

Highfield St Matthew's CE Primary School



As Jesus tells us, 'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:13).

Behaviour Policy

September 2021

Agreed by Local Governing Body: xxxx

Review Date: 2022

Our Christian Vision

'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:16). Our vision inspires and challenges the community we serve to achieve excellence in all they do, and to learn about life in all its fullness, within a welcoming Christian family.

School Aims – How we will Let Our Light Shine

- Every child feels valued, safe and cared for, and makes a positive contribution to their own development and the life of the school, with Christ at its centre
- Our bespoke SHINE curriculum, based on excellence and high expectations, provides rich experiences which motivates, challenges, develops resilience and meets the needs of all children
- Every child achieves their potential and develops their talents and creativity, preparing them for a role in a global society with a lifelong love for learning
- Children & families develop understanding of a faith and Christian values that can guide their lives; knowing Jesus, and putting into action what they are coming to believe and value
- The whole school family flourishes and serves the local Church and community

The overriding aim of our school and our school's curriculum is to 'Let your light Shine'. Our approach to Behaviour management supports this and all of our 12 school values; Generosity, Compassion, Forgiveness, Friendship, Courage, Respect, Thankfulness, Perseverance, Justice, Service and Truthfulness are key to teaching and helping our children develop.

Rationale

At Highfield St Matthew's Church of England Primary School we believe that children learn best when they have clear rewards and consequences for their day to day conduct in and around school. If children feel safe and can enjoy their lessons then they will learn and achieve.

To ensure Highfield St Matthew's provides a happy, safe and respectful environment for all children to learn in; our school community has come together to agree a simple Code of Conduct that will support us in making good choices. This is to be **READY, RESPECTFUL** and **SAFE** at all times.

Our aim is that every member of our school community feels valued and respected. We want all parts of our community to strive to create an environment where everyone feels happy, safe and secure. We want to ensure that every member of our school community is treated fairly and in a consistent way. These expectations are taught and practised through modelling and curriculum activities across the school. They are supplemented in PHSE, RE, circle time, nurture groups and support sessions.

All staff understand that it is their duty to help teach children to manage their behaviour well in order to fully access their right to education and develop each child's personality, talents and abilities to the fullest (Convention on the Rights of the Child - Articles 28 & 29). This behaviour policy lays out the core beliefs behind managing behaviour in a nurturing, positive manner and details the key actions all staff will take in creating a nurturing environment (see also Safeguarding Policy, Equalities Policy, Anti-bullying Policy, Attendance Policy and Teaching and Learning Policy). Behaviour management at Highfield St Matthew's, is built firmly around prevention rather than cure and recognises that all children have the right to a primary education in which their views are respected and their opinions and the right to freedom of expression are taken into account (CRC – articles 28, 12 & 13).

Staff and children at HSTM understand that building positive relationships and creating the right environment, is the key to managing behaviour effectively. All Staff at HSTM are committed to 'noticing'

children in a positive way. Staff are highly skilled in understanding how to develop and build positive relationships with children. This begins with a phased start to the school day in which all children are personally welcomed by name with a friendly smile from staff. Staff at Highfield St Matthew's know that behaviour management is the responsibility of all staff. All staff are provided with support and training in dealing with challenging behaviour to ensure the best outcomes for every child. The school recognises the importance of working in partnership with parents and always aims to engage parents in positive behaviour management systems whenever possible. This is reflected in regular meetings with parents of children who have Individual Behaviour Plans and in our reward system which acknowledges examples of good behaviour and attitude to work. We also recognise the importance constructive dialogue to further develop home/school links and create best possible outcomes for our children.

