



# **SHOBNALL PRIMARY SCHOOL**

## **POLICY FOR BEHAVIOUR AND DISCIPLINE; STATEMENT/CODE OF PRACTICE AND EXCLUSION**

Approved by Governors  
January 2017

## **Mission Statement**

In any community the behaviour of individuals has a direct affect upon others in either a positive or negative way. All our pupils have the right to be educated in a safe, caring and supportive environment without distraction and disruption to their learning. The responsibility for ensuring that our pupils develop self-discipline and an awareness of responsibility towards others is a joint one between the children, their parents and the School. An awareness of what constitutes acceptable behaviour and unacceptable behaviour is vital for all children.

At Shobnall School we require all children to show respect towards others, respect towards the fabric and environment of the School and towards our wider community. In our School we will be kind, polite and thoughtful. The children are expected to work and play sensibly and with consideration for others at all times. (Appendix 1)

## **Aims**

We aim to achieve and sustain the highest standards of behaviour and discipline both within the School environment and on School visits in order to make the children's experiences of School life enjoyable, safe, secure and rewarding. This will maximise teaching and learning opportunities – raising the quality of education for all at Shobnall Primary School.

From their first day at Shobnall School children will be learning what School life is all about and that in order to make our School function as an orderly community each one of us has a role to play.

All members of staff both teaching and non-teaching will lead by example and communicate good behaviour expectations both directly and indirectly by means of effective discipline.

In order to ensure consistency and continuity in practice throughout the School a whole School code of practice has been developed. This sets out clearly the processes we have agreed to follow when promoting good behaviour and discouraging and punishing unacceptable behaviour in the different areas of School life.

Our School Code of Practice is communicated to parents and we appreciate the importance of their support when difficulties concerning behaviour. Parents are a child's first and enduring teachers. They play a crucial role in helping their children to learn. Children achieve more when schools and parents work together. Parents can help more effectively if they know what our school is trying to achieve and how they can help. The introduction of a Home School Agreement at Shobnall School provides a framework of such a partnership. The agreement clarifies what we as a school strive to achieve and sets out the role of school, parents and pupils in this vital partnership.

We believe that the use of praise and encouragement is a more effective means of communicating good behaviour expectations than that of negative comments. By fostering positive relationships between children and all staff the children will feel valued both as individuals and as part of the School community, thus promoting self-esteem, self-confidence and self-respect for others on a personal level and co-operation, consideration, courtesy and respect for others on a social level. Through this we hope the children will develop a sense of pride in themselves and in their School together with a sense of belonging. The use of physical punishment is not acceptable at this School.

The moral development of the children is an integral part of the ethos of the School experience here at Shobnall, and through the implementation of our Code of Practice and the use of effective discipline, the children will learn to base judgements and make decisions in their lives that reflect what is morally correct.

We are committed to providing the children with a well structured and ordered School experience and believe that effective communication between all staff on matters of behaviour and discipline is essential in order to achieve this. In addition, we will review our practice regularly in departmental and whole staff meetings and amend it should the need arise.

## **Procedures**

### **Playtimes**

The times of playtimes are:

	<b>INFANTS</b>	<b>JUNIORS</b>
<b>Before School</b>	8.45 – 8.55am Reading Opportunity Before School – Staff Supervision	
<b>Morning Playtime</b>	10.30 – 10.45am	10.30 – 10.45am
<b>Lunchtime</b>	12.00 – 1.10pm	12.15 – 1.10pm
<b>Afternoon Playtime</b>	2.15 – 2.30pm	2.15 – 2.30 pm

### **Staff Duty Rota**

The staff duty rota will be organised by the Staff Management Team and will be displayed on the staffroom notice board.

### **Before School**

Prior to the official start of School at 8.55 a.m. pupils are encouraged to enter the building and have a pre-school reading experience. There is always a member of staff on duty at all the main entrance doors and it is their responsibility to close this door when the bell is rung at 8.55 a.m. The Office Staff are responsible for closing and locking the external gates.

### **Infants KS1 and Juniors KS2**

During the pre-School reading from 8.45 am KS1/2 members of staff are responsible for supervising during the pre-School reading session. When the internal bell is rung at 8.55am the register is immediately taken by the class teacher.

### **Morning Playtime**

The class teacher must ensure that the children go out onto the playground straight away. They are encouraged to go to the toilet on their way out to play. Should they need to go whilst outside they must ask the teacher on duty. There are always two teachers on duty, one on the infant playground and one on the junior playground.

