where everyone feels emotionally safe,
- Using relational rewards (sincere verbal praise, positive notes home, moving up the behaviour ladder, Marvellous Me, positive phone calls etc)

- House Points are awarded linked to the 4 Bs
- Personal, sincere, specific and age appropriate praise
- PIP – praise in public (unless it is a child that may not enjoy public praise)
- Having the patience and determination not to give up on any child
- Saying thank you to pupils whose conduct is good
- Acknowledging every child on a personal level, making sure that even the quietest children are acknowledged for their efforts.
- Sharing the positives with other classes/SLT/parents via - Marvellous Me or a phone call home
- Behaviour ladder – see additional information
- Star of the week – See additional information

George Spicer Behaviour Ladder (appendix 1)

At George Spicer we use the behaviour ladder in every classroom across the school. This behaviour ladder is used to encourage pupils to demonstrate behaviour, which is conducive to effective learning for themselves and their class.

Everybody starts each morning on the 'Start' to show that there is always an opportunity to achieve and improve, despite what may have happened the previous day. Awards are given at the end of each day to those who have achieved Bronze, Silver or Gold. If the children achieve a bronze this should be sent on Marvellous Me by the class teacher. If a child achieve silver then they are awarded a silver sticker and a mention on Marvellous Me by the class teacher. If a child achieves gold then they see a member of SLT and they will be awarded a certificate and a gold sticker by that member of SLT and that member of SLT will send a Marvellous Me. Staff are expected to encourage the children to show their work or explain their achievement to SLT.

To move up the ladder at each stage it should be for good behaviour for learning for that child. We would expect a select few to move up the ladder for sitting well on the carpet or listening well, if this was something they were working on. It should be for something that is remarkable for that individual. Please see the ladder for that guidance. Although reaching gold should be a challenge to achieve, it should be achievable for all. We wouldn't expect children in the class to achieve gold more than twice a week.

Time to Shine

On a weekly basis, paired year groups hold an assembly to celebrate individual children's work and achievements. Special achievements merit a 'Star of the Week' award. These can be for a single special achievement or for sustained effort. Three stars are given out each week, one being from a class vote where the children in the class nominate peers for something special they have done that week and then two from the classteacher. If a child receives a star of the week they will be given a certificate to take home to share with their parents and also a Marvellous Me. They then stick a star sticker on the star chart in their class. Children who have achieved **5** "Stars of the week" (excluding whole class stars) will receive a Marvellous Me inviting them to a tea party in school with the Headteacher. Staff record when children have their fifth star on a spreadsheet on the T drive called Head teachers tea parties.

Other Reward systems

We recognise that some classes/children will need/want additional systems in place in class to support their positive behaviour and teamwork. This may include something like marble in a jar or secret child. This needs to be consistent within the year group and agreed with the Leader of Learning/Assistant Headteacher who will let SLT know what the additional system is so that they can support the promotion of this.

Managing negative behaviour and sanctions

Staff at George Spicer are committed to using a positive approach to deal with behaviour issues, however, all children need to learn that actions have consequences. Persistent and serious unacceptable behaviour will lead to a range of sanctions and support strategies, depending upon the behaviour / incident. These are outlined on the Behaviour Grid (Appendix 2). At George Spicer we use a staged sanction approach with the use of strategies above to support the redirection of low level behaviour. We always ensure that we label the behaviour and not the child. Restoratative approaches are used in reflecting, correcting and improving behaviour.

Redirecting low level disruption

- Non verbal cues
- Movement and positioning around the room
- Vigilance
- Pro active interventions with behaviour that can escalate
- Proximity of the child
- Gentle encouragement including use of a positive model of the pupilss previous good behaviour.
- Private verbal warnings (RIP - reprimand in private)
- Before staged sanctions begin, use of verbal behaviour cues
- Less teacher talk time
- More hand and mind activities for 'wriggly' children

Behaviour Ladder

The behaviour ladder is there to support the managing of negative behaviour as well as positive behaviour. This includes issuing warnings which includes time out in class, outside of the class in an alternate year group class depending on the behaviour of the child.

Behaviour Grid

The behaviour grid gives some guidance on what behaviours warrant what sanction. It is not a finite list but guidance if you are unsure then please ask your Leader of Learning/Assistant Headteacher in supporting giving a consequence to the child. The grid is important to have consistency across the school.

