Behaviour and Relationship Policy

Name of School	Petersgate Infant School
Date of review	July 2024
Date of next review	July 2025
Reviewed by	Wendy Mitchell Headteacher

School Vision

"for all children to grow into responsible, caring individuals who actively and positively contribute to the community."

At Petersgate Infant School, our vision outlined above is strengthened by our values of safety, caring, achievement, resilience and friendship. These values symbolise warmth, community and cohesion to ensure we are "working together to achieve our best".

As a school, we can apply these values through the following aims:

Aims

- Ensuring everyone stays healthy and safe.
- Ensuring everyone feels valued and has a sense of belonging.
- Providing a high quality learning environment.
- Helping everyone enjoy learning and achieving their best.
- Nurturing and developing the whole child.
- Ensuring everyone makes a positive contribution to the school and wider community.

Safeguarding at Petersgate Infant School is carried out in line with the statutory guidance in 'Keeping Children Safe in Education' published by the Department for Education.

Introduction

At Petersgate Infant School, it is our core purpose and aim that our Behaviour and Relationship policy supports the vision, values, aims and ethos of the school. As a school, we aim to ensure that children learn within an inclusive and safe environment where kindness, caring, trust and mutual respect underpins everything we do and that all children feel secure, valued and well supported to overcome barriers and empower them to make progress and achieve success. This policy is a working document, which strongly promotes the development of positive relationships and partnership working between children, staff, parents and other members of the wider school community, which includes working closely with external agencies and other professionals.

This is developed through the actions and words of all members of the school community. Through the support, empathy, guidance and coaching for each other, they are enabled to develop the fundamental skills which form the foundations in which they can be successful.

***Part 1* – Purpose**

Behaviour is a mode of communication and so is an invaluable measure of the success of the methods and processes in place within a school to prepare an individual to learn. The key to understanding behaviour is a solid knowledge of each individual, their personal histories and backgrounds, so as professionals can fully understand their needs. With this knowledge and information, we can then equip ourselves with as much information as possible to ensure that strategies used meet individual needs and that these are communicated clearly with all key adults working as a team around the child.

Petersgate Infants School treats all children with unconditional respect and has high expectations for both adults' and children's learning and behaviours. Our school is calm and purposeful where children can thrive. It prides itself on the excellent relationships and a high level of nurture and care. We understand that unproductive behaviour can signal a need for support, which we will provide without diluting expectations.

a. Intent and aims of the policy

"Working Together to Achieve the Best" is part of the vision for our school and this principle underpins all the work we do. This policy seeks to provide a thorough framework and guidance for all key stakeholders at Petersgate Infant School. Its purpose is to be clear, helpful and informative to allow its contents to be understood and implemented consistently. A regular review and monitoring process will maintain its relevance and accuracy as described above. This policy complies with Section 89 of the Education and Inspections Act 2006.

Further aims of the policy are:

- For all children to learn within a safe, nurturing, purposeful and calm environment
- To ensure there is consistency and predictability in the school environment through structured routines, well-defined boundaries and high expectations for behaviour so the children feel physically and emotionally safe. But for all children to know that we all experience a wide range of emotions and that these emotions should not impact on others

- For children to understand, be taught about and demonstrate the SCARF values of Safety, Caring, Achievement, Resilience and Friendship
- To ensure the key values, nurture, and Zones of Regulation are central to the work of the school so that every child has a strong sense of appropriate behaviour choices and so that they feel safe, happy and ready to learn and can stand up for the values in an assertive and appropriate way.
- For children to be explicitly taught what productive behaviour looks like. Where unproductive behaviour is displayed, that this is responded to consistently and fairly and that the policy is upheld at all times
- To model and teach positive attitudes and emotional regulation, so the children understand how to self-regulate
- To always seek to understand what a child is trying to communicate through their behaviour and attune to their emotions, accept and validate their feelings and reinforce expectations
- To encourage all the children to know their responsibilities in relation to behaviour so that their own behaviour choices do not hinder the learning or well-being of others
- To adopt a restorative approach through which the children are taught to reflect on their behaviour in order to resolve conflict and restore caring relationships
- For independence to grow and for children to understand they must take responsibility for their actions
- For all members of the school community to have a positive and caring attitude towards one another and that achievements at all levels are valued and celebrated
- To enable all children to become proactive citizens who become active members of the school community

We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges and positive role-modelling, support the development of self-discipline and the capacity to make positive choices.

b. Our Values

These are the school key values are at the core of everything we do and underpin all the work of the school. They provide a framework and guide for desired behaviours and characteristics;

Safety	Caring	Achievement	Resilience	Friendship

The values link with the themes from the Life Education Wessex SCARF PSHE Curriculum.

c. Zones of Regulation (Zones)

Self-regulation is something everyone continually works on whether or not we are aware of it. We all encounter trying circumstances that test our limits from time to time. If we are able to recognise when we are becoming dysregulated, we are more able to do something about it to manage our feelings and get ourselves to a healthy place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation. The Zones of Regulation are based upon the work of Leah M Kuypers and link well to the idea of Growth Mindset and the work of Carol Dweck.

The Zones are a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel, and states of alertness we experience, into four concrete coloured zones. The Zones of Regulation framework provides strategies to teach children to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move children toward independent regulation. The Zones of Regulation incorporates Social Thinking® (www.socialthinking.com) concepts and numerous visuals to teach children to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

All of the zones are natural to experience, but the framework focuses on teaching children how to recognize and manage their Zone based on the environment and its demands and the people around them. For example, when playing on the playground or in an active/competitive game, children are often experiencing a heightened internal state such as silliness or excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment transitions into the classroom where there are different expectations than the playground, children may still be in the Yellow Zone but have to manage it differently so their behaviour meets the expectations of the classroom setting.

The Zones of Regulation are displayed around school in the form of coloured posters indicating the zones. These are displayed in all areas, including the classroom and small visual aids are on the staff lanyards for easy reference with the children. Within each classroom, there is a regulation station where the children can go to regulate. There are visual aids of the zones within each station and a member of staff can be available to discuss how they are feel and how they can be supported further.

d. Information about Nurture

The principles of nurture underpin all what we do and complements our SCARF values and Zones of Regulation. The concept of nurture highlights the importance of social

environments and its significant influence on social emotional skills, wellbeing and behaviour. Children and young people who have a good start in life are shown to have significant advantages over those who have experienced missing or distorted early attachments. They tend to achieve well, attend regularly, form more meaningful friendships and are significantly less likely to offend or experience physical or emotional and mental health problems.

"The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life". *Nurture UK.*

The six principles of nurture are:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Ref: Lucas,S., Insley,K. and Buckland,G. (2006) *Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve*, The Nurture Group Network.

Part 2 **– Implementation**

a. High Quality Teaching and Strong Relationships

- It is vital that teaching and planning is of a high quality. When the learning opportunities are strong then the engagement is at its highest
- It is the class teacher's responsibility to ensure that all learning is well planned and resourced and meet the child's needs. The design of the task is crucial to ensure children can access the learning and that appropriate scaffolds or task variation is in place to engage and support the learner. At Petersgate Infant School we provide Continuing Professional Development (CPD), support, mentoring and coaching to the staff to ensure they reflect and continually improve on their practice
- Adults must show genuine interest in each child's development and backgrounds
- It is our responsibility to pursue the building of strong relationships based on authenticity and honesty. Adults must model this process and allow specific opportunities to teach about relationships. In order to do this, staff need to be emotionally available in building these relationships and the Team Around the Child approach, including a change of face may be necessary in supporting the children
- Empathy is vital in order to reflect on one's actions and this must be modelled and time taken to teach this important aspect
- School adults will greet children at the beginning of the day enabling everyone to start the day positively and with a smile. Other key members of staff are also available to talk to or support the children, which supports a positive start and end to the day
- All staff believe and know that the positive relationships between adults and children are crucial in helping the children to regulate

b. Expectations of all children and staff

All children in school benefit when behaviour is productive. High standards of behaviour are important in helping children to feel safe and learn well, and parents and carers play a key part in this. There is a constant focus on promoting positive behaviour in the school, helping to build self-discipline and encouraging respect for others but there is also need for consequences to deter the children from demonstrating unproductive behaviour.

The following expectations must be followed in conjunction with the staff code of conduct. Children entering Petersgate Infant School in Year R will be taught the expectations of the school in order to understand what desirable behaviours are. This process is reflected upon and applied in subsequent years but with the understanding of growing responsibility and consequence.

At Petersgate Infant School, we feel it is vital to maintain our high expectations for behaviour and conduct, all staff are relentlessly consistent with the following expectations:

- All children must demonstrate the SCARF values and Zones of Regulation learning behaviours
- There must be tidy and organised learning environments including all classroom and corridor areas
- We expect all staff and children to set high expectations by promoting our code of conduct, which includes transition and movement around the school so that it is quiet, orderly and supervised by all school adults, lining up at the end of breaktime, correct uniform and presentation i.e shirts tucked in.

