



1839 + Bures School

BEHAVIOUR POLICY

Bures CEVC Primary School Governing Body have agreed and adopted this policy as part of their on-going commitment in ensuring excellence and best practice is employed throughout the school.

This policy has been prepared in line with the ***Education and Inspections Act 2006*** as detailed in ***Appendix 1: DfE guidance: Behaviour and Discipline in Schools document*** (reference: DFE-00023-2014).

Introduction

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Bures C of E Primary School. It should be read alongside other key policies: Equality, SEN, Safe Guarding and Child Protection, Attendance and Teaching and Learning Policy.

This policy reflects current practice within the school. The fair and consistent implementation of this policy is the responsibility of all staff in partnership with parents, governors and other agencies involved with school.

School Vision / Ethos

Our school vision states that:

Through exciting and adventurous learning experiences within a healthy, safe and dynamic environment we help **everyone** in our community to realise their limitless potential.

With a strong Christian ethos, we promote belief and faith in ourselves and others, courageously sharing, caring, and forgiving whilst celebrating both our similarities and differences.

We challenge pupils to become life-long learners who have the confidence, self-esteem, resilience and desire to achieve excellence in all they do.

We want every member of the school community to feel valued and respected and for all persons to be treated fairly. We are a caring community whose core Christian values are built on mutual trust and respect and modelled by all members of staff on a daily basis. The Behaviour Policy is designed to enhance the development of positive relationships between all children, adults in school, parents and other members of the wider school community. It aims to promote an environment where all members of the school community feel happy, safe and secure, free from threat, harassment and bullying, with the common purpose of helping everyone to learn.

Safeguarding policy and practice underpins all that we do when managing behaviour.

Expectations

As adults, we will treat each other with respect, providing a positive role model for children, taking care to demonstrating the way members of this school community can live and work together in a happy, safe environment where effective learning can take place. We will maintain high expectations of behaviour and provide encouragement and stimulation to all pupils. We will treat all children fairly and apply this policy in a consistent way, ensuring that children are aware of the school values and rules. We will teach, through the school curriculum and collective worship, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive every day experiences so that our children are more likely to reach their full potential. We believe that:

- Praising and a system of rewards will increase self-esteem and help children achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruptions while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

We recognise that school, pupils and parent/carers have rights and responsibilities that support effective behaviour management

Classroom Code

Children are involved in setting the 'Classroom Code' at the start of each year and they revisit them regularly. The 'Classroom Code' is a set of rules framed in a positive way which are displayed throughout the school. Alongside the 'Classroom Code', each teacher will display our 'Behaviour Ladder' which outlines the sanctions pupils will face if they choose to ignore the 'Classroom Code'.

Acknowledging and Celebrating Positive Behaviour

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Staff work on the principle of a 4:1 praise to sanction ratio. Children's efforts may be celebrated through display and performance. Consistent good behaviour, good manners, particular helpfulness and acts of kindness in school are acknowledged and celebrated through: -

- Verbal and non-verbal praise.
- Smiley faces.
- Certificates.
- Sending good work to other staff members for acknowledgement.
- Positive phone call home.
- Quick notes home.
- Learning Ambassador nominations.
- Whole class rewards.
- Headteacher Awards.

House Points

The School has adopted a House Point system and has four Houses: Churchill, Shackleton, Nightingale and Boudica. The aim of the school House Point (HP) system is to enable children to understand the importance of working towards something and team working. Children earn house points which are recorded on a class house sheet and counted weekly. This is then announced in the Friday Celebration assembly. In addition, they also record their earned house points on their own individual sheet. Once they receive a certain amount of individual house points they then are rewarded. Pupils who achieve a certificate, as outlined below, receive their certificate in Celebration Assembly, along with being identified in the School Newsletter.