Reflections

If a child's behaviour is a concern it is important to look at the behaviour grid. The grid shows what consequence will be given to the child depending on the incident. If a child needs a reflection this information needs to be sent via email to the Leader of Learning, Assistant Headteacher and Deputy Head in charge of the site and the Learning Mentors who will complete the reflection. The reflection is a time for the child to discuss what happened and what went wrong and how to stop it from happening again.
If the child is on their first reflection there will be no report. If it is their second they will go on a classteacher report, the classteacher and parents will monitor their behaviour progress. If it is their third reflection they will go onto a Senior Leader report, the Leader of Learning will monitor their

behaviour alongside the parent and classteacher. If they receive a fourth reflection then they will go onto a Headship report whereby the Headpship meet with the child and parents and monitors the report daily. There is an expectation that the parent signs the report daily. Appendix 3 is an example of a report that a child may be given – these are adapted by the Learning Mentors to support the children appropriately.
If a child is on a report continues to demonstrate unacceptable behaviour then the report will continue for an additional week. If the child's behaviour doesn't improve it may be appropriate at this stage to involve external agencies (e.g. SWERRL, CAMHs). If SLT is involved, depending on the circumstances a risk assessment and/or behaviour plan, may need to be drawn up for that child. This may involve the class teacher, SENCos, Learning Mentors, Senior Leaders, the child's parents and other relevant agencies, if appropriate.

Suspensions

Suspension* - If a pupil persists with unacceptable behaviour, the parents will be contacted and the child may be suspended for a fixed term at the discretion of the Headteacher, in compliance with the legal requirements at the time. A reintegration meeting will be held prior to the return of the child. Records of suspensions and exclusions are held by the Headteacher.
Permanent Exclusion* - Permanent exclusions will be at the discretion of the Headteacher, in consultation with the Governing Body and the LA. Parents will be notified of the Appeals Procedure.

*Only the Headteacher or the Deputy head (with permission from the Headteacher) can exclude a pupil in accordance with the 51A of the Education Act 2002, the DfE's Schools Suspensions and Exclusions guidance, August 2024 and the schools exclusion policy.

Additional Support

We recognise that some children may require additional guidance and support. In addition to class teachers and TAs providing this on a daily basis, children may also receive support through interventions. On occasions, further support may be required from the SWERRL (previously known as the Behaviour Support Service). We recognise that there are some children with exceptional behaviour needs who may need something in addition to/or different from what the Behaviour Policy offers.

It is important to consider the role of other adults in the classroom when managing behaviour. At George Spicer we expect all staff to support with behaviour. Collaborative agreements with other adults working in the classroom – having an agreement about how pupils are managed; who applies sanctions/rewards, what happens if an incident occurs; working towards a classroom where the two or more adults speak with certainty and with one voice will support positive behaviour management and interaction.

Bullying

At George Spicer we define bullying by the four P's: purposeful (is done for affect); painful (designed to cause upset to the receiving party); persistent (happens on more than one occasion over a period of time) and planned (actions are premeditated and considered before being enacted). We take bullying very seriously. We promote ourselves as a 'telling' school which means we tell when there is an incident and our school is a safe place in which to tell. If a parent or child says they are being bullied then this must be recorded on the reported bullying form on the T drive under behaviour where the details of the full investigation is kept. The school has in place an Anti-bullying policy.

It needs to be noted that bullying is just one element of Child on Child abuse. Child on child abuse is most likely to include, but is not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults, sharing nude and semi-nude images and initiation/hazing type violence and rituals. There are other specific safeguarding issues that can occur and all staff should be aware that safeguarding issues can manifest themselves via

child on child abuse. If this is the case or there is a concern a referral or discussion with a member of the safeguarding team should happen and then be followed up following the schools safeguarding procedures. (please refer to the school's children protection policy and procedures)

Searching and banned items

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in or any other item that the school rules identify as an item which may be searched for.
The prohibited items are: knives and weapons; alcohol; illegal drugs; stolen items; any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil). It also includes tobacco and cigarette papers, vape pens, fireworks and pornographic images.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

We follow Enfield's Offensive Weapons Protocol https://traded.enfield.gov.uk/public-assets/attach/7177/School-Offensive-Weapons-Protocol-DRAFT.pdf

Recording Behaviour Incidents

All behaviour concerns are logged on Arbor via the behaviour section. All class teachers are responsible for recording the incidents that occur with the sanction given. Learning Mentors will log all reflections on Arbor.

Lunchtime incidents are recorded in the lunchtime book by the Playleaders. They will report it to the class teacher to make the decision on the consequence if SLT hasn't been called to the playground to deal with the issue.

