

# HADLEIGH INFANT & NURSERY SCHOOL



## Behaviour Policy 2021-2022

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### Version History Log for this document

| <b>Version</b> | <b>Date Published</b> | <b>Details of key changes from previous version</b> |
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| <b>1</b>       | <b>October 2021</b>   | <b>New policy created</b>                           |
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## **Our core values and ethos**

At Hadleigh Infant and Nursery School we seek to develop good relationships between staff and children based upon respect, honesty, trust and high expectations. We believe in an approach that promotes self-esteem and supports positive behaviour in our children. We stress the importance of understanding and sensitivity in all our relationships within this community.

We want Hadleigh Infant and Nursery School to be a place where everyone respects, values and supports each other; a place that celebrates the diversity within our community. Above all, our school should be a place where we are all motivated to learn; where we achieve and enjoy coming to school every day.

All members of staff at Hadleigh Infants and Nursery School are expected to ensure all interactions with the children are underpinned by the behaviours of: respect, unjudgmental and fair.

## **Aims of the policy**

For Hadleigh Infant and Nursery School to be able to:

- Promote self-esteem, self-discipline, respect for all and develop positive relationships;
- Promote a community where all feel happy, safe and secure;
- Demonstrate the importance of positive interactions;
- Be a school free from all aspects of bullying;
- Ensure we are clear and consistent in our approach;
- Personalise our approach to meet the needs of all members of our school community;
- Ensure that our values are embedded in everyday practice.

## **Preferred practices**

Preferences are about the way in which we model positive behaviours. We always need to be aware that these preferences have a significant positive impact on the behaviour of others.

***To enable all members of Hadleigh Infant and Nursery School to learn, we need to:***

- Encourage each other;
- Work hard;
- Clearly identify, recognise and celebrate positive behaviours;
- Have clear expectations of each other.

***To enable all members of Hadleigh Infant and Nursery School to be happy, we need to:***

- Be positive;
- Always see the good in people;
- Communicate effectively;
- Communicate sensitively;
- Speak calmly and diffuse confrontation.

***To enable all members of Hadleigh Infant and Nursery School to be looked after and feel safe, we need to:***

- Be fair, respectful and unjudgmental;
- Be kind;
- Always listen to others.

### **What does the Law say?**

#### ***The Education and Inspections Act 2006***

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- Every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

## ***The Equality Act 2010***

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, race, religion or belief, sex and sexual orientation.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

## **School Rules**

Our school rules are reviewed annually by the key stakeholders and amendments are made accordingly.

Our current school rules are:

1. Respect
2. Ready\*
3. Safe

\*The school rule of being 'Ready' includes the school's expectations that all children (who are physically well enough to) attend school every day.

Class teachers will discuss these rules in detail at the start of each academic year so that children have a clear understanding of the expectations for each rule.

## **How we encourage, recognise and celebrate positive behaviour at Hadleigh Infant and Nursery School**

At Hadleigh Infants and Nursery School we have five levels of rewards that can be used to positively reinforce, recognise and celebrate positive behaviour. All stakeholders agree that the majority of our time should be spent recognising and celebrating the positive behaviours seen on a daily basis. As the levels increase through the rewards system so will the expectation of the children to be able to achieve them. The new reward system will allow the staff, children and families to recognise, celebrate and reward the most positive behaviours displayed in and around the school.

### **Level 1**

#### **Types of rewards that can be given:**

Stickers, verbal praise, class recognition boards and class-based rewards systems.

#### **Frequency of rewards:**

Daily

#### **Further information:**

It is expected that stickers and verbal praise are both used throughout the day to identify and celebrate those children who are either displaying one of the school rules or achieving well during their academic tasks. Each class are expected to have a recognition board. It is down to the class teacher and the children in the class to decide the design of this display. Throughout the day children should be identified to be recognised. Once identified, the child's name or picture will be placed on the recognition board. Teachers are invited to create class-based reward systems such as table points and marbles in a jar to support their teaching and the implementation of the school rules.