Classroom Management

Below is a list of actions and strategies all staff working within HSTM agree to Implement:

- Smile - passing along positive energy and creating a sense of security and belonging for every child.
- Display only behaviour which you would want children to replicate - Staff actively model our whole school Christian vision as they demonstrate respectful interactions and conduct with all members of the school community (including respecting the views of each child and their right to express their opinion (CRC articles 12 & 13). 'Working, learning, playing and worshipping together'
- Use of positive language (verbal and body) – e.g. “please put your hand up” rather than “do not shout out” and “finished” rather than “no”. This also includes positive body language and the avoidance of fear, anger and frustration in adult behaviour
- Classrooms will reflect the people who work in it (staff and children) - classrooms will have a ‘class space/board’ which personalises the room and encourages the development of relationships and a sense of belonging. This may contain show and tell items, personal photographs, achievements etc.
- Giving time to ‘Noticing’ children will be a priority for all staff. - Traditional activities such as ‘Show and Tell’ are celebrated as an opportunity to build connections and relationships with children. Children will be greeted positively as they enter the classroom each morning. Should staff notice that children are not ready for learning, they will intervene with nurturing strategies (time out, 1-1 talk time either, engagement of the Learning mentor)
- Consistent celebration of children’s achievements - (both academically and behaviourally) through the presentation of certificates and rewards as outlined below
- Closing the gap or turning down the volume- whenever possible, staff will not correct behaviour in school by shouting over distances, through crowds, or over noise. Instead , signs and positive indicators should be used if possible. Children will be spoken to privately regarding their individual behaviour in order to maintain/build the child’s self-esteem and nurture positive relationships

- Wait, watch, wonder - Becoming attuned to the child's behaviour and really getting to know the child and their 'triggers' is key in assessing behaviour, preventing the escalation of situations and connecting with the child

- Necessary involvement - Staff will avoid unnecessary involvement in behaviour issues that they are not dealing with. This includes questioning and approaching children who are being dealt with by other members of staff for a behavioural issue. In the first instance, any behaviour incident will be resolved by the member of staff responding; this is regardless of their role within school. Only when deemed to be a serious incident will the SLT be asked to intervene. Upon SLT escalation, rigorous checks will be made to ensure procedures and protocols were followed and that staff were proactive in pre-empting potential behavioural issues

Roles and responsibilities

The role of all adults in school

- To have high expectations of behaviour at all times, to communicate and model this, within and beyond the classrooms.
- To follow the reward and consequence system consistently in order to ensure that positive behaviour choices are made.
- To work with parents in managing their child's behaviour, as necessary.
- To be responsible for the delivery of restorative discussions and promote independent discussions between peers.

The role of the behaviour lead

- To implement the Behaviour Management Policy consistently throughout the school.
- To support its implementation by all other relevant members of the school community.
- To keep clear and complete records of all serious incidents and keep parents informed of such.
- To work with parents in managing their child's behaviour, as necessary.
- To take decisions about exclusions, if necessary, in compliance with the Local Authority guidelines and the schools exclusion policy.
- To monitor regularly the effectiveness of the Behaviour Management Policy and report on this to the governing body when required.
- To ensure that the Behaviour Management Policy is made available to all parents and carers through the school website and as a hard copy in the school.
- To be responsible for holding regular restorative discussions with children.

The role of the Governing Body

- To support the school in fulfilling its duty of care to our pupils through the Behaviour Management Policy.
- To support the senior leadership team in implementing the policy and offer advice with regard to specific issues as needed.
- To facilitate and promote the regular monitoring and review of the policy.

Supporting Behaviour at Highfield St Matthew's CE Primary School

Additional Support is given to all children at times through the graduated approach model and perhaps for longer periods of time or focus to SEND for children whose Social, Emotional and Mental Health needs present a barrier to achievement:

- Quality First Teaching
- Small group support
- 1:1 interventions with the school Learning Mentor
- Support from outside agencies e.g. Targeted Education Support Service, Educational Psychology Service, Targeted Services, 'Start Well'.