Monitoring and Assessment

All staff are responsible for monitoring the behaviour around the school and in the playgrounds, to ensure it is of the highest standard possible throughout the whole school community.
The governors will monitor this policy through the behaviour data shared at termly governor meetings and update and agree the governor's behaviour principles yearly. The implementation, planning and the delivery against the School Plan is the responsibility of the Senior Leadership Team

This will take place through:

- Class teachers monitoring and recording individual children's progress, following the guidance in this policy.
- Class teachers reporting individual children's behaviour in the annual report to parents.
- The Learning Mentors, AHTs LOL, and DHT of site will monitor the behaviour information half termly

- SLT reviewing standards of behaviour on a termly basis.
- Termly feedback being provided to the Governors through the Headteacher's report.

Evaluation and Review of this Policy

This policy was revised in November 2024 and will be reviewed by the Headteacher and Full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section - Monitoring and Assessment). At each review, the policy will be approved by the full governing body.

This policy will also be reviewed annually in relation to the latest government guidance such as:
Keeping Children Safe in Education
Behaviour in Schools
Schools Suspensions and Permanent Exclusions

Signed:

Chair of Governors _____ Date: _____

Headteacher: _____Date: _____

To be reviewed in November 2025

Record of Appendices:

Appendix 1: George Spicer behaviour ladder guidance
Appendix 2: George Spicer behaviour grid
Appendix 3: School Incident Record sheet (staff to complete following an incident where a child has had to be held)
Appendix 4: VA1 Violence and Aggression form
Appendix 5: Reflection sheets Rec and KS1 and KS2
Appendix 6: Example report
Appendix 7: Reported Bullying Incident Record

Appendix 8: George Spicer's approach to reasonable force

George Spicer Primary School Behaviour Ladder Guidance

This behaviour ladder is used in class to encourage pupils to demonstrate behaviour which is **conducive to effective learning for themselves and their class.**

Everybody starts each morning on the 'Start' to show that there is always an opportunity to achieve and improve, despite what may have happened the previous day. **Awards are given at the end of each day** to those who have achieved Bronze- Marvellous Me, Silver – Marvellous Me and a silver sticker or Gold – certificate from SLT, sticker and SLT member to send Marvellous Me home.

The diagram below shows how pupils would progress along the steps of the ladder (Remember this behaviour has to be excellent/exceptional for them):

Gold	If a child demonstrates ***outstanding behaviour for learning***, they can move onto Gold (this should be used sparingly to help keep its value - no more than 2 times a week).
Silver	If a child shows a ***different behaviour*** which demonstrates good learning OR behaviour which supports the pupil or class with their learning they move up the ladder again.
Bronze	If a child shows behaviour that demonstrates ***good learning*** OR behaviour which supports the pupil or class with their learning they move up the ladder.
Start	***Everybody starts here*** - it is also used as the next 'step' if moving from yellow 1 upwards or down from Bronze.
Yellow 1 Yellow 2	If a child shows low level disruptive behaviour, they will move down the ladder. If this is from the 'Start' position, the pupils will move to Yellow 1. This is a ***verbal warning***. If they continue to demonstrate disruptive behaviour then they go to Yellow 2 which is ***5 minutes sitting on their own*** in class at a separate table.
Orange	If they continue to demonstrate disruptive behaviour then they go to Orange which is to spend the ***next lesson in another class***.
Red	If they continue to demonstrate disruptive behaviour then they go to Red and the teacher they are with ***sends them to a member of SLT*** with a red card. Records of this will be kept by members of SLT. If this happens more than once, a member of SLT will call home to discuss this with the parents/carers. Pupils who show ***extreme unsafe behaviour*** towards themselves, another pupil or member of staff will be put **straight onto** the red step.

PLEASE REMEMBER pupils can move **back up the ladder** from a step if they begin to show behaviour that is conducive to good learning. Try to recognise this quickly, if possible, so they feel achievement and that there is always motivation and plenty of opportunities to make better choices.