## **Level 2**

### **Types of rewards that can be given:**

Star of the week, Year Group / Assistant Head Teacher tickers and Attendance Hero Awards

### **Frequency of rewards:**

Weekly for a small number of children

### **Further information:**

The Star of the Week Award is to be given out once a week on a Friday. It is expected that over the year all children within the class will have the opportunity of winning the award. This award should be awarded to a child who has demonstrated one or more of the school rules consistently during the week. The children who win this award will have it given to them either by Mr Proctor, Year Group Leader or the class teacher. Staff in classes can decide to send any child to receive a sticker from the child's Year Group Leader, Mrs Strickland or Miss Ryan. These stickers will be provided to children who have demonstrated outstanding academic work or have clearly demonstrated a school rule. The Attendance Hero Awards are given out once a week. Every child who has been in everyday during the week will be entered into a class draw. One winner from each class will win either a small gift or a HT sticker.

## **Level 3**

### **Types of rewards that can be given:**

Recognition Cards, Head Teacher's Stickers and Termly Attendance certificates.

### **Frequency of rewards:**

Weekly/ Half Termly / Termly

**Further information:**

Each class has been provided with 40 recognition cards – these are to be given out by the adults within the class if they feel that a child has gone above and beyond in areas of Respect, Ready and Safe. When a child is given a recognition card, the teacher will write on the back what it has been awarded for and the card will be sent home. In addition to this, the child who has received the award will have the opportunity to visit Mr Proctor to discuss their achievement. Children may be sent to see Mr Proctor to receive a Head Teacher's sticker if it is deemed the child has excelled either academically or behaviourally. If a child in Key Stage 1 has an attendance of 100% in a term, they will receive a gold certificate. If their attendance is lower than 100% but above 95.99%, they will receive a silver certificate.

**Level 4****Types of rewards that can be given:**

Class Badges, Posh Pencils, Sports Heroes Awards, Head Teacher's Special Recognition Awards

**Frequency of rewards:**

Monthly, Half Termly, Termly

**Further information:**

Class badges are the highest in-class rewards that can be given to a child. Each class have been provided with 10 badges per year. On average this means that one badge will be given out per month. These badges should be given out to children who have consistently demonstrated (over a sustainable period of time) that they are able to go above and beyond in areas of Respect, Ready and Safe. A golden star badge will be provided to the children who win this award. They will be invited to wear the badge every day for the rest of the year. Their name will also be placed on a special area in the classroom and on the display board in the main corridor. The winners of these badges will also be invited to a special lunch with Mr Proctor at the end of the term that they won their award. Posh Pencils are awarded by Mr Proctor for children who have either demonstrated high standards of handwriting or have demonstrated outstanding progress in handwriting and presentation. Once a term, each teacher will be able to identify one child to win the classes Sports Heroes Award. This child should have demonstrated high levels of either: sporting skills, respect, fair play or perseverance. The children who win one of these awards will be given a certificate and a voucher as well as being placed on the school's Sports Heroes display in The Hall. The Head Teacher's Special Recognition Awards are the second highest award the children can win in the school. On average

these will be given out once a term. Teachers will be able to nominate children they feel deserve this special award.

## **Level 5**

### **Types of rewards that can be given:**

Commendation Awards

### **Frequency of rewards:**

Yearly

### **Further information:**

The Commendation Awards are the highest honour the children could earn during the academic year. Each class will be able to choose one child to win this award. In addition to this Mr Proctor will also pick one child from each year group to win his commendation awards and finally Mrs Burls will also be able to pick one child to receive the final commendation award. A total of 15 awards will be given out in a special awards assembly on the last day of the academic year. The parents of the winners will be invited to attend the assembly. During the assembly, the winners will be invited to come to the front and a letter from their teacher will be read out explaining why they have won the commendation. It is strongly suggested that all children who win the commendation award would have previously won a class badge; however, in exceptional circumstances the winner may not have received a class badge. The children will receive a badge, a laminated copy of the letter from the teacher and their name will be placed on the honours board situated in the main entrance.