Stage	House Points Awarded	Reward
Bronze	100 HP	<p>A bronze certificate is awarded and they are announced on the School Weekly Newsletter.</p> <p>They have lunch with the Headteacher.</p>
Silver	200 HP	<p>A silver certificate is awarded and they are announced on the School Weekly Newsletter.</p> <p>The class is awarded twenty minutes of additional break time.</p>
Gold	300 HP	<p>A gold certificate is awarded and they are announced on the School Weekly Newsletter.</p> <p>The pupil and a chosen friend is allowed to come to School in non-uniform for the day.</p>
Platinum	400 HP	<p>A platinum certificate is awarded and they are announced on the School Weekly Newsletter.</p> <p>The class are allowed a treat for an afternoon – this could be golden time.</p>

House points are awarded for:

- Being powerful learners;
- Exemplifying the School Vision or Values;
- Outstanding homework;
- Achieving outstanding learning or progress in any area of learning;
- For kindness shown to others;
- Leading by example;

- Showing respect and working well with others;
- Excellent attendance;
- Helping at school events;
- Having the correct equipment;
- Good written and verbal communication;
- Having and go and not giving up;
- Any other reason that staff feel fit.

Method

There must be consistency in handing out house points (HP) and this is reviewed termly by staff at a Staff Meeting. Any member of staff is allowed to hand out HPs (including Mid-days and the Office staff). However, volunteers/work experience students are not allowed to, but may recommend a child to the class teacher. Every child can be awarded HPs. On average for any of the above 1 HP would be awarded. If something is truly remarkable 2 HPs may be allotted.

Tracking Pupil Behaviour

Behaviour Slips

Behaviour slips are used to enable us to track and monitor behaviour and ensure that support is provide to children who are finding it difficult to demonstrate good behaviour. The slips also allow us to report on behaviour to both parents and Governors in an effective manner.

Behaviour slips are given once a pupil has reached Step 3 on the Behaviour Ladder

A copy of the behaviour slip:

Name	Class	Date
On the other side of this behaviour slip my teacher has written the reason I have been given this slip.		
Making Good Choices	Praise – I have been ‘caught doing the right thing’ Thumbs up / Smiles / Positives Gestures Remind you of what we expect to see Class rewards / Star of the Week	
Step 1	I have been reminded to do the right thing.	
Step 2	I have been reminded to think about my choices.	
Step 3	I have been warned, my behaviour MUST improve.	
Step 4	I have been moved for ‘time out’.	
Step 5	I have been moved to work with a Senior Leader and reflect on the choices. My class teacher will discuss my behaviour with my parents and it will be carefully monitored for two weeks	
Step 6	I may not be able to work with the rest of	

	my class. I may be given a fixed term exclusion My parents, the Headteacher, my class teacher and our SENCo will work with me to make a behaviour plan	
Step 7	I may be permanently excluded from the school.	

Using the Behaviour Slips

A behaviour slip lasts a whole day so that a new slip is given each day, where required. Behaviour slips are kept by the class teacher for five days after the day of the poor conduct. If another slip is given to the same pupil within that five-day window, the second slip becomes an instant Step 5 (it could be higher but not lower than this step), and parents must be informed.

As part of Step 5, staff are required to complete an ABC form (see Appendix 3), in order to address and improve future behaviour. This form should be completed by a member of staff, normally the class teacher, and should be photocopied once completed. One copy should go to the headteacher and the other kept by the class teacher.

When a child reaches Step 6, this can include producing a Compliance Plan (see Appendix 5) or / and Individual Behaviour Plan (see Appendix 6) for the pupil as appropriate. Additionally, an individual risk assessment (see Appendix 9) may need to be completed (as appropriate) for children who have reached Step 6. This may be in the case that there is an up-coming visit or visitor to the School and additional precautions may be needed as a result of the pupils' poor behaviour.

Tracking the Behaviour Slips

Behaviour slips are printed on different colours each term in order to help teachers track a pupil's behaviour over a year:

Autumn Term – Pink
Spring Term – Yellow
Summer Term – Orange

After the five days, slips will be sent to the school office in order for to the School Behaviour Tracking Document to be updated. The tracking document will be used to enable the Headteacher to provide regular reports to Governors and for teachers to provide accurate records to parents

In the Playground

The same high expectation of behaviour is expected of pupils at break times and lunch times. The MDA Team will follow the same steps on the Behaviour Ladder as those used in the classroom. However, they only need to complete a slip if the behaviour gets to Step 5 when a Senior Leader needs to be involved and the child needs to be removed from the playground. A named Senior Leader will be available each day to provide this support. All slips should be returned to the School Office at the end of lunchtime. Class teachers will receive these slips for their records and they will be recorded on the Tracking Document.

Fixed Term and Permanent Exclusion

Where there is a serious breach of this policy by a pupil, the Headteacher may make the decision to give a fixed-term exclusion or where deemed necessary, a permanent exclusion. A fixed-term exclusion would normally be between 1 to 3 days (see Appendix 4).