All support should be recorded in a plan e.g. a targeted intervention program, Pastoral Support Programme (PSP) and/or an Early Help Form (EHF). Following support it may be necessary to consider other approaches e.g. an Education, Health and Care Plan (EHCP), attendance at a short stay placement away from the main school site, exclusion (fixed and permanent)

Children with specific needs have this written up within their targeted support plan. Behaviour is monitored and evaluated for Governors at termly meetings.

Rewards

Weekly awards

Star of the week: awarded to a child who has been able to SHINE. This could be across different areas of the curriculum for very exceptional behaviour resilience or perseverance.

Writer of the week: awarded to a child who has made efforts to improve their writing, accepting feedback and amending work accordingly.

Christian Values: awarded to a child who has displayed that they have been able to represent the Christian value of the half term through their actions and attitude.

Attendance: the attendance trophy is awarded to the class with the highest percentage attendance. The winning class will have an additional playtime on Friday afternoon.

Privilege card will be awarded for exceptional and highly noteworthy rewards. It is envisaged that only 1 or 2 awarded during a half term. Individual class teacher may choose a reward for the earning of a privilege card. This could be special seat in class, a reward from a class prize box ect.

Credits:

Credits are given for excellent work and attitudes displayed in class. Credits are only ever awarded in singular amounts. The class teacher will keep a log of the credits on their classroom noticeboard and only adults mark these off. These will be in the form of a chart. Any teacher can award a credit but only the class TA or teacher can add these to the class chart.

Each of the above rewards can cumulatively be collected on the pupils behaviour passport. Every term each pupil has the opportunity to exchange their completed behaviour passport for a ticket to attend an in school event. These events will be decided by the children who form the school council to ensure the pupils have the opportunity to feed into the behaviour reward systems.

1 stamp in the behaviour passport may be earned by

- Being awarded a certificate in celebration assembly (writer, star, values)
- Reading three times a week at home.
- Being given the privilege card.
- 10 in class credits may be exchanged for 1 stamp.
- Full PE kit.
- Completed homework.
- Attendance 1 stamp for each week of full attendance, children who are late do not receive their stamp.

Sanctions

The sanctions are set out on the table below. Whilst it is rare that we need to use them we ask all parents to support us with the high and consistent expectations we hold at Highfield St Matthew's for the behaviour of all children with at school, in class or representing our school. Teachers must be able to use their professional judgement at all times to enforce both the 'rewards' and 'sanctions'. As a school we will always do what we can to establish the full facts as far as this is possible and apply consistency with using the sanctions table. Below is a table that our children across the school asked to be included. It records their input to the process and their suggested consequences. It can be used as a guide however, teachers must be able to use their professional judgement at all times to enforce both the 'rewards' and 'sanctions' and without fail, we ask all parents and school stakeholders to accept and support these decisions at all times.

Event	STAGE1: In class behaviour management- 'It's good to be Green!'			Stage 2/3: behaviour management to be reported to CPOMs	
	Stop 'n' Think	Warning Card	Consequence card	Yellow Behaviour monitoring card	Red Behaviour monitoring card
Not doing as the teacher / an adult asks in school or not showing the values or being 'Ready , Respectful and safe'	x	x			
Pushing or hurting someone by being silly	x	x			
Pushing or hurting someone deliberately – or through anger			x	x	x
Damaging something accidentally	x	x			
Damaging something on purpose		x	x	x	x
Saying something unkind to others	x	x	x		
Refusing to do work or tasks	x	x	x		
Leaving the class/ classroom without permission (depending upon the likely safety implications this caused)		x	x	x	x
Using offensive language			x	x	x
Using a phone on the school grounds			x	x	x
Repeatedly shouting out or doing something that inhibits learning		x	x	x	