An overview of roles and responsibilities for all stakeholders can be found in Appendix 14.

c. A Shared Language of Behaviour

There are times when a more restorative approach is used for the children to reflect on their behaviours and repair the relationship between children and/or key adults. All staff should be prepared to have these discussions and when needed, to say sorry.

We use 'wondering' language when encouraging children to change/adapt their behaviour such as *"I wonder if you could…"*. During this time, it is important to acknowledge the feelings and that those feelings are ok, i.e *"I can see you are feeling…".*

The explicit teaching of the SCARF values and Zones of Regulation behaviour language should be introduced and reinforced through weekly assemblies and weekly PSHE lessons and reviewed and reinforced regularly with the children.

Any behaviour that requires a consequence is deemed 'unproductive behaviour'. We do not refer to it as ''bad' or 'challenging' behaviour or in the action that they are 'kicking off' or 'having a melt down'. In the same way we refer to children as children and not as kids.

If you are offering support or assistance when behaviour is reaching a 'high' level (as per Appendix 5) you should say "help available" or if you are requiring help you should say "help/support required/needed". This is offered in a calm tone so as not to escalate a situation further. In the same way, that we do not discuss a child's behaviour in front of the

child it concerns or other children involved. If a situation is described as being of a 'high' level, staff are required to have two team teach members present and an observer in case of a potential restrictive physical intervention. It is normal for adults to feel heightened or emotional during these situations. Other colleagues will need to notice if the adult involved in the restrictive physical intervention is being heightened or triggered and needs to remove themselves from an incident, using the script "more help available". Walkie talkies should be used in the event of violence incidents or absconding. The message should clearly say who requires help and where. **No child names to be used over the walkie talkies.** They can also be used when medical assistance is required saying "first aid required…indicating where".

d. Visual displays/representations and systems (found in the appendices)

1. **Zones of Regulation display** for the children to use to regulate their emotions. This is a colour chart which has red, yellow, green and blue zones and the behaviour/emotions attributed for each zone. The children should be aiming to be in the green zone and discussion about ways they can calm themselves or return to the green zone should take place. **(Appendix 1 and 4)**
2. **SCARF display** to share SCARF values and SCARF cards for each value when the child demonstrates the value **(Appendix 2 and 3)**. This is shared with parents via Seesaw
3. **Consequences** flowchart to remind children of expected behaviours and the consequences linked to each level of behaviour **(Appendix 5)**
4. **Regulation station** for children to go to if they need time to regulate themselves
5. **Restorative Justice questions poster** to support the discussion with the children to reflect on the unproductive behaviour and potential consequences **(Appendix 6)**
6. **Class Counter jar,** children collect counters for their class to earn a whole class treat decided by the children. The counters are given from any adult in the school to children demonstrating positive behaviour
7. **Golden Certificate** are given out weekly during celebration assembly when a child has shown one of the SCARF values in their learning consistently **(Appendix 7)**

Visual display items should be displayed in the classroom and around school to support behaviour.

e. Rewards and Consequences

We operate a positive reinforcement system where children are rewarded when they display the SCARF values or when in the green zone of the Zones of Regulation.

In the opening weeks of the new school year, each class develop a Class Promise based on the 'Rights, Respect and Responsibilities' agenda through UNICEF (see link for more details https://www.unicef.org/child-rights-convention/convention-text-childrens-version

The 'Rights, Respect and Responsibilities' agenda is supported by our SCARF PSHE programme, where it is taught as part of our spiral curriculum. The class promise focuses on the child's rights in the classroom but partnered with the responsibilities that go

alongside their rights. This promise is displayed on the wall, unique to the class and each child signs the promise in agreement that they will follow the promise. These rights and responsibilities are reviewed and adapted regularly over the course of the year. Staff are explicit when referring to the class promise.

As part of our reward system, we use the following methods to focus on when the children are demonstrating productive behaviour:

- **Non-verbal recognition**
- **Targeted and meaningful praise** - being explicit when giving praise and how it links to the SCARF values
- **Stickers** – being explicit of how the behaviour seen links to the Zones of Regulation or SCARF values
- **Golden Certificates** – these are given out weekly during celebration assembly when a child has shown one of the SCARF values in their learning consistently.
- **Harold the Giraffe** goes home for the weekend with the child who receives this certificate. Harold the Giraffe is a key part of the SCARF programme
- **SCARF value cards** - being explicit when giving praise and how it links to the SCARF values
- Adding a **coloured counter** to their Classroom Counter jar for the whole class that leads to a treat chosen by the children
- **Sharing learning** to a senior member of staff or previous teacher for verbal praise/reward/SCARF value certificate or coloured counter for their classroom counter jar
- **Seesaw message or telephone call** to parents - being explicit of how the behaviour seen links to the Zones of Regulation or SCARF values
- **Being a special helper –** these are chosen daily where a child has shown our SCARF values. Each class has a chair for the child to sit in and a lanyard indicating their a special helper. A toy representing their class name is given out to take home for the evening

f. Practicalities

The values at the start of this policy are displayed around the school. All members of the school community need to be modelling these values at all times.

1. The values are displayed around all areas of the school, in the office, in the hall, leadership office, Headteacher's office and classrooms
2. The children learn about the SCARF values and Zones of Regulation through carefully planned assemblies and the PSHE curriculum through SCARF
3. Each half term we address different values through assemblies. The values are addressed on a yearly cycle
4. Reference should be made to these values with the children, when needed, with a discussion about the behaviour the child has demonstrated
5. One child per class is nominated each month for the Superstar of the Month achievement. Their first names are on the website to celebrate this

g. The PSHE curriculum

1. Weekly PSHE sessions are planned in each year group and explicitly taught

2. Each year group have access to all the lesson plans and resources needed on the school server and the SCARF website (https://www.coramlifeeducation.org.uk/scarf/sign-in/)
3. This curriculum resource aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning and this is a spiral based curriculum, so children build on skills and knowledge each year
4. The materials are organised into six themes: Me and My Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being My Best, Growing and Changing. Each theme is designed for a whole-school approach and includes a whole-school assembly and suggested follow-up activities in all areas of the curriculum
5. Assemblies are planned in for the whole school developing the themes alongside the values

As part of SCARF PSHE programme and links to the 'Rights, Respect and Responsibility' agenda, we also explicitly teach the children about the Fundamental British Values. This focuses on teaching about:

- Democracy
- Respect
- Tolerance
- The Rule of Law
- Liberty

As part of our learning on democracy, the children have the opportunity to become a Young Governor or a Play Leader. The children campaign and create a poster to explain why they would make an effective Play Leader or Young Governor, they are then voted on through a secret ballot. This added responsibility about giving recognition to children when they display productive behaviour and the school SCARF values.

h. Strategies for Promoting Positive Productive Behaviour Choices and Values

1. Use of the **Zones of Regulation**
2. **Plan** for productive behaviour – ensure there is a clear focus on the task design of the learning and that there is appropriate scaffolding or variation to meet individual needs to encourage maximum engagement
3. Be aware of **transitions** – there may be occasions where children need support to join learning at certain transition points during the day e.g soft starts on arrival at school or following a breaktime, for examples
4. **Adults supporting the learning are clear where support is needed**
5. **Involve the children**
6. Be **positive** – positive reinforcement of desired productive behaviours is more effective than naming unproductive behaviours e.g. "Thank you, I like it when you are walking" rather than focusing on the negative i.e "Don't run"
7. **Catch them showing productive behaviours** – Spot the productive behaviour and give specific verbal praise appropriate to the behaviour and be explicit linking back to the Zones of Regulation or SCARF value
8. **Be equitable** – Some children demonstrate behaviours that are unproductive as a result of age, Special Educational Needs or Disability. These children will

need specific support and teaching in order to understand. In order to be equitable these children will need more time than other children. There may be cultural differences that may also need addressing. It is important to know the developmental needs of each child and cater for them

9. **Take Time** – If an incident has happened take time to find out what happened, to think and assess. Ensure all children have the opportunity to speak
10. **Ask open questions** - Through a restorative conversation with the children (see Appendix 6) to explore what happened as part of the incident, who has been affected and how they are feeling and what they could do next to repair the situation. It can be helpful for the child to to draw a picture and use TED (Tell, Explain, Describe) talk to explore more with them
11. **Be Calm** – At all times maintain calm, have positive body language and tone of voice
12. **Be proactive** – Support children in schools by celebrating positive productive behaviours and challenging unproductive behaviour choices
13. Use the **language of rights and responsibilities, Zones of Regulation** and **SCARF values** to empower the children
14. **Repeat instructions** – Repeat the requested behaviour calmly but assertively
15. **Give a time frame** – Use 'first' and 'then' time words so that children are clear about expectations
16. **Most importantly be confidential** – unproductive behaviour and difficulties with regulating will be dealt with confidentially and we **do not** talk about children who are having difficulties in front of other children or adults

i. **What may happen if the child displays unproductive behaviour choices**

As a school, we believe in nurturing children through positive reinforcement, we always try to work from the positive (productive behaviour) rather than the negative (unproductive behaviour) and it is important to address the behaviour rather than the child. However, we do recognise that there is also a need for children to have clear and concise boundaries and expectations that are implemented firmly but with kindness.