George Spicer Behaviour Grid

Category	Concern examples	Consequences/Actions
1	• Avoiding work or wasting time • Pushing in front of others • Spoiling other's games • Annoying others • Inappropriate, distracting noises • Calling out in class • Silly name calling • Interrupting other children • Arguing with other pupils • Being uncooperative • Fighting games • Disrespectful gestures • Inappropriately dressed (i.e. nail varnish; wrong uniform)	• Staff reminder given • Parents/Carers informed by telephone or email • General school behaviour system followed (use of the behaviour ladder) 1st warning (visually on the behaviour ladder) Clear reminder of expectations / correct behaviour linked to rights & responsibilities 2nd warning (visually on the behaviour ladder) Reminder of expectations and possible consequence 3rd incident = Appropriate consequence from: 1) Repositioning within classroom / moving down the class behaviour ladder 2) Depending on where the children are on the ladder possible time out in another class 3) Loss of playtime
2	• Rudeness • Teasing + disrespecting others • Interrupting a member of staff • Disagreeing with a member of staff • Refusal to follow instructions • Aggressive play/hurting someone back • Lying about own conduct • Using swear words (not directed at others) • Spitting (not at anyone) • Graffiti (on books) • Repeated incidents of not taking care of school property	• Staff reminder given • Parents/carers informed by telephone/email • Recorded following behaviour in the file in class on a behaviour record. • Repeat perpetrators to be reported to SLT on site so it can be escalated to category 3 1st warning (visually on the behaviour ladder) Clear reminder of correct behaviour linked Loss of whole playtime (at reflection wall or inside with reflection sheet) OR Community service (Jobs to be allocated by SLT eg litter picking) Supervised time out of class session – if at that point on the ladder Behaviour Chart and parental involvement
3	• Personal insults • Swearing at others • Spitting at someone • Intimidation • Dangerous refusal to follow instructions • Fighting or other forms of violence towards children or staff eg biting, kicking, hitting as the initiator • Lying about others' conduct • Racist or religious abuse • Sexual harassment • Vandalism • Stealing • Extreme rudeness • Arguing with a member of staff • Bullying	**All parents must be informed by the class teacher if their child has a reflection** • Reflection • 2nd incident= Reflection + Class teacher Report • 3rd incident = Reflection +Year Lead report. CT and LoL to talk to parents about what next step will be. Monitored by the Leader of learning • 4th incident = Reflection + Leadership report. Meeting with CT and Leader of Learning & member of SLT. Appropriate next steps decided e.g. Targeted intervention. Report monitored by SLT • Look into further support for the children. • Lunchtime exclusion/Fixed term exclusion. A Personal Support Plan (PSP) is written • A managed timetable • Permanent exclusion

George Spicer Primary School
Serious Incident Report – Physical Intervention Record

Childs Name: …… Class: …… Date:……

What Physical Intervention was used:	
Approx duration of PI ……mins	**Observers:**

Explain briefly the circumstances and actions leading to physical intervention being required.
Describe how the child reacted to the physical intervention.
What sanctions were given. Was the incident discussed with the child? Is any further action required?
Who informed the parent?

Record of Injury (Both staff and pupils)		**VA1 form completed**	**Reported in Accident Book**
Name:	**Describe Injury:**		

Name: …… Signed: ……

Name: …… Signed: ……

Name: …… Signed: ……

Appendix 4

George Spicer Primary School Violence and Abuse Report (VA1)

Part A			
Name:	**Post title/Role:**		
Date of incident:	**Time of incident:**		
School site: Kimberley Gardens/ Sketty Road		**Location on site:**	
Details of incident, immediate outcome and action taken:			
Nature of violence/abuse:			
Physical assault ☐	**Verbal abuse** ☐	**Threat** ☐	**Sexual harassment** ☐
Racist harassment ☐	**Silence** ☐	**Damage to property** ☐	**Other** ☐
Specify:			
Part B			
Details of injuries/damage to property:			
Details of abuser/s (if known):			
Incident notified to:			
Recorded in accident book: Yes / No			
Part C			
Details if any further action taken, consequences and other relevant post incident information:			
Please hand this form to a member of the Headship team **Signed as seen _____**			

George Spicer School Reflection Sheet

Reception and KS1

Name of pupil: _____ Class: _____ Date: _____

What did you do?

The 4 Bs

Was your behaviour kind?

Was your behaviour respectful?

Was your behaviour sensible?

Was your behaviour safe?

If you answered no to any of the above, explain how?

How did your behaviour make the other child/adult/children feel?

How will you show the 4 Bs next time?

Rights Respecting

Which rights did you stop others from having?

George Spicer School Reflection Sheet

KS2

Name of pupil: _____ Class: _____ Date: _____

What did you do?

The 4 Bs

Was your behaviour kind?

Was your behaviour respectful?

Was your behaviour sensible?

Was your behaviour safe?

If you answered no to any of the above, explain how?

How did your behaviour make the other child/adult/children feel?

How will you show the 4 Bs next time?