Acting in a way that could cause hurt or offence to someone else			x	x	x	x
Repeatedly doing any of the above (or anything that is not covered within this sanctions table) can lead to entry to a higher sanction even as a first time offence, including exclusion.						
Repeatedly having an in-class red card from the teacher.					x	x
Repeatedly being unkind or not respectful					x	x
Hitting/ kicking/ hurting someone and not being safe					x	x
Damaging school property or not showing respect to school things			x		x	x
Repeatedly having Yellow behaviour monitoring cards issued within a 12 month period						x
Bringing a dangerous (weapon or sharp object) or banned (phone) item into school					x	x
Stealing					x	x
* Bullying (see our definition of Bullying)					x	x

NB: No table could specify each and every particular as to a possible indiscretion. Please use this as an approximate guide/ likely guide. The teacher will always use professional judgement and seek clarification from the Behaviour lead to ensure that consistency is applied. Previous incidents could become a factor in what sanction is used as could the potential to cause harm, injury or likely injury to oneself or others or the extremity of the event. A child can enter at any stage of our sanctions table or warning level. At any point the SENDCO may intervene and provide additional support and guidance with behaviour issues and work between home and school to support this.

STEP 1- in class

It is rare that we have issues that need more than the class teacher to monitor and develop strategies regarding the behaviour of our children. All children will at some point find that displaying the expected level of behaviour may be more challenging. Our system aims to cater for the excellent levels of behaviour that we all expect and see within our school community and support the very rare occasions when it does not in a supportive and safe way to ensure we not only understand the school rules but display them all the time.

Each class has a plastic holder for the children's names at the front of the class under the whiteboard. Here there are 4 levels- Green, Stop 'n' Think, Yellow (warning), Red (Consequence).

If a child behaves well and works hard, they will remain in the **Green zone**. Regardless of where a child finishes the day, at the start of each day all the children are set back to the Green Zone.



If a child needs to be spoken to by the teacher or TA then this will be reflected by issuing a **Stop 'n' Think** card next to the child's name. This acts as a visual reminder for the child that their actions/ choices have slipped below those standards for behaviour that we expect.

When a more serious event happens or a child repeatedly ignores the school rules or has an incident of poor behaviour then a **Yellow Warning card** will be inserted into the name holder. This cannot change until the end of the day at this point the teacher may decide to speak with the child during break or use the withdrawing of the next break as a sanction. The colours are to support our strong sporting tradition in a rugby and footballing town especially where home and school alike accept these 'cards' as being given following an incident on the field of play. Our classrooms are our fields of play...but we hasten to add- the teacher is not a referee! At this point the teacher will put a 'consequence' in place for the behaviour and explain this to the child. **As far as possible this will be done in a 1:1 environment with a clear explanation and expectation set out regarding how the modelled behaviour must improve for the rest of the day.** At an age/developmentally appropriate level there may be flexibility with this. The Teacher will decide how and when this best fits. For example, a child in KS1 may be allowed to go out at break but have to walk with the teacher or Welfare support.

If a child continues to not follow the school rules or has an incident of more serious poor behaviour the teacher will insert a **Red Consequence card** to the name holder. These will be reported on CPOMS and parents will be contacted the same day. The child will miss their breaks the next day to undertake a restorative task. **As far as possible this will be done in a 1:1 environment with a clear explanation and expectation set out regarding how the modelled behaviour must improve for the rest of the day. Red cards must only be issued by the class teacher.**

If following the issuing of a red card the behaviour of a child continues to far short of the standard, the teacher could place further consequences which would be deemed suitable to address this. These could include but are not limited to: moving the child to work with a TA for a short period of time (15-20 mins), speaking with the AHT of the phase, working in another classroom for a short period of time (15-20 minutes).

If the teacher reports that a child is frequently finishing the day having progressed to a Red card (on each occasion logged on CPOMS and reported home by telephone) or they display a one off act of poor behaviour or series of poor behaviours which the teacher believes warrants more than an 'in class' sanction' (see above), they will issue an 'SLT Yellow/Red Behaviour Monitoring Card'. Each case will be individually dealt with and recorded on CPOMS. The child's teacher will always monitor, record and report on these to parents and on CPOMS.