## **Reinforcing Positive Behaviour**

### ***Stages of response***

At times, some children will not behave in line with expectations. To help remedy this behaviour a robust and graduated response is given by all members of the school staff. It is important that all staff remember to keep the length of interactions short. Staff should ensure that they appropriately



manage the inappropriate behaviour as well as continuing to spend the majority of their time recognising and celebrating those making positive choices. The stages below outline the school's approach. This approach is underpinned by positive reinforcement and child should quickly move backwards through the approach if they begin to make positive choices.

### **Stage 1- Preventative/Warning/ First Yellow Card**

If a child is not following one or more of the school rules (Respect, Ready and Safe) either in class or around the school at any time they will be reminded by a member of staff. If the child continues to display inappropriate behaviour they will be given a Yellow Card. When giving a child the first Yellow Card, the member of staff should spend no longer than 5 seconds explaining why they have got the cards.

*This Yellow Card is because you are not being Respectful/Ready/Safe I expect your behaviour to change.*

### **Stage 2 - Final warning / Second Yellow Card**

It is our hope that the first Yellow Card and positive reinforcement of those who are making positive choices will be enough for the majority of children to improve their behaviour and start to follow all of the school rules. If this is not the case the child continues to make inappropriate choices, they will receive a second Yellow Card. When giving a child the second Yellow Card, the member of staff should spend no longer than 10 seconds explaining why they have got the cards and outline what will happen if they do not change their behaviour.

*This is your second Yellow Card as you are still not being Respectful/Ready/Safe I expect your behaviour to change. If it doesn't, you will receive a Red Card.*

### **Stage 3 – Intervention / Red Card / 30 Second Intervention**

As stated in Stage 2, it is our hope that the first Yellow Card and the subsequent Second Yellow Card whilst still receiving positive reinforcement of those who are making positive choices will be enough for the majority of children to improve their behaviour and start to follow all of the school rules. If this is the case, the child will be able to move backwards through the system. If in the rare occasion the child has still not started to follow the school rules, they will receive a Red Card.

When receiving a Red Card the member of staff will also go through the 30 second intervention script with the child – this can be found below:

**I've noticed .... (the inappropriate behaviour)**

**This means you have broken our school rule of (Respect/Ready/Safe)**

**You have chosen (state the consequence)**

**Do you remember last week/ yesterday/ earlier when you (state positive) ? That's the person I need to see today.**

**Thank you for listening**

**Walk away.**

**Praise 3!**

The consequence will be set by the adult completing the 30 second intervention. A list of consequences that staff may implement can be found below (this is not an exhaustive list):

- Time out in the classroom
- Time out in another classroom
- Being sent to the Year Group Leader
- Being sent to one of the Assistant Head Teachers
- Staying in for a short period of time at play time
- Staying in for the entire time at play time
- Staying in for a short period of time at lunch time
- Missing out on a class treat

The 30 second intervention should be kept to the intended 30 seconds and should not be a back-and-forth with the child. Staff members should be clear precise and remember to focus on the other children in the class making positive choice as they walk away. Praising 3 – allows staff members to reinforce that more children making positive choices are recognised than the one who is displaying inappropriate behaviours.

### **Calling for additional support from the Head Teacher/SLT**

There may be occasions that additional support is needed to help manage a behaviour situation. Most behaviour will be able to be managed by staff in class; however, it would be appropriate to contact Mr Proctor or another member of the Senior Leadership Team if a child is:

- Causing sustained disruption
- Physically putting themselves or others in immediate danger

- Refusing to follow a sanction following a Red Card
- Has been involved in a situation motivated by race
- Has been involved in a situation where they have behaved in an inappropriate way sexually.