Each class has a 'Regulation Station' which can be used by the children to self-regulate if, for whatever reason, they are not ready to learn. An adult will provide a de-brief for the child using the Zones of Regulation behaviour language **(Appendix 4)**.

Each key stage will have a set of 1 minute, 2 minute and 5 minute consequences, reflecting the nature of the incident and age/needs of the child, for occasions where behaviour does not meet expectations **(Appendix 5)**. In these situations, child will be given time to reflect on their behaviour. If learning time is lost, they will be expected to catch up during certain periods of the day – this could be at breaktime, or CHIL sessions. In these situations, child will be given time to reflect on their behaviour. The first 5 minute consequence will take place in the classroom. Parents will be informed either at the door or on the phone if their child has received the consequences above. See behaviour flowchart which outlines levels of unproductive behaviour and consequences attributed to the different levels of behaviour **(Appendix 5)**.

If a behaviour incident has occurred then as part of the de-brief, a restorative justice conversation will take place asking the child to reflect on their behaviour **(see Appendix 6 for questions to ask)**. This can only be done when the child is ready and in the right place to have this discussion.

For those children who are unable to regulate their behaviour in their regulation station. The Nest room is available to go into with the support of an adult. This is a calm supportive space, with soft lighting, bubble lamp, projector and a small tent as a regulation station. This is a calming space with the Zones of Regulation behaviour language, restorative justice questions and emotions check-in and an adult can support the child with regulating. This room is available to avoid a child demonstrating unproductive behaviour in shared spaces, offices or meeting rooms. The child is supervised and supported by an adult who witnesses any behaviour and assess when the child is ready to return to complete their learning in their classroom. The child is not left unsupervised in The Nest room.

Each session/day is a new start. It is essential to stay positive and for children not to be labelled.

If a child receives a second 5 minute consequence on the same day it will be taken within the Headteacher/Leadership office. On the rare occasion behaviour still does meet expectations a child will have an internal suspension (see section 2.o and 2.p for more details). The child is removed from the classroom and completed with a senior leader with learning being completed during this time. As part of the internal suspension, a restorative conversation will take place. Parent will be informed by a senior leader if an internal suspension has taken place.

j. Children leaving the school grounds

If a child leaves the school property without permission, following all reasonable attempts to prevent it, then an adult must keep the child in sight. The police must be informed immediately. Please see the absconding procedure in **Appendix 9**.

k. Child-on-Child Abuse

Annual whole school safeguarding training will incorporate understanding child-on-child abuse, the signs to look for and the actions we will take (refer to Keeping Children Safe in Education DfE document and the Child Protection and Safeguarding policies).

l. Meeting individual needs and for children with Special Educational Needs/and or Disability (SEND)

We appreciate that each child is unique and may respond to situations in different ways. Children throughout the school must always be held responsible for their actions but staff can work with them to consider their choices and reactions. Teachers and support staff must plan and consider those who struggle to regulate themselves and implement strategies that support the child as they move through the school. It is important the range of factors as discussed above are taken into consideration.

We know that children have different needs and that some children find managing their own behaviour more difficult than others due to wide range of reasons. We recognise behaviour

as a form of communication. We work from the philosophy that we **achieve fairness by meeting each child individual needs rather than by treating every child the same.** Whilst we don't use this to excuse inappropriate or unproductive behaviour we do seek to understand the reasons behind the behaviour.

For most children behaviour is managed in class or around the school using the normal structure of rewards and consequences using the principles set out above. However, children identified as having a SEND including, social, emotional and mental (SEMH) needs or speech and language communication needs may need extra support in order that they can develop the skills they need to cope in school successfully and to make progress.
As part of our commitment in supporting every child, there is a weekly Inclusion meeting where a solution focused discussion takes place to identify key barriers, Positive Handling Strategies and next steps. As part of these discussions, recommendations are made to devise an Individual Behaviour Management Plan (IBMP) or make contact with an external agency to offer further support (see below for details).

These are some of the strategies we may use:

1. The child may have an IBMP which sets out the agreed strategies to support the child **(see Appendix 10)**
2. The senior leaders including the SENDCo, class teacher and lunch leaders will plan strategies to develop and promote productive behaviour and to give support
3. They may have additional support given to them both in the class and at lunchtime through facilitated play or bespoke lunchtime provision i.e a lunchtime club in a small group
4. The child may get opportunities to develop social skills in a small group e.g.by playing in a different area at lunch time with a member of staff and a group through facilitated play
5. The child may have special extra sticker charts or pictures that are collected leading to a special reward
6. The child may have a home school communication book so parents/carer and teachers can work in partnership
7. The child may be referred to external agencies, for example, Educational Psychologist, Primary Behaviour Service (PBS) or Waterloo Outreach
8. Working in partnership with the parent/carer is essential so they also feel supported
9. Careful thought needs to be given so that children do not get labelled by others
10. Anticipate as far as possible likely triggers of unproductive behaviour and implement strategies to support these

As part of our on-going commitment to support all children, all members of staff are trained in a range of de-escalation techniques, which supports individuals/groups of children who may be displaying unproductive behaviour.

m. ELSA Support and support for emotional and mental health

We believe that every child is unique and extraordinary and that teaching and learning at Petersgate Infant School is built on a foundation of being inclusive, supportive, challenging and empowering.

However, we are aware that, at times, some children may be overwhelmed with different feelings which can shown through anger, frustration, sadness, loneliness, confusion or anxiety. This can be a barrier to learning. Therefore, some children may receive some additional support in recognising and identifying their feelings and will have specific taught sessions to build self-esteem, confidence, well-being and communication skills. These will be taught using an ELSA/Thrive based approach, with support from trained ELSA's. Our trained Learning Support Dog will also support the child, where needed as part of the child's provision.

In our commitment in supporting a child's emotional and mental health, we are acutely aware that the use of the outdoors/being in nature as part of a child's provision can help to de-escalate key behaviours, bring a sense of calm and help a child process their feelings and emotions. Additional sessions, alongside our Wellness and Life Skills lead/ELSA, will be available to support the child. These sessions, will be carefully planned to meet the needs of the child and may also incorporate gardening and cooking to support their emotional and mental health needs.

These approaches to support are closely aligned with the Zones of Regulation behaviour and SCARF values fully complement our PSHE curriculum.

n. The Essentials

For us to achieve our aims, it is essential that everybody involved in the school follows the same principles and systems so we are working in a **consistent** way that all understand. This provides a **cohesive** approach that the children will understand. **Our behaviour expectations apply in all areas of the school and all aspects of school learning, this includes breaktimes, lunchtime, before and after clubs and off-site visits.** These essentials apply for both productive and unproductive behaviour.

a) **Consistency** throughout the school is key. This whole school approach should be used by everybody although there may be some adaptations according to the learning needs of a child
b) **Fairness** of approach is essential. Children need to see that everyone is treated fairly and with equity
c) Children are seen as **individuals** with their own needs. Children progress at different rates and this is true in relation to behaviour as well as other aspects of their development. Each child is unique and is dealt with in a way that is appropriate to them whilst applying the same general principles of values and golden rules
d) We want to help the children to develop **self-regulation and independence** skills, so they can think about their choices and actions for themselves. We have a carefully thought out PSHE and PSED curriculum designed to help a child develop these skills

e) We understand that our children are very young so we introduce key **vocabulary** slowly and use words that they can understand involving them as much as we can. We use visuals wherever we can to assist in this
f) We seek to foster a climate where members of the school community put others first and where everyone recognises the **rights and responsibilities** of each other
g) We always try to work from the **positive (productive behaviour)** rather than the negative (unproductive behaviour). We aim to address the behaviour rather than the person
h) We understand that children are learning and will make mistakes. We help the children to **learn from their mistakes** and to think of the effect of their behaviour on the rights of others
i) We expect that all adults in the school, parents and carers to be good **role models** of the school values for the children in modelling rights and responsibilities in relation to behaviour.
j) Although children are ultimately responsible for their behaviour, it is important to remember that children behave best when they have **clear expectations**. It is the adult's responsibility to be calm and consistent. It is the responsibility of adult to speak to children in a positive way. It is also the adult's responsibility to provide learning or systems that are the right level for them that is stimulating, fun and challenging. It is also the adult's responsibility to be aware of each child's needs and to cater for them appropriately

o. Suspensions (formerly known as exclusions)

Suspension is used only in rare instances. It is underpinned by the shared commitment of all members of the school community to achieve two important aims: The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed; The second is to realise the aim of reducing the need to use suspension as a sanction.

p. Internal and Fixed-Term Suspensions

If children do not respond to the normal rewards and consequences they may have an internal suspension. This will involve them learning in a class other than their own or in a room with an adult, normally with a Senior Leader. Learning is provided by their class teacher and the child will usually learn in a reciprocal class or another room for a learning session. A telephone call or a letter home will inform parents that this has been or is to be carried out.