Step 2- Behaviour Monitoring cards:

When the 'Yellow/Red Behaviour Monitoring Card' is issued, this will be logged on CPOMS by the class teacher. This is a weeklong process where the child will be able to gain upto 5 points within each lesson and for breaks to promote and log behaviour more formally. A restorative log is completed and stored on CPOMS by the class teacher at the start of the yellow card process. Each day the child will discuss their behaviour with the learning mentor or behaviour lead. The child could also be likely to lose other privileges like representing school teams, roles within the class etc. During breaktimes, the duration of the break and supervision may be altered to ensure a positive outcome. At the end of the week, the report card will be logged on CPOMS by the class teacher and they will also contact the parents to report on and reflect upon the week.

This is to be decided on an individual basis by the class teacher and member of SLT.

Yellow Behaviour Monitoring Card: When a more serious incident occurs or multiple events/ incidents are logged and the parents have been informed a monitoring card will be issued. Usually (but not always) this will be a Yellow card firstly. Parent's will be informed by the class teacher with more details so the monitoring period (1-week monitoring card) can be a successful stage in supporting and modelling positive behaviour for the child. A Member of SLT is informed and the child reports to them once a day to discuss positive choices in behaviour.

Red report card: When a serious incident occurs, or multiple events/ incidents are logged and the pupil is showing that these behaviours are not stopping. Sanctions become more serious and parents are required to come into school to discuss the severity of their child's behaviour and likely implications if it does not improve quickly and consistently reach the levels, we expect at HSTM. These may include (but are not limited to) more restricted break times or loss of breaktimes to support restorative work or intervention, separate seating within class, alternate lunchtimes The Red Behaviour Monitoring Card period (1-week monitoring card) can be a successful stage in supporting and modelling positive behaviour for the child. HT or DHT are informed and the child reports to them once a day to discuss positive choices in behaviour.

Restorative Justice - Step 1 and Step 2

Sometimes situations may occur when children have behaved in an inappropriate manner, either in a 'one off' serious incident or a series of less serious events. When this occurs, the child may be issued with a 'Restoration log' (see appendix 2). These sheets contain restorative justice questions, aimed at reinforcing the school's vision and Rights Respecting ethos. Any adult can use a 'Restoration log' to help a child understand their behaviour and know what they can do differently should a similar situation occur in the future. 'Restoration log' should try to present the child with a clear alternative to their behaviour. The adult dealing with the incident should work through the questions with the child as soon as possible following the event. The sheet will be filled in by the child if they are able, or may be filled in by the adult dealing with the situation.

The 'Restoration log' is then sent home for parents to see, sign and return to school. The 'Restoration log' is then uploaded in CPOMS and the appropriate category is selected. In dealing with any inappropriate behaviour, staff should provide children with an alternative to this behaviour. **'Restoration log' should not be passed to another adult for completion.** N B : 'Restoration log' should only be completed when the child is calm, removed from the situation and able to express their views freely (CRC- Articles 12 & 13). Should a child receive 2 'Restoration log' in a half term period, a meeting between the class teacher, learning mentor and behaviour lead and parents will be requested where future provision for the child will be discussed. Where 'Restoration log' seem ineffective in changing a child's behaviour, the Head teacher or member of the SLT may also use discretion to use 'internal exclusions' and periods of isolation instead.

Time Out and Internal Exclusion

Staff at HSTM recognise that sometimes it may be necessary to provide children with quiet spaces where they can take time out to become calm and reflect upon their behaviour. When this is a necessary action for a child, their class teacher will advise them of which spaces in school are suitable for them to use and this will be fully discussed and agreed with the child and their parents. 'Time out' can be used for short periods, or longer periods, at the discretion of the SLT. Where isolation is used as a sanction for more serious incidents as an 'internal exclusion' the Head teacher or Deputy in her absence, will decide upon the length. 'Children need our love most when they deserve it least' 'Working, learning, playing and worshipping together'. The length of the 'internal exclusion' will depend on the severity of the incident, age of the child and the record of any previous incidents kept by the school.