### **When to inform parents**

Parents will always be contacted in the following circumstances:

- If a child receives a red card
- If a child has been sent to a member of the SLT
- If a child intentionally hurts another child or adult
- If a child intentionally disregards adults or school property

### **Report Cards**

Report cards can play an effective role in the following areas:

- Identifying patterns of inappropriate behaviour (particular times, days or subjects)
- Identifying the positive moments of a day/week
- A simple and clear method to communicate between home and school

If it is deemed appropriate to use a report card, a member of staff will meet with the child's parent to discuss the benefits from using them. If all parties are in agreement the report cards will be used. These report cards will be consistently reviewed and will stop being used when it is deemed unnecessary.

### ***Consistent Management Plan***

Should a child consistently continue to behave outside the school core value system and the step 4 has been implemented, it may be deemed necessary to implement a consistent management plan (CMP) and for the child to be made known to the SENCO and school's SLT. The procedures on the CMP will be based on promoting the core values/positive behaviour and will be bespoke to the child possibly deviating from the Behaviour Policy. Therefore, standard rewards and sanctions are personalised to enable more vulnerable children to have clear targets to improve their behaviour. (See appendix A) The CMP will be shared with all adults who come into contact with the child to ensure that strategies and sanctions are understood by all.

## Exclusions

### Types of Exclusion -

#### Internal Exclusion

A child is retained in school but will work away from their classroom, supervised and supported by an appropriate adult at all times. Breaks and lunch for an internally excluded pupil will be taken separately from other children. Appropriate work is expected to be completed by the child during an internal exclusion, supported by the supervising adult as necessary. Internal exclusion can only be authorised by the Head Teacher or the Assistant Head Teachers.

*This type of exclusion is not recorded on a child's permanent school record.*

#### Fixed-term Exclusion (including lunchtime exclusion)

A child is excluded from the school for a fixed period of time. Work will be provided by the school. This work must be completed by the child and returned to school, where it will be marked in the usual manner.

Upon return to school, an official reintegration meeting must take place to maximise the likelihood of a successful reintegration for the child. Fixed-term exclusion can only be authorised by the Head Teacher.

*This type of exclusion is recorded on a child's permanent school record.*

#### Permanent Exclusion

A child is permanently excluded from the school. Permanent exclusion can only be authorised by the Head Teacher.

*This type of exclusion is recorded on a child's permanent school record.*

All staff will be pro-active in ensuring that children at risk of exclusion are supported appropriately and exclusion is a last resort. It will only be used in extreme cases, particularly when children threaten the safety and welfare of themselves or others.

For further information please refer to the school's Exclusion Policy. This can be found on the school's website. If you would like to request a paper copy of this policy please contact Mrs. J. Reader in the main office.

### **Bullying**

At Hadleigh Infant and Nursery School we agree with a local authority definition of bullying, which states that:

***Bullying is a hurtful act by an individual or group, usually repeated over a period of time. It often involves an abuse of power or use of intimidation and can affect an individual or group. Bullying isn't when children and people of similar age and size find themselves in conflict, without an imbalance of power or use of intimidation***

Issues around bullying are best dealt with in partnership with parents and children must always tell their class teacher or other adults in school if they are concerned with the behaviour of others. Our learning mentor works closely with children and their families if a child has a particular issue they are concerned about.

We try to prevent bullying in the following ways:

1. Ensuring the children follow our school rules;
2. Implement our approach if behaviour falls below our expected standard
3. Our personal, social and health education curriculum;
4. Regular assemblies;
5. Teach children about Anti-bullying each year through our scheme for PSHE;
6. Staff training;
7. Teaching our children how to resolve conflicts appropriately;
8. Work closely with families to prevent situations escalating over time.

Any concerns linked to bullying are logged on the school's CPOMS system. Mr Proctor must be alerted to all type of incidents to ensure that he is aware and can ensure that the appropriate actions and resolutions have been completed.

## Peer on Peer Abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up” and all peer-on-peer abuse is unacceptable and will be taken seriously.