However, if there is a decision for a child to have a fixed-term suspension, the child will be required to be collected from school by their parent/carer and they will complete their learning at home. The decision to suspend for a fixed-term suspension will be taken in response to a serious breach of the Behaviour and Relationship Policy if allowing the child to remain in school would seriously harm the education or welfare of the pupil or staff in the school.

These could include where a child is not responding at all to a range of behaviour management strategies and their behaviour is significantly and repeatedly disrupting the

learning of others. It may also include if the child has behaved in a way deemed as particularly extreme (such as being violent towards another child or member of staff), or has used foul or abusive language towards any member of staff. The school follows the Hampshire County Council policy for suspensions and guidance can be found at https://www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion

Behaviour	**Length of Suspension**
Physical assault against a pupil	0.5 - 5 days
Physical assault against an adult	0.5 - 5 days
Verbal abuse/threatening behaviour against a pupil	1-5 days
Verbal abuse/threatening behaviour against an adult	1-5 days
Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy	1-5 days
Bullying (including cyberbullying, prejudice-based and discriminatory bullying)	1-5 days
Racist abuse	1-5 days
Sexual misconduct	1-5 days
Abuse relating to disability or one of the other protected characteristics	1-5 days
Damage	0.5 - 5 days
Theft	0.5 - 5 days
Persistent disruptive behaviour	1-3 days

Following suspensions, parents/carers are contacted immediately, where possible. A letter will be given to the parents in person or by post giving details of the suspension and the date the suspensions ends. If a child has a social worker or is looked-after the social worker and or Virtual School Head must be notified without delay. Parents have a right to make representations to the Governing Body and the LA as directed in the letter. The Governors have established arrangements to review fixed term suspensions which would lead to a pupil being suspended for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations. Pupils will be given learning that needs to be completed.

If a child has been suspended, they should attend, alongside their parent/carer a reintegration meeting which will involve a Senior Leader and other staff, where appropriate, where a restorative discussion will entail. This gives the child, with the support of the parent and relevant staff to reflect on the behaviour and what will need to happen next to repair the situation. A reintegration form is completed during these meetings and this will be uploaded to CPOMS (**Appendix 12**). If it is felt that this reintegration meeting may escalate further, in agreement with the parent and on a needs by needs basis, then this restorative justice discussion will take place as part of the child's normal school day and part of their provision and logged on our school CPOMS system that this has taken place. This will be added to any Individual Behaviour Plan (IBMP).

However, where there may be safeguarding concerns and suspension is putting the child at further risk, a home visit may be undertaken to ensure the child will be safe and another

form of consequence may be implemented. When headteachers suspend or permanently exclude a pupil they must notify the Local Authority, regardless of the length of suspension. Governing bodies must also be informed.

During the course of a fixed term suspension the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/carers.

q. Permanent Exclusion

A permanent exclusion is where a child is no longer allowed to attend the school. The decision to exclude a pupil permanently is a serious one and very rare in an infant school.

There are two main types of situation in which permanent exclusion may be considered:

- in response to a serious breach or persistent breaches of the school's behaviour policy
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

Please follow the link to read further information in the document 'Suspensions and Permanent Exclusions from maintained schools, academies and pupil referral units (DfE Sept 2023) https://www.gov.uk/government/publications/school-exclusion

r. Tracking of Behaviour and Levels of Engagement

The school uses CPOMS software to monitor behaviour, child protection, safeguarding and other pastoral and welfare issues. Every member of staff has a duty of care to report any concerns and CPOMS enables staff to record concerns straight into a central system which alerts the members of staff immediately.

Any high or medium level of behaviour should be recorded in the following way:
A – Antecedent
B – Behaviour
C – Communicates
C – Consequence

In addition, staff are required to complete restrictive physical intervention forms and violent incident forms (these are uploaded to CPOMS). These forms together with the CPOMS records are used to identify patterns and be the basis of discussions with children, parents and external agencies.

s. Parent/Carer Partnership and Engagement

Parents and Carers should support the aims of the school and seek to support the key elements of this policy. Above all, we must work together to preserve the best interests of the child.
As part of partnership with parents/carers we will:

1. Keep parents well informed about concerns regarding behaviour, expectations and procedures surrounding behaviour and as part of routine procedure inform them of any further support required to guide behaviour. This will be

done confidentially and parents/carers are encouraged to work in partnership with the school

2. It is our responsibility to listen to parents and carers and respect their views but should always be guarded by our school policy
3. Ask each parent/carer to sign a home school agreement. This has been designed in liaison with parents/carers so they know the rights and responsibilities of all involved in their child's education, including themselves
4. We only talk about the child of the parent/carer as we keep information about other children confidential. In line with the parent/carer code of conduct, parents/carers are asked to not ask about/discuss the needs of another child and this includes in meetings, phone calls or with other parents on social media/apps or during informal discussions
5. We will ensure that we talk with parents/carers away from others
6. Parents and carers are encouraged to speak to school if they are worried or concerned so that matters can be resolved quickly. The parents/carer are encouraged to see the class teacher in the first instance but are also welcome to speak with senior leaders and/or the Headteacher
7. We will use home/school link books when this is seen as appropriate. This is especially beneficial for children who demonstrate behavioural challenges as it is easier to spot patterns. It is important to be honest in this book, to try to stay positive (productive behaviours) as well as monitoring unproductive behaviours

t. Working with Outside Agencies

When necessary, we work with a range of outside agencies to expand our capacity to deal with examples of extreme or unusual behaviours. This may include the Primary Behaviour Service (PBS), Hampshire Well-Being Service, Mental Health Support Team (MHST), Child and Adolescent Mental Health Services (CAMHS), Locality Team, School Nursing Team, Educational Psychology Service, Hampshire Fire Service, Barnadoes, Children's Services, Police, Southern Domestic Abuse Service (SDAS). The school works closely with a service and will implement and review suggested agencies, working in partnership with them.

u. In-service Training Needs

In keeping with the School Strategic Plan and our on-going improvement and development, in-service training needs are identified and addressed within the school's financial constraints. Training is important so that staff feel confident in dealing with children effectively and positively. Experienced staff mentor less experienced staff where needed to build confidence and a range of strategies. Induction for new staff will include training on the school's policy and procedures. In addition, we endeavour to ensure that staff are made aware of all relevant and available training. The school will draw on the expertise of some external agencies to delivering training, where needed.

v. Restrictive Physical Intervention

Please read in conjunction with the Restrictive Physical Intervention policy.

At Petersgate Infant School we recognise that at times it may be necessary to use Restrictive Physical Intervention, but such occasions should be avoided where possible. We believe that

Restrictive Physical Intervention is not a substitute for positive behaviour management. It is a strategy where no reasonably practicable less intrusive alternative is possible and should be a rare occurrence. A senior leader, where possible, should always be informed of the incident or situation.

We would use restrictive physical intervention at the same time as using other approaches, such as saying, "Stop!" and giving a warning of what might happen next or passive physical contact, such as standing between children or blocking a child's path. (DFE, 2013.) We would expect to use all the de-escalation techniques used by Team Teach before any restrictive physical intervention happened.

Following an incident where Restrictive Physical Intervention was necessary, a risk assessment needs to be carried out and in the case of an existing risk assessment, appropriate amendments to be made. A Restrictive Physical Intervention form will be completed, signed and reported **(Appendix XX)**. This is overseen by the Headteacher. All Restrictive Physical Interventions are to have a follow up debrief with the staff involved. Parents/carers will also be informed.

w. Use of Reasonable Force

Please see the 2013 DfE advice on using reasonable force for full guidance.

All members of staff, including volunteers, have a legal right to use reasonable force. 'Reasonable Force' is defined by the DfE as 'a broad range of actions used by most teachers…that involves a degree of physical contact with pupils'. It refers to using force which is reasonable in that it is **not** 'more than is needed'.

Reasonable force can be used to:

* Prevent a child from hurting themselves or others
* Prevent a child from damaging property
* Prevent a child from causing disorder

We cannot use force as a punishment – this is unlawful.

Part 3 **– Evaluation and Monitoring**

The effectiveness of the policy will be measured by:

1. The increased confidence of the staff with dealing with unproductive and challenging behaviour
2. Observations and a range of monitoring around the school will highlight a consistency of approach
3. Parents will agree that behaviour and instances of unproductive behaviour are well-managed
4. Behaviours are recorded on CPOMS and analysed regularly. A reduction of serious incidents and suspensions. This analysis is shared with governors
5. A survey and regular consultation of staff will seek opinions and feedback as to the policy effectiveness

Policy review date: Written May 2023. Updated July 2024.