Step 3- Formal route through Exclusion

Purple: Start of a more formal route to supporting the pupil with possibility of exclusions. This is likely to be due to a high number of repeated examples of poor behaviour choices and / or a one-off serious incident. These could include but are not limited to for example: Extreme Violence, Serious Challenge to Authority Physical Abuse to children and staff, Not responding in a positive manner to instruction, Bullying, use of violent or threatening language or actions

Fixed-term and Permanent Exclusions:




- Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude for up to 45 days and may also exclude a pupil permanently. It is also possible for the
- headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot exclude a pupil or extend the exclusion period made by the headteacher.
- The governing body has established a pupil discipline committee. This committee reviews the circumstances of exclusion from the school made by the headteacher. In the case of any permanent exclusion, the parent/guardian has a right to appeal to an independent panel, established by the LA.



HIGHFIELD ST. MATTHEW'S

Highfield St Matthew's CE Primary School

Behaviour Policy Consequences Path:

Stage 1 	If I do this: Repeatedly ignoring / not following the SCHOOL VALUES	This will happen: <ul style="list-style-type: none"> Adult will warn the child that behaviour must return to levels we expect at school using READY, RESPECTFUL and SAFE.. Behaviour management techniques employed by teacher- move child to new desk inc. non-verbal cues 'STOP N THINK' card issued- child moves this into the wallet with their name. 'Warning Card' issued – Adult explains the consequences of actions if behaviour does not immediately alter in a positive way. 'Consequence Card' issued. Break missed. Logged on CPOMS and Parent informed by class teacher that day. Child writes a restorative log which is signed at home and scanned into CPOMS with the incident log by the teacher.
Stage 2 	<ul style="list-style-type: none"> Serious challenge to adult authority Use of abusive language to cause offence Bullying Deliberately creating a disturbance Leaving classroom without permission Classroom / Playground Fights 	This will happen: Issue a 'Yellow Monitoring card' Time must be spent with the child to understand why the behaviour has slipped to this level. Ensure that the child has the opportunity to discuss the incident and remind the child of the behavioural expectations and the consequences of breaching the expectations. Out line that if a red card needs to be issued for repeated behavioural incident, contact will be made with home and breaktime will be missed. If multiple entries in move on to Stage 3
Stage 3 	If I do this: <ul style="list-style-type: none"> Repeated failure to alter beh on yellow monitoring card. Repeated Bullying Vandalism Intentional Violent Behaviour Stealing Any dangerous items on school premises 	This will happen: Issue a RED Monitoring Card. This is only to be issued by a class teacher and not a TA and is reported to CPOMS to be investigated by the learning montor 'behaviour is often a means of communication.' Class teacher to ensure they have made contact with parents to discuss behavioural incidents the same day and log parental conversations on CPOMS. Child writes a restorative log which is signed at home and scanned into CPOMS with the incident log by the teacher. if behaviour does not improve. Learning mentor and SENDCO informed by class teacher. Time out may be appropriate to support learning and structure/personalisation for the child. Break times spent with class teacher and lunches with Learning mentor. Play time with a TA at an alternative time will be arranged if

		pupils are unable to access playtime with peers due to persistent behavioural issues.
Stage 4	If I do this: Several red monitoring cards are accumulated in a school year or an act deemed a serious breach of acceptable standards or behaviour	This will happen: In School Exclusion for one day- contact home and parent meeting to set up. Child writes a restorative log which is signed at home and scanned into CPOMS with the incident log by the teacher. Same as Stage 3 but work set by the class teacher but completed in isolation from class
Stage 5	If I do this: Extreme Violence Serious Challenge to Authority Physical Abuse to children and staff Not responding in a positive manner to Stage 4	This will happen: Fixed Term Exclusion (see LA policy)

Recording Logs

Staff to display recording logs, pupil names to be added to the log every time there is an behavioural incident. Behaviour lead to monitor frequency of pupils names as they appear on the recoding log.