As a school we recognise that peer-on-peer abuse can take many different forms both in and out of school. As a team we are also aware that although this may not be reported that this type of abuse may be happening within our school. The staff are regularly trained to identify and effectively respond to these types of situations. The staff will closely work with all children to ensure that they know what to do and who they could speak to if they have been a victim of peer-on-peer abuse. All staff at the school will be vigilant when interacting with the children in and around the school.

Peer on peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Most cases of peer-on-peer abuse will be dealt with under this policy but the Child Protection Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)
- Involves pupils being forced to use drugs or alcohol

**If a pupil makes an allegation of abuse against another pupil:**

- Concerns/disclosures must be recorded on CPOMS and the DSL team notified, but do not investigate it;
- A member of the DSL team will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
- If required a member of the DSL team will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed;
- A member of the DSL team will contact the children and adolescent mental health services (CAMHS), if appropriate.

**The school will minimise the risk of peer-on-peer abuse by:**

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Recognising that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
- Recognising peer-on-peer abuse can happen to anyone by anyone regardless of their gender, race, sexuality or beliefs. The school’s stance is that all peer-on-peer abuse is unacceptable and will be taken seriously.
- Ensuring the children follow the school rules as set out in this policy.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensuring pupils know they can talk to staff confidentially by discussing the people in the circle of trust. The children are regularly talked to about the adults in school they can talk to if they feel unsafe.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves.

## **Racist incidences**

In accordance with local authority procedures all racist incidents are reported to the Head Teacher. These will be logged by staff using the school's CPOMS system. Records of these incidents are also logged in the folder held in the Head Teacher's office. These incidents are then reported to the local authority and the parents of victims and perpetrators as well as the Full Governing Body.

## **Staff Development and Support**

Staff, including teaching, support and midday assistants, will be updated on the current behaviour policy annually to ensure that the Behaviour Policy is clear, well understood and consistently applied. All staff will complete annual training linked to Behaviour and Child Protection. The school leaders will continue to focus on the implementation of the school's Behaviour Policy and will support any staff that may require it. Mrs. S. Davison will be the Behaviour Leader within the school and will provide updates and training for all groups of staff on a regular basis.

## **Positive Handling/Use of reasonable force**

### **What is reasonable force?**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually 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 in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.



Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

All members of Hadleigh Infants and Nursery School staff have a legal power to use reasonable force.

### **When could reasonable force be used?**

Reasonable force could be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. At Hadleigh Infants and Nursery 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 lists are not exhaustive but provides some examples of situations where reasonable force could and will not be used in school.

### **We could 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;
- Restrain a pupil at risk of harming themselves through physical outbursts.

### **We will not use reasonable force to:**

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

Where reasonable force is likely to be regularly required, some staff will be professionally developed in positive behaviour management strategies including positive handling techniques. This will be a direct response to the specialist requirements of working with specific children and be part of their Statutory Assessment/Education, Health and Care Plan or Consistent Management Plan. A list of staff training to carry out positive handling techniques will be provided to all staff so they know who may need to be called to an incident if reasonable force may be needed.

In the very unlikely event of a member of staff using reasonable force, records will be kept of the incident and the parents/carers of the child immediately informed. A log of positive handling incidents is kept in the Head Teacher's office and is available upon request. The Head Teacher will also inform Governors of any positive handling incidents during appropriate governing body meetings.

### **Using reasonable force when dealing with children with SEND:**

The school is committed to planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans (CMP) for more vulnerable children, and agreeing them with parents and carers. These plans will be designed to reduce the occurrence of challenging behaviour and the need to use reasonable force. However, if a child (with SEND) is hurting themselves or others or damaging property that could lead to significant harm to themselves or another member of the school community a member of staff will use reasonable force. If any instances of this nature arise, further planning will need to take place to ensure that the likelihood of a repetition of this action is reduced.

### **Managing Pupil Transition**

Where a child has been made known to the SENCO or the school's leadership team for issues regarding behaviour, is in receipt of a Consistent Management Plan or has returned to school after a temporary exclusion, transition arrangements will be put in place according to the individual needs of the child.