Appendix Contents:

1. The behaviour system links to the Zones of Regulation (ZoR))Yellow and Red Zone
2. SCARF values posters
3. SCARF cards master
4. Zones of Regulation posters
5. Behaviour flowchart
6. Restorative Justice questions posters
7. Golden Certificate master
8. Visual timetable master
9. Absconding procedure
10. Individual Behaviour Plan (IBMP)
11. Individual Risk Assessment for behaviour
12. Restorative justice reintegration form following a suspension
13. Restrictive Intervention recording form, including de-brief for staff

Appendix 1

The behaviour system links to the Zones of Regulation (ZoR)

Yellow Zone

The Yellow Zone is used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone. A behaviour incident report is recorded on CPOMS.

- Continual poor listening
- Rocking on a chair and not stopping, causing a health and safety risk and distracting others.
- Shouting out continually distracting others
- Making silly noises and distracting others
- Wandering around the classroom following several reminders, distracting learning
- Careless treatment of property despite reminders so that others can't use the resource effectively
- Flicking objects around the room although not hurting anyone, distracting from learning
- Saying things that are inappropriate that may upset people
- Messing about in the toilets in a silly way e.g. messing around with water and looking under a door (depending on age/development of the child)
- Rudeness to another child
- Persistent low level disruption
- Hurting children through rough play, unintentionally

The child is asked to stop the inappropriate behaviour and given the opportunity to change and make good choices. The ZoR chart is used as a starting point moving through the changes. If there is more than one child involved, all will be spoken with for fairness.

If there is no improvement, a member of staff will attempt to resolve the situation. They will talk to the child if the inappropriate behaviour continues, reminding them of their Class Promise, SCARF values and the importance of making 'sensible choices in regard to their behaviour. Children are reminded that children come to school to learn and an explanation is made as to why their behaviour is not allowing themselves or others to do this. They need to be in the Green Zone (ready to play, learn and listen).

The child is then once again, given the opportunity to change their behaviour and make the right choice. They are warned that if they continue to make 'choices which are not sensible,' there will be a consequence and that their parents will be informed. Parents may be contacted via SeeSaw as soon as possible and the behaviour recorded onto CPOMS.

Parents may be encouraged to make an appointment to discuss the behaviour, so the child can see parents and teachers working together.

Red Zone Behaviour

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour,

devastation, or terror when in the Red Zone. Red Zone behaviour relates to the negative aspects of this zone where there may be a negative impact on the four nurture assurances of others.

Examples of behaviour in the red zone

- Further unwillingness to cooperate/follow instructions showing negatively heightened emotions demonstrating negative impact on staff and pupils
- Rudeness to any adult that is explosive and shows rage
- Throwing objects showing emotions are raised and rage
- Spitting, showing explosive behaviour
- Swearing when they are aware of their words and show anger
- Defacing others work deliberately to cause upset showing a lack awareness of the feelings of others
- Hurting other children
- Persistent inappropriate behaviour
- Racist comments or abuse
- Sexual comments or abuse
- Continually saying things that are inappropriate that may upset people
- Deliberately hurting another child or adult physically e.g. hitting, kicking etc.
- Bullying behaviours
- Stealing

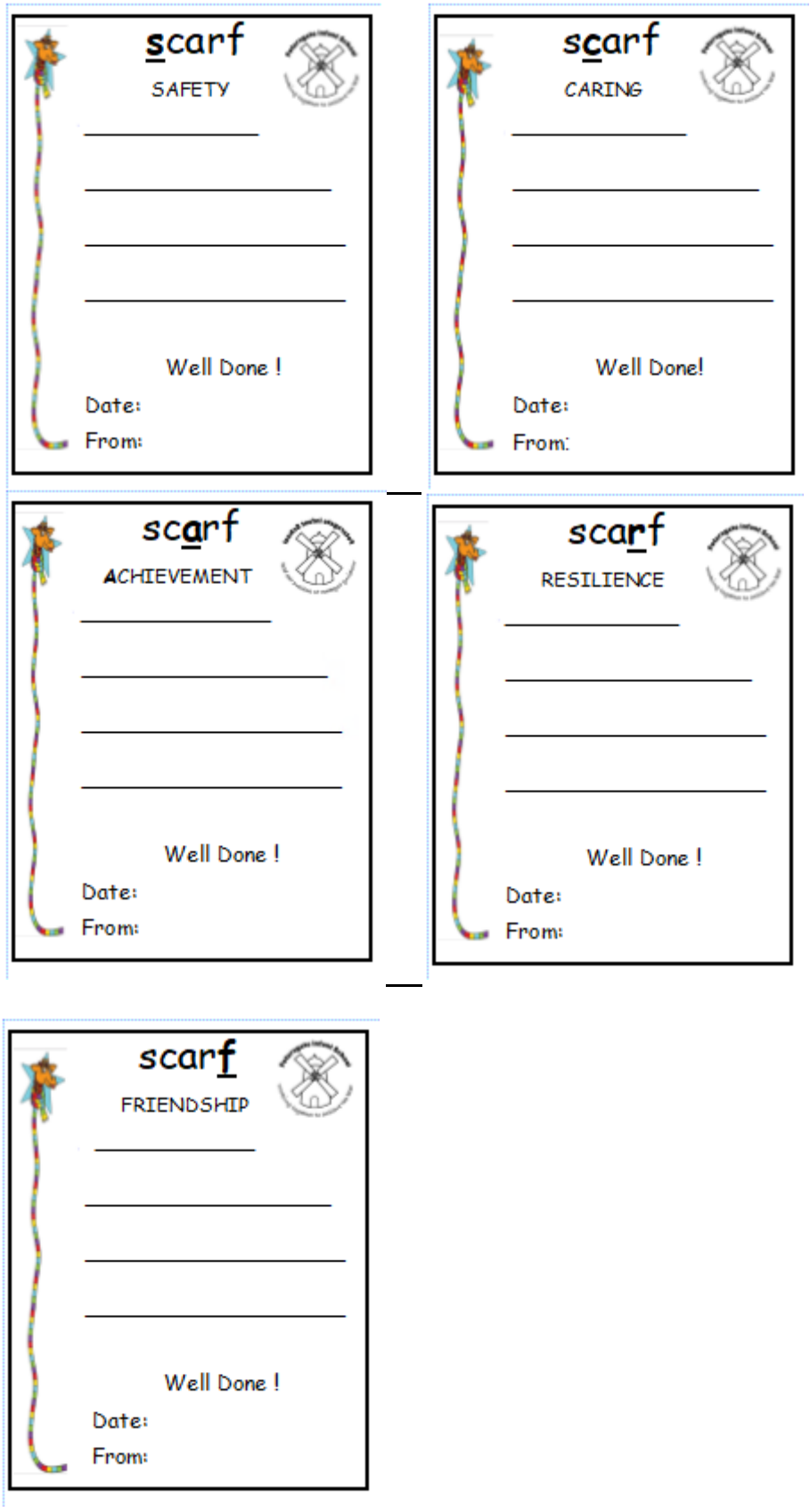
All red zone behaviours incident will be reported via CPOMS using ABCC. Parents will be contacted as soon as possible on the day by phone (or by ParentMail), usually by the Head teacher (although a senior leader can contact parents if the Headteacher is absent) and a meeting arranged at a time to suit all parties. Consequences will be agreed and put into place. The consequences will be appropriate to the age of the child and could include loss of playtimes and occasionally clubs for making choices that are not sensible. This might result in am internal or fixed-term suspension should the matter be serious enough.

All red zone behaviour incidents must be recorded by the adult who witnessed the behaviour as they will be aware of any circumstances that may be contributing to the child's unproductive behaviour and will therefore be able to discuss behaviour with parents in this context. The incidents will always be further explored usually by the Senior Management Team.