Rights Respecting

What rights did you stop others from having?

CLASS TEACHER / SENIOR LEADER/ LEADERSHIP REPORT (please circle)		
Name:	**Class:**	**Week beginning:**
Reason for Report:		

	Breakfast Club	1st session	2nd session	Playtime	3rd session	Lunch	Afternoon		A.S Club	Comment by Headteacher	Comment by parent
Mon											
Tue											
Wed											
Thur											
Fri											

Signature of parent _____ Date _____

Please look on the T drive under behaviour for alternate reports to use for your children or adapt as necessary

Reported Bullying Incident Record

Name: _____ Class: _____

Date & time	Location	Incident	Reported by	Action

This is a template example – please record any incidents on T drive/behaviour/reported bullying

Appendix 8

George Spicer's approach to the use of reasonable force

Staff at George Spicer Primary School recognises that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety / well-being and also to maintain good order and discipline. Our approach to the use of reasonable force therefore be read in conjunction with our Behaviour Policy and the Child Protection policy and Procedures.

The aims of the policy:

- To keep every person in the school community from harm.
- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

However as a school we believe that; where possible and if dealing with a child that may need to be held for some time the staff restraining the pupil should be trained in the physical restraint techniques recommended by the LA.

Staff attend training delivered by SWERRL, the Primary Behaviour Support Service on physical intervention techniques.

Names of holds which may be used:
Proximity
T stance
Safety stance
Defence stance
Walk and talk
Single embrace
Single adapted embrace
Figure of 4
Figure of 4 - standing to sitting
Figure of 4 seated adaptation
Straight arm adaptation (only to be used when sitting)
Standing double embrace (only to be used when standing)

It should also be known that if a child has a disability of special educational needs (SEN) then reasonable adjustments will need to be made if reasonable force is needed.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following is not exhaustive but provides some examples of situations where reasonable force can and cannot be used

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment-it is always unlawful to use force as a punishment.

Alternative strategies to physical restraint:

- Repeat instruction until the pupil complies.
- Give the pupil two teacher led choices.
- Use a distraction technique – e.g. blow a whistle to break up a fight.
- Removal of the audience – take other children out of the room.
- Other techniques – e.g. avoid confrontation, use humour; the situation can be dealt with once emotions are no longer running high.
- Use of sanctions in line with the school behaviour policy.

When physical restraint becomes necessary:

DO

Tell the pupil what you are doing and why.
Use the minimum force necessary.
Involve another member of staff if possible.
Tell the pupil what she/he must do for you to remove the restraint (this may need frequent repetition).
Use simple and clear language.
Hold limbs above a major joint if possible e.g. above the elbow, following the Approach procedures that have been taught.
Relax your restraint in response to the pupil's compliance

DON'T

Act in temper (involve another staff member if you fear loss of control)
Involve yourself in a prolonged verbal exchange with the pupil
Attempt to reason with the pupil
Involve other pupils in the restraint
Touch or hold the pupil in sexual areas
Twist or force limbs back against a joint
Bend fingers or pull hair
Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
Slap, punch, kick or trip up the pupil

After the incident:

- A member of the SLT should be informed. They will contact parents / carers and inform them of the incident.
- All staff involved should log the incident following the school procedures:
- When physical intervention is used, it is essential that a Serious Incident Report is completed and the intervention is clearly described.
- If a child is subject to the use of reasonable force at any time then the parents **must** be informed on the day this happened.
- A summary of response from parents should be recorded on the Serious Incident Report. The Serious Incident Report (see the Behaviour Policy) must be given to a member of the Headship Team.

If the behaviour occurs frequently a risk assessment/ behaviour plan, involving a member of the Senior Leadership team, Class teacher, SENCo, adults working with the child and parents/ carers.

Risk assessments:

If we feel that an individual pupil will behave in a way that requires frequent restraint a risk assessment will be written.

This approach is written following the DfE publication 'Using Reasonable Force – advice for Headteachers, staff and governing bodies.' July 2013

And the guidance from the 'Education and Inspections Act 2006'. (see below)

Use of Reasonable Force –Education and Inspections Act 2006'

Reasonable force is an action used either to control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Reasonable force can be used:

- To prevent pupils from hurting themselves or others
- Damaging property
- Causing disorder

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; and
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

Examples of situations that may require restraint are when:

- a pupil attacks a member of staff, or another pupil
- pupils fighting
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- a pupil persistently refuses to obey an order to leave an area
- a pupil behaves in such a way that seriously disrupts a lesson.