Children wishing to buy a drink should line up in the hall, where the Lunchtime Staff will support and monitor behaviour.

Children kept in at breaktime must be supervised by their class teacher or the teacher requesting the pupil attending.

The children are expected to play and conduct themselves in a safe way. If a teacher on duty feels that a child's behaviour poses a danger to other children or that a child is behaving inconsiderately then the child is spoken to initially. If the behaviour persists the child is asked to stand by the teacher on duty. The child's behaviour is then reported to the class teacher.

## **Playground areas**

**Infants:** Hard playground area adjacent to the KS1 and Early Years classrooms

**Juniors:** Hard playground area to the rear of the main School block

Junior children are made aware of the special areas on the junior playground and are encouraged to follow the rules of play. Ball games, using a soft foam ball only, are allowed in the designated area. Arrangements to encourage positive behaviour with football activities at break-times in junior playground. Games of football should take place in the defined area of the playground. There is to be one ball on the playground at any one time. Only sponge balls can be used for football. There is also a rota for each class having the opportunity to play football on the pitches in addition to a rota for the use of the adventure playground adjacent to the KS1 building. Throughout playtime the teacher on duty should be aware of any children whose behaviour is a cause of concern and take appropriate action. He or she should also be proactive in ensuring that high standards of behaviour are met.

A bell rings to signal the end of playtime. The teacher on duty blows a whistle and children stand still in silence. They line up and are then sent into the building by the teacher on duty. Children are given time to enter the building before sending in the next class, otherwise a bottleneck occurs. At the end of playtime all teachers will go directly to the playground, so they are able to supervise children entering the building.

## **Wet Playtimes**

If weather is unsuitable for outdoor play at mid-morning break the teacher on duty will send a message around, just before playtime, to verify the position. Children will remain in classrooms where appropriate activities will be provided. Children should behave sensibly and should be sitting down. The class teacher will be responsible for supervision during wet play times.

## **Lunchtime Supervision**

At 12.00 noon and 12.15 p.m. the mealtime supervisor assume responsibility for the management and supervision of the children until the end of lunchtime, 1.10pm.

When the children are on the playground normal playground rules apply. Children are expected to conduct themselves appropriately whilst in the dining hall and follow the meal time code:

- Wash their hands before entering the dining hall
- Walk quietly into the dining hall and take their place either at a table or in the dinner queue
- Eat their meal remembering their table manners
- Wait until they are dismissed
- Clear up any mess they have made
- Go to the toilet before going back out to play
- Lunchtime staff are to check **ALL** sandwich children have eaten their lunch.

On wet or very cold lunchtimes the children will return to their classrooms when they have finished their meals where their mealtime supervisor will be on hand. The children are permitted to read books, play table games (eg. chess), use pencils, crayons and paper, and chat quietly. The use of scissors, technology tools and electrical equipment is not permitted. It may be possible to watch a cartoon video on occasion – this will be organised by the Lunchtime Supervisor.

If a child's behaviour causes concern or an incident occurs which the Mealtime Supervisor is unable to resolve then the matter should immediately be referred to the Class Teacher or Leadership Team. They will then assume responsibility for resolving the matter.

## **After School**

Ten minutes supervision of children after School, by the teacher, and/or Office Staff will be given as a contractual agreement. The responsibility for those children being collected later than this will continue until parents/guardians arrive. Any child not collected is to be taken to the Reception area of the School so that the office staff can make contact with the parents.

The School will impose a sanction, where the School is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the School,;

- have repercussions for the orderly running of the school;
- pose a threat to another pupil, a member of staff or member of the public; or
- could adversely affect the reputation of the school.

## **Rewards**

Certificates and Headteacher's awards are given to children who display a positive attitude and behave well with each other. In addition to these teachers use a variety of approaches to reward children's' achievement and effort in curricular and non-curricular activities.

## **Sanctions**

It is equally important to discourage and punish unacceptable behaviour in School. Again teachers may use their own methods and systems as appropriate to the situation and age range of the child/children concerned.

These may include:

- Body language – eye contact/disapproving looks
- Raised voice/quiet voice
- Discussing behaviour with individuals, groups or whole class
- Using child/children's name
- Removing privileges
- Time out – i.e. giving a child time to reflect on their behaviour
- Moving child away from other children or from the situation
- Keeping certain children apart
- Exclusion from playtime
- Mentioning the behaviour to parents

Under no circumstances should children be sent out of the classroom as a response to unacceptable behaviour. The children remain the responsibility of the class teacher or teacher in charge at all times. In addition to these methods there is a whole School procedure for discouraging and recording incidents of persistent and unacceptable behaviour.