If there has been a physical assault on a staff member, this must be recorded using the Violent Incident form and uploaded to CPOMS

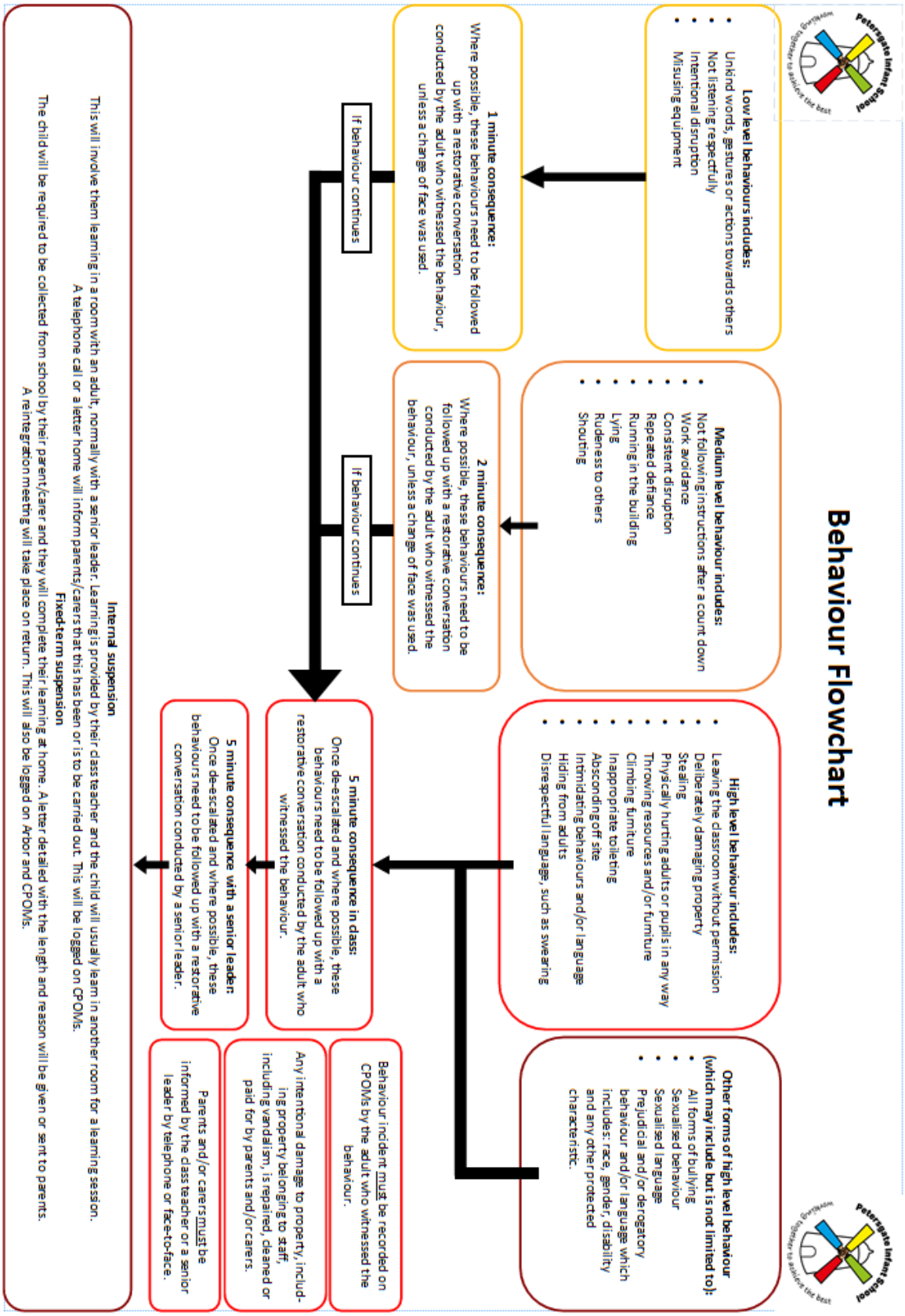
Appendix 2 – SCARF Values Posters

Appendix 3 – SCARF Values Cards

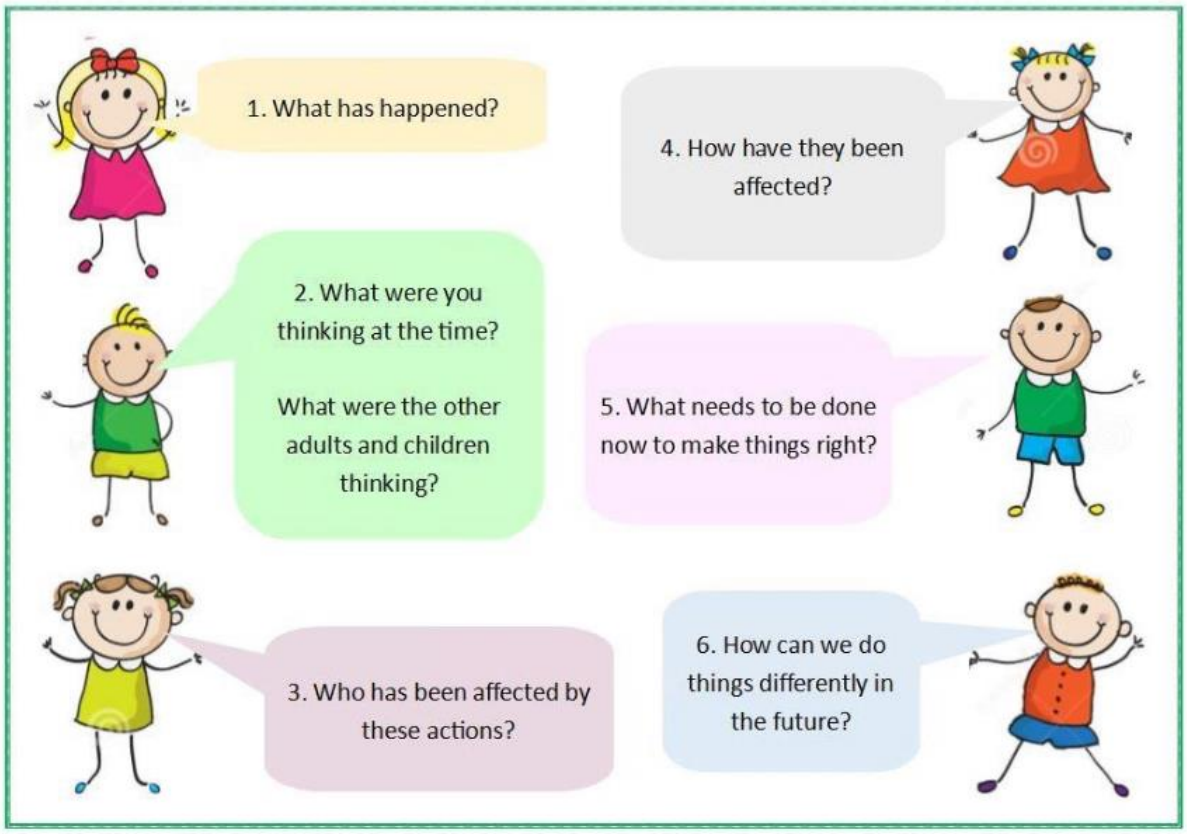


Appendix 4 – Zones of Regulation Posters

Appendix 5 – Behaviour Flowchart



Appendix 6 – Restorative Justice Questions posters



Appendix 7 – Golden Certificate Master

Petersgate Infant School

working together to achieve the best

This is to certify that

_____

has been awarded a
Petersgate Achievement Certificate
for

_____

_____

_____

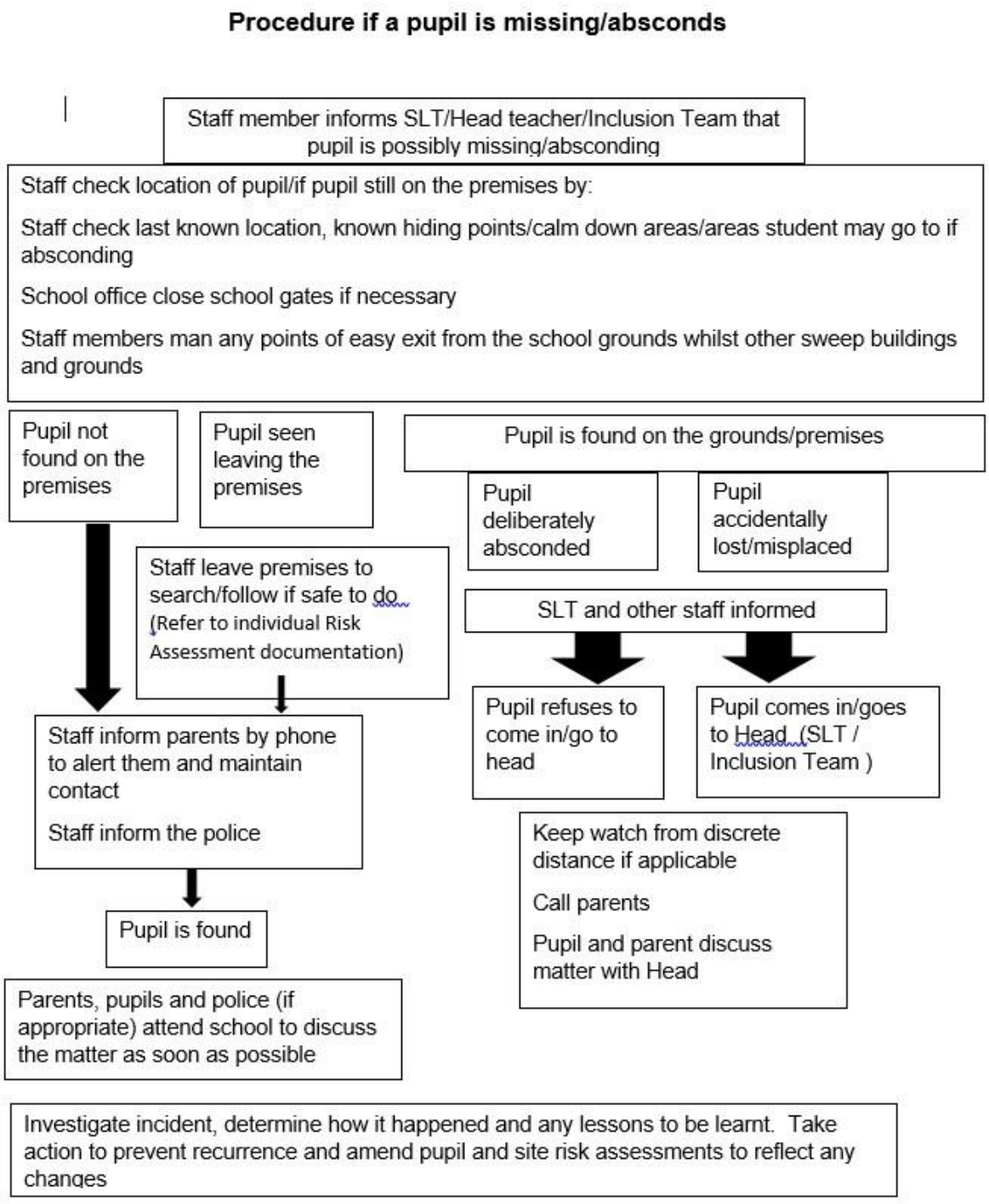
_____

Date_____ From_____

Appendix 8 – Visual Timetable Master

An example of the symbols we use for our visual timetable:

Appendix 9 - Absconding Procedure



Appendix 10 – Individual Behaviour Management Plan (IBMP) master

Plan Number:

INDIVIDUAL POSITIVE BEHAVIOUR PLAN

Name:	**DOB:**
Class:	**NC Year:**

What does the child like:

-

What does the child dislike/ find difficult:

-
-
-

CURRENT BEHAVIOUR(S) CAUSING CONCERN (priority order)

1.
2.
3.
4.

ANALYSIS OF BEHAVIOUR

When does it occur:

-

What might the child be communicating:

-

STRATEGIES & PROGRAMMES

Environment (including schedules, work bay, sensory programme):

-
-

General organisation (including adjustments to lunch & playtimes, assemblies, Hedgehogs, Special friends):

-
-

Additional difficulties (eg autism, language disorder):

-
-

Strategies:

-
-

Rewards:

-
-

Consequences:

-
-

RESPONDING TO LOW LEVEL BEHAVIOUR	
Adult says:	**Adult does:**
Adult does not:	***Adult does not:***

RESPONDING TO CHALLENGING BEHAVIOUR	
Adult says:	**Adult does:**
Adult does not:	***Adult does not:***

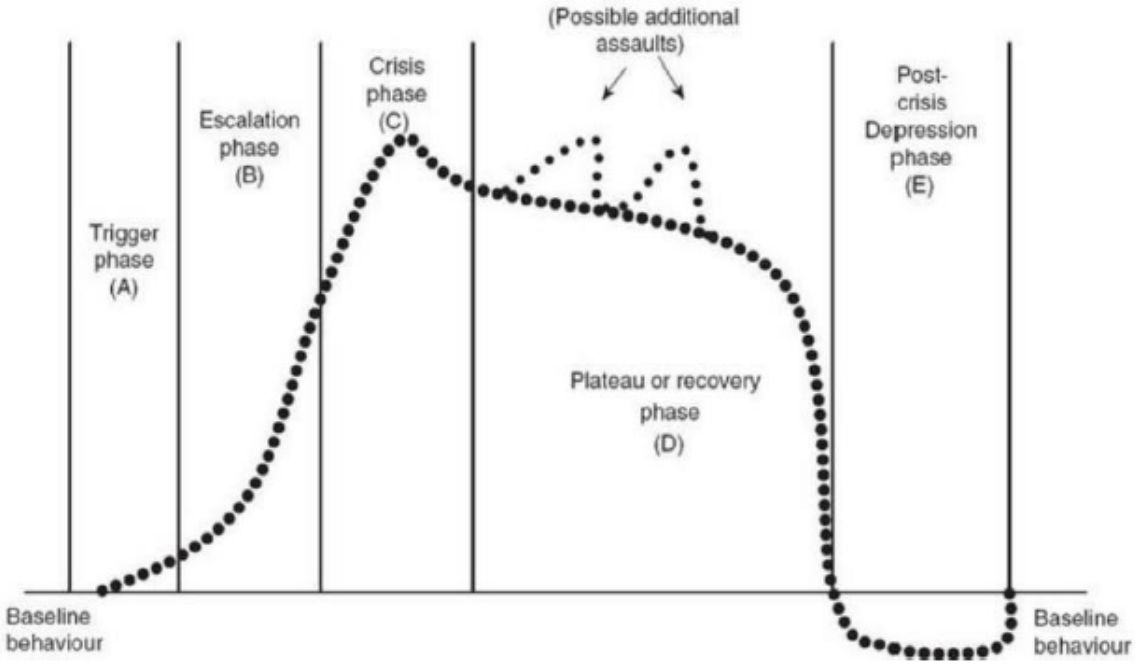
What is reasonable force?

Where physical intervention is the only viable option in line with the school's Restrictive Intervention Policy and the DfE document **Use of Reasonable Force: Advice for headteachers, staff and governing bodies**:

1. 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.
2. 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 where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. 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.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances.

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.

ASSAULT CYCLE:



	Baseline	Triggers	Escalation	Crisis	Recovery	Depression
What this looks like						
Strategies						

PLAN PREPARED BY:
DATE:
NEXT REVIEW DATE:
PLAN SHARED WITH PARENTS ON:

Appendix 11 – Individual Risk Assessment master

CHILDREN'S SERVICES RISK ASSESSMENT TEMPLATE FORM RATF-024

Challenging Behaviour In School Risk Assessment
(replace with more accurate title of risk assessment if required)

To be completed using local information & using the **Part 3 Guidance Notes** within this document

This assessment is in three parts:
Part 1 – General information & assessment summary comments
Part 2 – The assessment
Part 3 – Guidance notes for carrying out the assessment

PART 1	GENERAL INFORMATION & ASSESSMENT SUMMARY COMMENTS

School / Site	Insert school or site where assessment being carried out
Name of pupil	Insert name of pupil whose behaviour is being assessed
Year group	Insert year group of pupil under assessment
Assessment date	Insert date when risk assessment is being carried out
Assessment serial number	Insert local serial/identification number for future reference

Assessor's comments	Insert comments relevant to findings as appropriate

Name of assessor	Signature of assessor	Date

Assessment reviews	Set future review dates and sign/comment upon comments		
Review date	**Reviewed by**	**Reviewer signature**	**Remarks**

PART 2	The Assessment

Behaviours causing concern

Use Table One to record the first two aspects of the risk assessment.

Target
The target column should be used to indicate the person to whom the challenging behaviour is usually directed, using the following key:

Self	The pupil – him or herself
Staff	Members of staff
Visitor	Visitors to the school; members of the public when outside of school
Pupils	Other pupils
Property	The physical environment

Probability
Record an informed estimate of the likelihood that the behaviour will occur again, ranging from:

HL	Highly likely. Existing evidence leads staff to conclude that the behaviour is more likely than not to occur again.
L	Likely. There is a possibility that the behaviour will occur again.
U	Unlikely. Although the behaviour has occurred before, the context has changed or can be changed to make it unlikely to happen again

Seriousness

Make a judgement about the seriousness of each predicted behaviour.

A	This would include physical injury requiring medical attention beyond basic first aid; extensive damage to property; significant distress caused to self or others; or lengthy disruption to the normal school routines.
B	This includes physical injury requiring basic first aid within the school; minor damage to property; some distress caused to self or others; or brief disruption to normal school routines.
C	No physical injury or damage to property; minor distress or disruption.

Influencing factors

These are described in more detail in Table Two. The numbers referring to each factor may be transcribed as appropriate.

Table One

BEHAVIOURS CAUSING CONCERN				
Behaviour (risk)	**Target**	**Probability**	**Seriousness**	**Influencing factors**
Verbal aggression (threatening, swearing)				
Physical aggression:				
Kicking				
Punching				
Biting Scratching Spitting (circle as appropriate)				
Hair pulling				
Intimidation communi-cated by physical action				

Other – please specify				
Property destruction				
Running away from immediate environ-ment				
Running off site				
Refusal to move				
Use of equipment as weapon (throwing or hitting)				
Use of weapon				
Other (please specify)				

Influencing factors

Risk assessment also involves an analysis of the "hazards" – the environmental factors which influence the probability of the behaviour causing concern. In a school situation, these "hazards" are likely to include features of the daily timetable, and interaction with other pupils, and even the skills that adults demonstrate when working with the pupil.

Use Table Two below to show the factors that are associated with the behaviours causing concern.