These may include:

- Completing a social story;
- Spending additional time with the new adults they may be working with;
- Additional time spent familiarising themselves with the new class/key stage prior to transition;
- Additional time to be spend at the receiving school;
- Additional meetings with the SENCO of the receiving school;
- Additional meetings with the parents of child.

All records concerning behaviour of children who fall under this banner will be duly passed on. Any personal information will be provided to the child's new school following the procedures set out in the school's Data Protection Policy.

### **Confiscation of inappropriate items**

A staff member can confiscate an item of pupil's property as a sanction or for the safety of the pupil, so long as it is reasonable in the circumstances. The confiscated item will be safely stored and returned to the child or a responsible adult known to the child at the end of the school day. The child will be advised that this item must not be returned to school. If the teacher deems it necessary, the parent will be informed, but this is not a requirement of the policy.

# APPENDIX A

School Improvement and Early Years, Children's Support Service

Primary Behaviour Support

Consistent Management Plan

Name: Child A

DOB:

|  |   |
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| <b>Strengths and Likes</b><br><br>Child A is keen to join in with structured games and activities. He enjoys playing with cars and talking about cars. He enjoys activities where he works alongside adults. Child A also enjoys outdoor activities including running, climbing and jumping activities.<br><br>Child A's is able to play alongside other children in structured activities with support and explanation.   |   |
| <b>Key Behaviours and Triggers</b><br><br>Child A's main triggers are: <ul style="list-style-type: none"><li>• Too much noise</li><li>• Feeling like he is being told off even if he is not</li><li>• Wanting to choose what he wants to do rather than follow what he has been asked to do</li><li>• Tidying up</li><li>• Sitting on the carpet with the whole class (at times)</li><li>• Playing with children and not understanding how to take turns</li><li>• Playing inappropriate games (that involve pushing etc)</li><li>• Non-structured activities (eg lunchtime)</li></ul>           | <b>Child A's behaviour will look like the following:</b> <ul style="list-style-type: none"><li>• Refusing to join in</li><li>• Walking around the classroom</li><li>• Running in the classroom</li><li>• Calling out at inappropriate times</li><li>• Avoiding activities</li><li>• Shouting</li><li>• Pushing/grabbing at adults and children</li><li>• Swearing</li><li>• Making inappropriate noises</li></ul> |
| <b>General and Preventative Strategies</b><br><br>Child A will generally respond to the following strategies: <ul style="list-style-type: none"><li>• Following the same routine</li><li>• Ignoring any low level behaviour</li><li>• Use of 'when and then' strategy e.g. 'when you have tidied up then you can ...'</li><li>• Knowing if there are any changes well in advance of the change in routine</li><li>• Whole class reward system (stamp chart)</li><li>• Time out- warning and reminder of the rules provided first, if behaviour continues then a time out will be given</li></ul> |   |

- Understanding time frames e.g. it is 5 minutes until tidying up
- Child A has to tidy away a specific amount/items during tidying up time
- Sensory activities – from his sensory box, using the gym trail/balancing equipment
- Discussing upcoming activities/events in front of Child A but not necessarily directly to him to allow him to hear and process the upcoming change/activity
- Allowing Child A time to process information/ask any questions
- Give an instruction then countdown from 5 (5-4-3-2-1)

**Specific and Reactive Strategies**

- If Child A displays high level behaviour two adults must be present at all times
- If Child A is displaying high level behaviour all adults must be consistent and use the Child A language and expectations at all times
- If Child A refuses to comply with the adult request he is given a choice “Child A when you have done...then you can...” and then give him ‘take’ up time. If he still refuses to comply repeat the choices again and say “Child A when you have... then you can ... if not..... (sanction), the choice is yours”. This may be repeated up to three times. If he follows through with the request he gets praise and if he doesn’t then a sanction follows e.g. Receiving Yellow and Red cards. All adults must ensure the sanction is followed through.

**Date:**

**Signed by:**

**Class Teacher:**

**Parent:**

**Class LSA:**

**Class MDA:**

**SENCO:**