- Any unacceptable behaviour is noted down in the class behaviour log book located in each classroom.

## **Persistent Unacceptable Behaviour**

### **In the Classroom**

Under no circumstance will bad behaviour, bad language or racist comments be tolerated within the class. If bad behaviour occurs then the child is given a warning by the Class Teacher.

If a child's name is in the class behaviour log book for a negative reason or he/she has a referral sheet, on a regular basis, for either the classroom, or the playground, then the following system ensues:

- A talk by the class teacher if bad behaviour persists
- A talk by the Key Stage Co-ordinators if bad behaviour persists
- A child is sent to a Member of the Senior Management Team. A diary of incidents is kept and reviewed after a month.
- A child's parents are invited into School to see the class teacher first, then to see the Key Stage Co-ordinator or the Head Teacher.

In the first instance any misbehaviour is recorded in the class behaviour log book so that staff can be supported by the Leadership Team. This book is monitored by the Leadership Team for trends and patterns. All inappropriate instances are recorded including racist comments. If inappropriate behaviour continues then a meeting is arranged with parents to agree strategies and targets to implement. A behaviour diary will be initiated to monitor progress; this will be followed by a review.

If a child's name is in the book or he/she has a referral sheet, on a regular basis, for either the classroom, or the playground, then the following system ensues:

- A talk by the class teacher if bad behaviour persists
- A talk by the Key Stage Co-ordinators if bad behaviour persists
- A child is sent to a Member of the Senior Management Team. A diary of incidents is kept and reviewed after a month.
- A child's parents are invited into School to see the class teacher first, then to see the Key Stage Co-ordinator or the Head Teacher.

### **Managing Children with Behaviour Difficulties**

In more serious cases when children find it very difficult to behave appropriately, and habitually disrupt their own education and/or that of their peers, a more structured approach is necessary in order to manage and improve behaviour through the use of an Individual Behaviour Management Programme (IBMP). The class teacher may find assistance in setting targets, rewards and sanctions from the Key Stage leaders and the SENCO. Support material can also be obtained from the SENCO. The strategies outlined on the IBMP will be communicated to other members of staff to ensure consistency in approach.

A summary of the DFE Circular 9/94 on the Education of Children with Emotional and Behavioural Difficulties follows which includes the stages in the SEN Code of Practice for the identification and assessment of children with Special Educational Needs. At each stage the class teacher will keep a record of difficult behaviour.

### **Exclusion**

We hope that through our policy of positive discipline, an agreed Code of Conduct, and close consultation with parents over any learning and behaviour problems that no child at Shobnall Primary School would reach the level of needing to be excluded.

We see exclusion as a final sanction, where warranted, which will only be used, after careful consideration, when all other possible sanctions have been tried and have been unsuccessful. Permanent exclusion will only be used as a last resort, in response to serious or persistent breaches of the school's Behaviour Policy.

The handling of exclusions of pupils from school is governed by Education Acts and guidelines.

## Grounds for Exclusion

The principles which underline a decision to exclude a pupil from Shobnall Primary School are as follows: -

- A need to avoid risk and danger to pupils and/or staff. The bringing into school of anything deemed to be an offensive weapon will result in the police being informed and three days exclusion
- Incidents which breach the law
- Persistent and severe bullying
- A single serious, major incident. In the case of a serious assault on another person occasioning injury, the Headteacher will first establish whether there are elements of self-defence or retaliation against an assault before determining the appropriate disciplinary action
- Constant disruption
- Verbal and physical abuse
- Permanent exclusion will only be used when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

The Behaviour Policy and Anti-bullying Policy identify support mechanisms available to staff in their work with pupils whose behaviour is a cause for concern. If these fail to give successful results the decision to exclude rests entirely with the

Headteacher. It can only be delegated to, or assumed by the Deputy Headteacher in the Headteacher's absence.

The Governors role is to uphold or dismiss a Headteacher's recommendation.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. School will give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion. Disruptive behaviour can be an indication of unmet needs.

Whilst a single, major incident may justify exclusion, continued failure to respond to other sanctions may also arise. In such cases incidents causing concern and actions taken must be fully and accurately recorded by the Headteacher and staff concerned. If school has a concern about pupil behaviour, we will try and identify if there are any casual factors and intervene early in order to reduce the need for a subsequent exclusion. This may lead to a multi-agency assessment that goes beyond pupil's educational need.