Table Two (overleaf)

Table Two

POSSIBLE INFLUENCING FACTORS	
1. Periods of unstructured activity	
2. Transition times	
3. Availability of dangerous equipment	
4. Periods of increased pressure e.g. a Home factors (change of home circumstances) b School factors (assessment periods, routine c changes) Other (please specify)	
5. Spaces which involve close physical proximity	
6. Particular pupils/adults (please specify)	
7. Other (please specify)	

Some influencing factors will be particularly closely related to particular behaviours. You may choose to show this by recording the number relating to each influencing factor in the final column of Table One. This will enable you to plan your preventive measures more specifically.

Preventive measures

A range of common preventive measures can be taken to reduce the risk associated with challenging behaviour. Use the table below to show whether these are:

- Currently in place (**P**)
- Currently being actioned (**A**)
- Felt to be inappropriate to the particular risks presented (**I**)

Table Three

PREVENTIVE MEASURES	P	A	I
Proactive measures			
Eliciting pupil view in planning and review			
Providing regular feedback and pastoral support to pupil			
Involving parent/carer in decision-making and planning			
Involving outside agencies (e.g. EP, EWO, Social Services)			
Establishing an individual plan			
Providing regular supervision to staff working with the pupil			
Adapting curriculum arrangements to reflect challenge, choice and structure levels appropriate to the pupil's assessed needs			
Adapting group arrangements to promote positive peer models and minimise inappropriate contact			
Arranging furniture and other equipment to minimise movement and frustration			
Providing frequent rest or change of activity opportunities			
Establishing a positive teaching programme to increase the pupil's range of appropriate skills			
Providing a range of rewards which the pupil can earn by demonstrating the skills defined in the teaching programme, and through other appropriate behaviour			
Identifying the message communicated by the pupil's behaviour			
Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parents			
Providing staff support at difficult times, such as start of day, changeover between lessons, break times, specific lessons			

Systematically reviewing difficult incidents in order to improve upon practice and learn from experience			
Other proactive measures (Please specify)			
Reactive strategies to respond to early warning signs or an escalating situation			
	P	**A**	**I**
Active listening			
Environmental adaptation (removing triggers, changing peer/staffing arrangements)			
Diversion/distraction to a preferred activity (Please specify)			
Assistance in the use of an agreed strategy such as a particular communication symbol, or an exit card (Please specify)			
Physical intervention (See Note 1) (Please specify the planned technique)			
Other (Please specify)			

Note 1

All physical intervention must take place within the context of Hampshire's policy and guidance for schools around physical intervention. Specific training in physical intervention is available through Hampshire Educational Psychology.

Key actions

It is expected that any pupil whose behaviour is challenging will have an individual behaviour management plan. This will already record many of the preventive and reactive strategies designed to reduce the level of risk presented by the pupil's behaviour. There is no need to repeat these below. Instead, note the date when this plan was initially drawn up, and its proposed review date, and use the space available below to record any *additional* measures to be employed to reduce risk and the person responsible for implementing changes.

Date of current individual management plan:

Proposed date for review of current plan:

FURTHER MEASURES TO BE TAKEN	RESPONSIBLE PERSON

Table Four

ASSESSMENT SUMMARY				
Challenging behaviour risk assessment summary for:			Completed on:	
Behaviour(s) causing Concern	Environment(s) where it is likely to be shown	Seriousness (A, B or C)	Key preventive strategies	Key reactive strategies

Appendix 12 – Reintegration form using Restorative Justice Questions following a suspension

Restorative Conversation Following a Suspension

Name of Child	
Date of Restorative Conversation	
Dates of Suspension	
Reason for Suspension	
Names of People Attending	

What has happened?	**What were you thinking at the time?**
What were the other adults/children thinking at the time?	**Who has been affected?**
How have they been affected?	**What needs to be done now to make things right?**
How can we do things differently in the future?	

Review of IBMP

Review of Learning Behaviour Target 1	(Write Target)
Does Target need to be changed? Yes/No What can be done to meet this targets?	
Review of Learning Behaviour Target 2	(Write Target)
Does Target need to be changed? Yes/No What can be done to meet this targets?	
Review of Learning Behaviour Target 3	(Write Target)
Does Target need to be changed? Yes/No What can be done to meet this targets?	
Any Additional Discussion Points:	
Pupils signature	
Parents/Carers signature	
Member of staff signature and role	

Appendix 13 – Restrictive Physical Intervention form, including debrief for staff

Physical Intervention Record Form

Hampshire County Council

School: **Petersgate Infant School**..... DCSF No. **850/2357** Year Group.....

«CO

Name of child/young person .....

Is this young person a looked after child/SEN/vulnerability? .....

When did the incident occur?

Date	Day of week	Time	Where?

Staff involved

Name	Designation	Team Teach trained?	Involved: physically? (P) as observer? (O)	Staff signature

Please describe the incident and include:
1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 4. Why was a PI deemed necessary? 5. Any other information relevant to include.

Team Teach technique(s) used (tick as appropriate)

Technique	Standing/escort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				
Two people				

Please give details below of hold, e.g. single elbow, double elbow, wrap, etc. .....

How long was the child/young person held? .....

If the child/young person was held on the ground: Did they go to ground independently?* ☐
(e.g. did the child lift their weight off the floor, or go deadweight)
Were they taken to ground by staff?* ☐

**tick as appropriate*

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.

Has the child/young person been held before? Yes/No

A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.

Does the individual support plan need to be reviewed as a result of this incident? Yes/No

Does the risk assessment need to be reviewed as a result of this incident? Yes/No

If yes, who will action and when? (less than four weeks)

Who was the incident reported to, and when? .....

.....

Was there any medical intervention needed? Yes/No

Include names of any injured person and brief details of injuries .....

.....

.....

Please specify any related record forms

Accident Book ☐ Anti Bullying and Racist Incident Record Form ☐

Skin Map ☐ Violent Incident Record ☐ Complaints recorded ☐

Other (please specify) .....

Was the pupil debriefed? Yes/No

Were staff offered a debrief? Yes/No Please complete form on next page

Was it taken up? Yes/No

Parents/carers were informed

Date	Time	By whom?	By direct contact, telephone, letter?

Form completed by:	Name	Designation	Date and time

If further advice is required around any issues related to physical intervention or the completion of this form please contact Helen Carlow on 01962 876217

Ref 4840910

Debrief Form	
Was the restrictive physical intervention: - Reasonable? - Proportionate? - Necessary?	
How can we support you?	
What Went Well?	Even Better If?
Observations and points for further consideration?	

Appendix 14 – Roles and Responsibilities of stakeholders

Roles	Responsibilities
Governors	• To ensure that the school has an appropriate behaviour policy that is regularly reviewed • To ask for and receive regular reports about the standards of behaviour in the school including in relation to vulnerable groups • To be a critical friend when working with the Headteacher in a strategic sense • To play a role in monitoring the behaviour in a general sense and to provide visit reports when appropriate
Head Teacher	• To monitor the behaviour of the children accurately using a range of strategies so plans for the future improvements can be made and an overall judgement can be made. • To keep up to date about developments and research about encouraging productive behaviour. • To model effective behaviour management using the underpinning principles of rights and responsibilities • Support all staff in managing pupil behaviour • Challenge pupils to meet the school expectations and acceptable conduct. • Ensure all staff are aware of their safeguarding responsibilities as set out in Part 1 of Keeping Children Safe in Education(KCSiE)
Senior Management Team	• To work with their particular key stages to develop effective behaviour management underpinned by the principles of key values • To model effective behaviour management within their key stages and across the school. • To liaise regularly about behaviour with the headteacher and other stake holders. • To support all staff in managing pupil behaviour • Challenge pupils to meet the school expectations and acceptable conduct. • To be aware of their safeguarding responsibilities as set out in Part 1 of KCSiE
Class Teachers	• To create a calm, safe purposeful, happy, positive learning environment • Teaching and modelling expected behaviour and relationships using the staff code of conduct to support this • To take responsibility for the behaviour of the children in their classes • Challenge pupils to meet the school expectations and acceptable conduct • To know and implement rights and responsibilities • To work with parents/carers • To build strong relationships with children and their families • To be aware of their safeguarding responsibilities as set out in Part 1 of KCSiE
Support Staff	• To assist in creating a calm, safe purposeful, happy, positive learning environment • Teaching and modelling expected behaviour and relationships using the staff code of conduct to support this • To take responsibility for the behaviour of the children they are working with • Challenge pupils to meet the school expectations and acceptable conduct

	• To know and implement rights and responsibilities • To liaise with class teachers when faced with behavioural difficulties • To build strong relationships with children and their families • To be aware of their safeguarding responsibilities as set out in Part 1 of KCSiE
Children	• Made aware of the school behaviour standards, expectations and consequences • Taught about their responsibilities, to follow the behaviour expectations • To be asked about their experience of behaviour • Supported to achieve the expected standards of behaviour
Parents/carers	• To build strong relationships with school adults • Should be kept up to date about their child's behaviour and celebrate successes • To be aware of the behaviour policy and support/reinforce this with their children • Raise any concerns about the management of behaviour directly with the school • Aspects of behaviour are not discussed with other parents/carers, especially over social media/apps in line with the parent code of conduct