Bullying

The school makes every effort to prevent bullying of pupils. These details are fully explained in the school's Anti-Bullying Policy. Inappropriate behaviour, resulting in the bullying of a child, will be recorded in the school's CPOMS system under the heading 'Bullying'. A sanction appropriate to the age and understanding of the pupil concerned will then be agreed. The severity of the sanction imposed will reflect the level/type of bullying which has occurred.

Power to use reasonable force- positive Handling, Physical Intervention:

Staff may use reasonable force to prevent pupils from committing a criminal offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances if there is ever a need to conduct a search of a pupil without consent when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any articles that could be used to commit an offence or cause harm.

Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

Staff take part in regular training on positive handling to learn how to keep children and themselves safe should a child have to be handled. All incidents of positive handling are recorded on CPOMS.

Confiscation of Inappropriate Items:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2. Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.



Alternative/ Personalised Behaviour plan

INDIVIDUAL BEHAVIOUR PLAN

PUPIL NAME: _____ **CLASS:** _____ **YEAR GROUP:** _____

<p>Date of birth:</p> <p>Date plan starts:</p> <p>Date of next review:</p>	<p>Medical conditions/needs:</p> <p>Staff working with the pupil:</p>
<p>Challenging behaviour(s)</p> <p>What does it look like?</p> <p>What triggers it?</p>	<p>Targets</p> <p>What are we working towards?</p> <p>How do we get there?</p>
<p>Strategies for positive behaviour "Green"</p> <p>How do we maintain positive behavior?</p> <ul style="list-style-type: none"> • Phrases to use • Rewards, motivators 	<p>Early warning signs "Amber"</p> <p>How do we prevent an incident?</p> <ul style="list-style-type: none"> • What to look out for • How to respond (reminders, alternative environment)
<p>Reactive strategies "Red"</p> <p>How do we diffuse the situation?</p> <ul style="list-style-type: none"> • What to do and what not to do • Phrases to use • Calming techniques <p>At what stage should another member of staff be informed? Who should this be?</p>	<p>Support after an incident</p> <p>How do we help the pupil reflect and learn from the incident?</p> <p>Is there anything that staff can learn about working with this pupil?</p>

INDIVIDUAL BEHAVIOUR PLAN

PUPIL NAME:

CLASS:

YEAR GROUP:

Agreement:

Parent name

Staff name

Parent signature

Staff signature

Date

Date



INDIVIDUAL BEHAVIOUR PLAN

PUPIL NAME:

CLASS:

YEAR GROUP:

Skills and Talents

Achievements



INDIVIDUAL BEHAVIOUR PLAN

PUPIL NAME:

CLASS:

YEAR GROUP:

Likes

Dislikes

Log of any beh incidents:

Date

Description of behaviour(s)

Trigger for incident

Action taken



HIGHFIELD ST. MATTHEW'S

INDIVIDUAL BEHAVIOUR PLAN

PUPIL NAME:

CLASS:

YEAR GROUP:

Individual Behavior Plan evaluation and next steps:

How effective is the plan?

Record suggestions to be considered when this plan is reviewed.



Appendix 2: Restoration logs- for Red 'Consequence cards'

Sent home to be done with parents and returned the next day- logged by teacher on CPoms:

Restorative Log

Name:

Date:

Parent/ Guardian involved:

What has happened? (teacher completes before sending home)



Who has been affected by your actions / how do they feel?



How will your parents / carers feel about this?

What needs to happen now?

What do your parents / carers think about this behaviour?

Signed by:

Child:

Adult in School:

Parent / Carer:

TEACHERS LOG THIS ON CPOMS