A decision to exclude a pupil permanently is seen by the School as a very serious decision and is only taken as a last resort, in response to a serious or persistent breach of this policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision to do so is taken on the balance of probabilities. Even though this may not affect the decision to exclude a pupil, the Headteacher will take account of any contributing factors that are identified following an incident of poor behaviour. These might include bereavement, mental health issues or where the pupil has been subject to bullying.

Fixed term or permanent exclusions may take place where there has been:

- Physical aggression towards a member of staff;
- Possession of an item in Part 2 below;
- Endangering a child or an adult or endangering him/herself (including outside of the school premises);
- Extreme aggression towards a child or adult;
- Repeated non-compliance with adult requests after all other strategies have failed;
- Persistent bullying;
- Smoking or taking drugs on the school premises.

In regard to the exclusion of a child for a fixed-term or permanent period, the School follows DfE and Suffolk Exclusions Guidance (2017).

School trips

When planning school trips, children whose behaviour may be of concern will have a care plan put in place (see Appendices) and a separate risk assessment completed and agreed with the EVC or Headteacher.

Any child that is deemed to repeatedly put themselves or others at risk during a school trip may lead to their parents/carers being contacted to request that the child be picked up from the trip venue. This decision will have been agreed with the Head teacher, and in her absence, the Deputy Headteacher.

Legal Rights

Confiscation of inappropriate items

Under the Education Act 2011, the Head teacher and staff authorised by the Head teacher have the statutory power to search pupils or their possessions, **without consent**, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The Head teacher has authorised all teachers, support staff and the office staff to search, confiscate, bin items and use reasonable force in accordance with the guidance.

Prohibited items are:

- Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette paper or nicotine based cigarette substitutes such as 'E-cigarettes'
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used
 - i. to commit an offence
 - ii. to cause personal injury to, or damage to the property of any person (including the pupil)

Weapons and knives and extreme or child pornography must always be handed over to the police. All other items will either be disposed of or returned to parents/carers at the discretion of the Head teacher.

Confiscation of Banned items

Pupils may be searched **with consent** for the following banned items:

- Electronic equipment
- Trading cards, e.g. 'Match Attax' cards
- Medicines
- Mobile phones (these are permitted in Year 5 and 6 with special conditions – see section 13)

Mobile Phones

Pupils in Year 5 & 6 are permitted to bring mobile phones into school **entirely at their own risk** if they walk home from school or are attending an out of hours club.

The phone **MUST BE SWITCHED OFF** and **BE HANDED INTO THE SCHOOL OFFICE AT THE START OF THE DAY**. Failure to do so will lead to the mobile phone being confiscated by a member of the SLT. The phone will be placed into an envelope and stored in the safe in the office. The parent/care will be telephoned and will then need to collect the phone after school from the school office.

Allegations of Abuse

Allegations of abuse will be taken seriously, and Bures School will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Pupils' conduct outside of the school gates – Teachers powers

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Use of reasonable force

The use of reasonable force in the policy directly reflects **the DFE document: Use of reasonable force: Advice for head teachers, staff and governing bodies (Appendix 7)** which in turn relates to the Education Act 1996 and Education and Inspections Act 2006.

KEY POINTS:

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

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

Force **cannot** be used to search for items **banned** under the school rules (see above).

Please Note: Parental consent is not required to restrain a pupil.

WHAT IS REASONABLE FORCE?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

WHO CAN USE REASONABLE FORCE?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

WHEN CAN REASONABLE FORCE BE USED?

Reasonable

Necessary

Proportionate

A last resort

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

SCHOOLS CAN USE REASONABLE FORCE TO:

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

Schools cannot:

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

COMMUNICATING THE SCHOOL'S APPROACH TO THE USE OF FORCE

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEND.
- Schools do not require parental consent to use force on a student.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

USING FORCE

- A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:
 - the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
 - the 'double basket-hold' which involves holding a person's arms across their chest; and
 - the 'nose distraction technique' which involves a sharp upward jab under the nose.