Every effort will be made to discuss behaviour problems with parents and to seek co-operation in resolving problems before exclusion is considered for any child.



## **The Role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour which reflect the school's ethos of positive behaviour and of reviewing their effectiveness.

The governing body will follow the LA's guidelines on exclusion.

The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policies but governors may give advice.

## **The Role of Parents**

We hope to encourage parents to play a positive part in the resolution of any learning and behaviour difficulties. Every effort will be made to enable discussion to take place with the parent especially when exclusion is being contemplated.

Where, despite approaches and the involvement of outside agencies, the school is unable to persuade a parent to visit and discuss problems; the matter will be passed to the governing body.

## **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 a pupil for one or more fixed periods for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is possible for the Headteacher to convert fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil she must inform 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 must inform the parents how to make an appeal.

The Headteacher must inform the LA on all exclusions using the appropriate form.

The Headteacher must inform the LA and the governing body of any permanent exclusions and about any fixed term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. The members of this Committee are Mrs M. Dixon, Mr G. Dennis and Mrs P. Taylor.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated.

If a governors appeal panel decides that a pupil should be reinstated the Headteacher must comply with this ruling.

On reintegrating pupils back into school, they will meet with the Head / Deputy at 9am on the first day back at school, with parents/carers, where discussions will take place for management of future behaviour.

School should set and mark work for pupils during days 1 – 5 of exclusion and alternative provision must be arranged from the 6th day.

## **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. He will also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for changes and improvements.

The school will keep a variety of records of misbehaviour. The class teacher will record incidents on behaviour sheets /class behaviour log book. The Headteacher will record serious incidents.

The Headteacher will keep a record of any pupil who is excluded for a fixed term or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Where parents dispute the decision of a Governing Body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an Independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-Tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

An independent review panel does not have the power to direct a Governing Body to reinstate an excluded pupil. However, where a panel decides that a Governing Body's decision is flawed when considered, in the light of the principles applicable on an application for judicial review; it can direct a Governing Body to reconsider its decision. If the Governing Body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the Local Authority towards the cost of providing alternative provision.

Whether or not a school recognises that a pupil has special educational needs (SEN) all parents have the right to request the presence of an SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.

Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

## **Review**

The governing body will review this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

### **Related Policies**

Policy for Subject Leadership  
Policy on Equal Opportunities  
Policy on Special Educational Needs  
Policy for Monitoring and Evaluation  
Policy on Staff Development  
Policy for Assessment, Recording and Reporting  
Policy for Gifted and Talented  
Policy for Inclusion  
Policy for Teaching and Learning  
Policy for Assessment of Learning  
Policy for Link Governors  
Policy for Whole School Planning

## **APPENDIX 1**

### **DIRECT AND INDIRECT COMMUNICATION OF BEHAVIOUR AND DISCIPLINE EXPECTATIONS**

- Examples of courtesy are shown by all adults when dealing with other adults or children.
- It is insisted that children address everyone courteously – teaching and non-teaching staff, visitors and other children.
- Children are given opportunities to demonstrate responsible behaviour and all children through the Schools Council are allowed to take initiative in deciding codes of conduct for the School.
- Children are reminded of the importance of caring for their School environment.
- A member of staff is present as children arrive at School and leave to maintain a high standard of behaviour. All members of staff are expected to escort children off the premises at the end of the School day.
- All adults insist that children move around School in an orderly manner – every member of staff is concerned with the behaviour of all children.
- There is active and continuous monitoring of behaviour in the playground by the staff, teacher on duty and non-teaching staff. Standards are consistent so that the children form good habits and are treated fairly.
- At lunchtime a regular routine is enforced and high standards of behaviour are maintained in the hall.
- In the classroom the children are expected to respect the property of the School and that of other children.
- Standards of honesty and consideration for others are reinforced daily.
- Before leaving School on a visit behaviour expectations are discussed. A pride in the School and not letting themselves or others down are emphasised. Time is spent praising good behaviour when a class returns.
- In assembly the Head Teacher talks about incidents of good behaviour and children are praised. This reinforces acceptable behaviour. Incidents of poor behaviour are also highlighted and the way in which this behaviour affects others is emphasised. Individuals are never named, but are dealt with privately.
- Incidents of bad behaviour, however small, are investigated and no child is allowed to feel that these incidents will go un-noticed.