STAFF TRAINING

The Head teacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

TELLING PARENTS WHEN FORCE HAS BEEN USED ON THEIR CHILD

If the use of restraint or force has been applied to a child then a record will be made in the School Record of Restraint Book. This book is a bound and numbered book and is held by the Business Manager. The parents/guardians will be informed by the Headteacher or Deputy Headteacher with a witness in the room whilst they are informed in person or over the phone.

In deciding what a serious incident is, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff;

- the child's age.

WHAT HAPPENS IF A PUPIL COMPLAINS WHEN FORCE IS USED ON THEM?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the *'Dealing with Allegations of Abuse against Teachers and Other Staff' [DFE-00061-2011]* guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

WHAT ABOUT OTHER PHYSICAL CONTACT WITH PUPILS?

It is not illegal to touch a pupil. There are occasions when positive physical contact with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.
- Where a pupil needs support with intimate care (See Intimate Care Policy)

This Policy for Behaviour, Discipline and Anti-Bullying operates in conjunction with the following policies:

- ✓ Special Educational Needs and Disability (SEND)
- ✓ Anti-Bullying
- ✓ Pupil Attendance
- ✓ School Equality
- ✓ Safeguarding
- ✓ Health, Safety and Welfare Policy.
- ✓ Intimate Care Policy

Appendix 1

**DFE Publication: BEHAVIOUR AND DISCIPLINE IN SCHOOLS: ADVICE FOR HEAD TEACHERS AND SCHOOL STAFF
DFE-00023-2014**

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277894/Behaviour and Discipline in Schools -a guide for headteachers and school staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277894/Behaviour_and_Discipline_in_Schools_-_a_guide_for_headteachers_and_school_staff.pdf)

Appendix 2

SCHOOL PROCEDURES

Before School

As soon as children feel confident, encourage them to come into school by themselves in the morning. Registration needs to begin promptly so that lessons can begin on time. Parents should speak to class teachers after school wherever possible, when there is more time to give proper consideration to any concerns or problems. Obviously, any urgent matter which will need to be acted upon during the school day should be communicated to the LSA standing at the KS1 or KS2 corridors, to the School Office or in the EY, to the class teacher, in the morning.

In School

Children enter the premises at 8:50am when the gate is opened by a member of staff (usually the senior leadership) walk into school quietly, entering their classrooms immediately. Personal effects should be placed into lockers or cloakrooms, ensuring all 'public areas' are clear of clutter or trip hazards. Lockers should be closed at all times when not in use and this is the responsibility of each child in Key Stage 2. All other movement around school is 'walking quietly'. Teachers must have a clearly communicated activity for children to come in to, on arrival.

Children will be expected to follow their agreed Classroom Code and demonstrate care and respect for others wherever they are in school.

Children are expected to work hard and sensibly and will be told when/how they may attract the teacher's attention. Children will follow the appropriate class procedures, for example the three/five 'B's

Assemblies

- 1) Person taking assembly to try to be in hall first to "receive" children.
- 2) Teachers need to 'set the scene' for assembly and prepare the children to enter the assembly ready to participate in a reflective way.
- 3) Everyone should come in calmly and sit down.
- 4) Teachers are responsible for their class and consideration should be given to the positioning of those children who find it difficult to behave well in assembly before leaving the classroom.
- 5) Staff are on a rota to support the assemblies throughout the week. If a staff member is absent cover should be sought.

Playtime / Lunchtime

Teacher on playground duty to be in the playground first. If a child is hurt while on the playground, the classroom assistant will bring the child into the office, while the teacher and other staff members remain outside on the playground.

Accident/Injury books are kept in the main school office, the easy access toilet in the Key Stage 2 Block and in the office in the Early Years.

At the end of playtime:

The person on duty blows the whistle. All children stand still. The whistle is blown again and children quietly walk to their lines. Class teachers MUST then meet their class on the playground and walk them in, walking at the front of the class.

In the dining hall:

All children say their class prayer before leaving the classroom. Children then come in to the hall and follow the directions of the staff (school dinner children will line up, packed lunch children will be directed to sit down). Once seated they stay seated. They put their hands up to indicate they need attention. Children talk quietly with the children on their own table. Children raise their hand before leaving the lunch hall. Children empty their lunch trays – younger children will be supported in this by the MDA Team.

At 1.10pm the whistle is blown, on the playground, and Reception, Key Stage 1 and Key Stage 2 children line up to go into their classes. Class teachers collect all children from the playground.

Lost Property

Lost property is to be found in the wicker baskets under the office window. Any monies found are to be handed in at the school office.

Packed Lunches

All packed lunch box containers and bottles need to be clearly labelled. The school is a nut-free environment and so all parents are to avoid giving their children peanut butter sandwiches and other nut-based snacks. As a Healthy School, we ask parents/carers to provide a healthy, balanced and enjoyable lunch. We do not allow sweet snacks or fizzy drinks as part of a lunch. Children need to continue to learn after lunch and research has identified that a healthy, balanced lunch helps children to have a settled afternoon.

Appendix 3
BURES SCHOOL ABC BEHAVIOUR FORM

Name:		Class:	
Date:		Time:	
Location:		Completed by:	
Antecedent:			
Behaviour:			
Consequence:		Parental involvement:	
Brief outline of discussion of incident with pupil			
Follow up:			

Appendix 4

**DFE Publication: EXCLUSION FROM MAINTAINED SCHOOLS, ACADEMIES AND PUPIL REFERRAL
UNITS IN ENGLAND
DFE-57501-2012**

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion from maintained schools academies and pupil referral units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

Appendix 5
EXAMPLE OF A COMPLIANCE PLAN

I will:

- Listen to instructions.
- Do what I am asked, when I am asked.
- Use the ... as my quiet safe place to go when I need to calm down.

Child

Parent.....

Teacher.....

Date.....

Appendix 6

Explore. Believe. Shine.
“The Adventure Awaits...”

Action Planning Form

Hazard	Control Measures to be Implemented (consider all persons at risk)	To Be Actioned By: [Name of Person]	Date to be Done By: [Date]	Checked and Signed off By [Name]	Date Checked and Signed off [date]
<p>Example: Angry pupil lashing out at others.</p>	<p>Example: Staff: Behaviour support plan/5A plan to be completed and shared. Pupil: Monitor behaviour, report incidents, complete F/A, identify early intervention strategies, complete BS and 5As. Other pupils: As above.</p>	<p>Example: 1:1 TA and class teacher to monitor behaviour, report incidents, complete FA. Complete risk assessment with SENCO and SLT. Strategies to be cascaded to other staff.</p>	<p>Example: Immediately – no later than xx/xx/xxxx</p>	<p>[Signature and Name]</p>	<p>[xx/xx/xxxx]</p>

Appendix 7

DFE Publication: USE OF REASONABLE FORCE: ADVICE FOR HEAD TEACHERS, STAFF AND GOVERNING BODIES

<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/Use%20of%20Reasonable%20Force%20-%20Advice%20for%20Head%20teachers%20staff%20and%20governing%20bodies.pdf>

Appendix 9

Bures School Care Plan for.....

School Trip to XXXXXXXXX on XXXXXXXX

This care plan is linked closely to the Risk Assessment agreed by the EVC

xxxxx will be accompanied an adult who will be with him throughout the visit. She will keep a watchful eye over him and protect him from any dangers around the castle

Mrs XXX his class teacher will have overall responsibility for xxxxx and will take the decision to call for the parents/carers to collect him from XXXXX, if he does not comply with the following:

On the Coach

- xxxxx will sit next an adult, wear his seat belt and talk quietly on the journey.*
- xxxxx will not get out of his seat, sing or call out distracting others.*
- xxxxx will leave and enter the coach when he is asked by his class teacher, Mrs xxxx and not before.*

At the Castle

- xxx will stay near an adult during the activities at the castle.*
- xxx will not run but walk everywhere round the castle.*
- xxx will not run off.*
- xxx will listen when adults are speaking and not call out.*
- xxx will not hurt any children whilst on the visit.*
- xxx will not touch the exhibits unless he/she is told he can by an adult.*
- xxx will comply with all requests made by adults.*

If xxx does not comply:

- He will have one verbal warning from Mrs XXXX If he still does not comply he will be given a time out.*
- If he still does not comply Mrs XXX will phone the HT and he will decide whether the parents/carers should collect him from the castle. Whilst he is waiting for his parents/carers to arrive he will be withdrawn from the activity.*
- If a parent cannot be reached, the Head teacher or delegated member of staff will collect the child. A family member will then collect him from school and he will be excluded for the rest of the day.*

School: XXXXXXXX

Emergency Mobile: XXXXXX

Signed: Class Teacher

Parent

Head Teacher