## **APPENDIX 2**

### **Rewards**

In order to demonstrate a positive approach to behaviour and discipline it is important to reward children's achievement and effort in both curricular and non-curricular activities. Individual teachers may use their own methods and systems for this purpose as different situations, age ranges and children call for different approaches including:

- Verbal praise of individuals/groups and whole class
- Stars/Stickers on books and jumpers
- Stamps and written comments on work
- Certificates
- Send child/children to others members of staff for praise
- Individuals or group allowed to do 'jobs', e.g. tidy up, sharpen pencils
- Informing parents of their child's success
- Collective rewards such as merit points which are given to a team and not attributed to individuals

In addition to the individual teacher's approach we have an awards system for Key Stage 2 whereby each child is given an achievement award in the form of a certificate e.g. a stamp is given as a reward for a good piece of work, or good behaviour. The accumulation of:

- 50 will result in a bronze award
- 100 will result in a silver award
- 150 will result in a gold award
- 200 will result in a platinum award

These awards will be given to successful pupils in a whole School assembly.

### **Key Stage 1 Award System**

There is also an awards system for Key Stage 1 which moves through the kingdom of animals as follows:

- The Brilliant Butterfly
- Fantastic Frog
- Super Snake
- Marvellous Monkey
- Terrific Tiger
- Great Giraffe

These awards will also be given to successful pupils in a whole School assembly.

## INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN (IBMP)

<b>Name:</b>	<b>D.O.B.</b>
<b>Class teacher:</b>	<b>Class:</b>
<b>Relevant medical information:</b>	<b>Strengths and qualities:</b>
<b>S.E.N. stage:</b>	<b>S.E.N.C.O.</b>
<b>Parents informed (dates):</b>	<b>Other agencies:</b>

<b>Nature of behaviour difficulty:</b>
<b>Summary of supporting evidence:</b>
<b>Long term aim:</b>
<b>Behaviour targets (1-3)</b>  1.  2.  3.
<b>Rewards:</b>
<b>Sanctions:</b>
<b>Monitoring arrangements (who, what, when)</b>

# SHOBNALL PRIMARY SCHOOL

## BEHAVIOUR INCIDENT REPORT FORM

(THIS MUST BE FILED IN THE BEHAVIOUR INCIDENT FILE LOCATED IN THE OFFICE)

Please note that information does not have to fill two sides, note only the facts as concisely as possible.

Reporting Member of Staff	Time	Date
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<b>COMPLAINT Made to whom and when</b>			
Written(Appended?)/Oral/Telephone(Appended?)	Parent/Adult/Pupil	Date	Time
<p>What was said to the adult complainant?                      At the outset was a Senior Member of staff informed? Who &amp; when?</p>			

The perpetrator(s)	Year & Class Teacher	Those affected	Year &Class Teacher

<p><b>Material Facts</b></p> <p style="text-align: right;">pto</p>
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**Material Facts** cont'd .....

**Action Taken** and by whom

**Depending on the seriousness of the incident the Headteacher/Deputy Headteacher/KS1 Leader should be informed without undue delay.**

**Headteacher's Comments**

Has the incident been logged on pupil records?  
Have parents been notified? (Written/verbal)

Signed .....

Date

Time





## Weekly Behaviour Log – Nursery

**Week Beginning:** \_\_\_\_\_

Hero of the Day:	
Name:	Reason for Award:

Star of the Week	
Name:	Reason for Award:

Behaviour Incidents:		
Name:	Incident	How dealt with:

**Signed:** \_\_\_\_\_ **Dated:** \_\_\_\_\_



**Weekly Behaviour Log – Year 1 - 6**

**Week Beginning:** \_\_\_\_\_

<b>Headteacher Awards Assembly:</b>	
<b>Name:</b>	<b>Reason for Award:</b>

<b>Additional certificates: Headteacher Certificates, Lunchtime Award, Active Playground and Praise Postcards</b>	
<b>Name:</b>	<b>Reason for Award:</b>

<b>Behaviour Incidents:</b>		
<b>Name:</b>	<b>Incident</b>	<b>How dealt with:</b>

**Signed:** \_\_\_\_\_ **Dated:** \_\_\_\_\_

## Exclusion risk assessment

### Shobnall Primary School

Assessment conducted by: Mr R. Cruise	Job Title: Headteacher	Covered by this assessment: <b>Pupils at Risk of Exclusion</b>
Date of assessment:	Review interval: Annually	Date of next review:

<b>Related documents</b>
<b>Behavioural Policy, Health and Safety Policy, Safeguarding Policy, LA guidance</b>

Risk rating		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	<b>Major</b> Causes major physical injury, harm or ill-health.	High (H)	H	Medium (M)
	<b>Severe</b> Causes physical injury or illness requiring first aid.	H	M	Low (L)
	<b>Minor</b> Causes physical or emotional damage.	M	L	L

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place ? Yes/ No	By whom?	Deadline	Risk rating following action H/M/L
Risk of harm to self or others	H	<ul style="list-style-type: none"> <li>• All staff are aware of trigger points to allow early intervention.</li> <li>• Staff are trained to note incidents as soon as possible.</li> <li>• Staff are trained in relevant physical intervention techniques.</li> <li>• Processes are in place to seek funding for an increase in deployment of classroom assistant/behaviour mentor support.</li> <li>• A pupil behaviour contract is drawn up and signed after fixed-term exclusion and meeting with parent(s)/carer(s).</li> <li>• Pastoral support is offered to give the pupil a safe environment to talk about issues.</li> <li>• Involvement of LA support specialists is arranged.</li> </ul>	Y	Headteacher; Deputy Lead Safeguard and Teaching Staff	Review Annually	L
Risk of damage to property		<ul style="list-style-type: none"> <li>• Pupil is immediately withdrawn from danger areas</li> <li>• Staff are appropriately trained in support and calming strategies.</li> </ul>				

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place ? Yes/ No	By whom?	Deadline	Risk rating following action H/M/L
Risk of disruption to others	H	<ul style="list-style-type: none"> <li>• Offensive behaviour is tackled through the school Behavioural Policy, with consistent application of sanctions every time the behaviour is repeated.</li> <li>• Fixed-term removal of the pupil from lessons in which the offensive behaviour is most evident, is considered, during which time they will receive appropriate support.</li> <li>• A behaviour chart is kept for each day offering rewards as well as sanctions if appropriate.</li> <li>• Non-confrontational behaviour management strategies are used.</li> <li>• Pupil is immediately withdrawn from lesson or area as a consequence of certain pre-determined acts, such as swearing at staff.</li> <li>• Procedures are implemented where a senior member of staff can be called to a class immediately should an incident arise or where signs of an impending incident are apparent.</li> </ul>		<b>Headteacher. All employed staff.</b>		
Risk of absconding from school site	L	<ul style="list-style-type: none"> <li>• Specific instructions are given to staff not to try to stop a pupil if they attempt to leave a room; instead they will be allowed to be withdrawn/located in a secure environment i.e. Positive Play Room where they will be expected to calm themselves with adult support</li> <li>• Escape routes are known to staff, but no physical intervention is put in place if the pupil runs from school.</li> </ul>				

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place ? Yes/ No	By whom?	Deadline	Risk rating following action H/M/L
Risk of disruption to others	H	<ul style="list-style-type: none"> <li>Offensive behaviour is tackled through the school Behavioural Policy, with consistent application of sanctions every time the behaviour is repeated.</li> <li>Fixed-term removal of the pupil from lessons in which the offensive behaviour is most evident, is considered, during which time they will receive appropriate support.</li> <li>A behaviour chart is kept for each day offering rewards as well as sanctions if appropriate.</li> <li>Non-confrontational behaviour management strategies are used.</li> <li>Pupil is immediately withdrawn from lesson or area as a consequence of certain pre-determined acts, such as swearing at staff.</li> <li>Procedures are implemented where a senior member of staff can be called to a class immediately should an incident arise or where signs of an impending incident are apparent.</li> </ul>		Headteacher. All employed staff.		
Risk of absconding from school site	L	<ul style="list-style-type: none"> <li>Specific instructions are given to staff not to try to stop a pupil if they attempt to leave a room; instead they will be allowed to be withdrawn/located in a secure environment i.e. Positive Play Room where they will be expected to calm themselves with adult support</li> <li>Escape routes are known to staff, but no physical intervention is put in place if the pupil runs from school.</li> </ul>				

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place ? Yes/ No	By whom?	Deadline	Risk rating following action H/M/L
Risk of isolation from peers	L	<ul style="list-style-type: none"> <li>• <b>A behaviour chart is kept for each day that enables rewards as well as sanctions if applicable.</b></li> <li>• <b>Positive elements of school life that the pupil will respond to are identified and used to include the pupil.</b></li> <li>• <b>Pupils' achievements are recognised and celebrated.</b></li> </ul>				
Risk of missing out on learning	L	<ul style="list-style-type: none"> <li>• Funding is sought for an increase in deployment of classroom assistants/behaviour mentor support.</li> <li>• Learning activities are suited to the academic needs of pupils.</li> <li>• A behaviour/learning contract is agreed between school, pupil and parents.</li> </ul>				