



# SHOBNALL PRIMARY & NURSERY SCHOOL

## PROCEDURES FOR BEHAVIOUR



**JULY 2020**

Reviewed: September 2022, March 2023, July 2023,  
November 2023, July 2024, April 2025, April 2026

Review:  
July 2027

## **Statement of Intent**

Shobnall Primary & Nursery School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's document and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

## **Aims**

We aim to achieve and sustain the highest standards of behaviour 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 & Nursery School.

From their first day at Shobnall Primary & Nursery 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.

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 Home School Agreement is communicated to parents and we appreciate the importance of their support with 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 Primary & Nursery 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.

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 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.

### **Key Roles and Responsibilities**

The Local Governing Body has overall responsibility for the implementation of this document and the procedures of Shobnall Primary & Nursery School.

The Local Governing Body has overall responsibility for ensuring that this document, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The Local Governing Body has responsibility for handling complaints regarding this document, as outlined in the JTMAT Complaints Policy.

The headteacher will be responsible for the day-to-day implementation and management of this document and the procedures of the school.

Staff, including teachers, support staff and volunteers, will be responsible for following the document and for ensuring pupils do so too. They will also be responsible for ensuring the document is implemented fairly and consistently.

Staff, including teachers, support staff and volunteers, will create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing this document.

Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.

Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.

Pupils are responsible for their own behaviour both inside school and out in the wider community.

### **Definitions**

For the purpose of this document, the school defines “serious unacceptable behaviour” as: any behaviour which may cause harm to oneself or others, damage the reputation of the

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school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

For the purpose of this document, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

### **Training of Staff**

At the school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.

Teachers and support staff will receive training on this document as part of their new starter induction. This document will be provided to all staff as part of the induction process.

Teachers and support staff will receive regular and ongoing training as part of their development.

### **Pupil Expectations**

Pupils and parents/carers will be expected to follow our school's Code of Conduct which requires pupils to:

- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive to lessons and school on time and fully prepared.
- Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

The school will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assemblies.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

### **Restorative Approaches to Behaviour**

Shobnall Primary & Nursery School adopts a restorative approach to behaviour management. Restorative practice focuses on building, maintaining and repairing positive relationships within the school community.

When behaviour incidents occur, staff aim to support pupils in understanding the impact of their actions, taking responsibility and repairing any harm caused. Restorative approaches may include:

- Restorative conversations between pupils and staff
- Opportunities for pupils to reflect on their behaviour
- Discussion about who has been affected and how
- Agreement on actions to repair harm and rebuild relationships
- Support to help pupils make better choices in the future

Restorative conversations typically explore the following questions:

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected by what happened?
- What can be done to make things right?
- How can we prevent this happening again?

Restorative approaches do not replace appropriate sanctions where required, but they complement them by helping pupils understand the consequences of their behaviour and develop empathy and responsibility.

### **Mobile Phones and Smart Devices**

Shobnall Primary & Nursery School follows the Department for Education guidance 'Mobile phones in schools'. The school operates as a mobile phone-free environment during the school day.

Pupils are not permitted to use mobile phones or smart devices during the school day, including during lessons, breaktimes or lunchtimes.

Where a pupil needs to bring a mobile phone to school for safety reasons when travelling to and from school:

- The phone must be switched off.
- The phone must be handed in to the class teacher who will ensure the phone is stored securely in the school office for the entire school day.
- The phone must not be used anywhere on the school site.

If a mobile phone is seen or used during the school day:

- The device will be confiscated by a member of staff.
- The phone will be stored securely.
- The phone will normally be returned to the pupil at the end of the school day.

Repeated misuse may result in parental contact or additional behaviour sanctions in line with our procedures.

The school cannot accept responsibility for the loss, damage or theft of personal devices brought onto the school premises.

Where a pupil requires access to a device for medical or accessibility reasons, arrangements will be agreed in advance with the Headteacher or SENDCO.

### **Safeguarding and Behaviour**

Maintaining high standards of behaviour is closely linked to safeguarding. All staff have a responsibility to ensure that behaviour incidents are managed in a way that protects the safety and wellbeing of pupils.

Serious behaviour incidents, including bullying, discrimination, harassment, online abuse or incidents involving technology, will be managed in line with the school's Safeguarding and Child Protection Procedures and Keeping Children Safe in Education (KCSIE).

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Where behaviour raises safeguarding concerns, staff must record the incident using the school's safeguarding system and inform the Designated Safeguarding Lead (DSL) or a deputy DSL as soon as possible.

Staff will remain vigilant to the possibility that behaviour may indicate wider safeguarding concerns, including neglect, abuse, exploitation or emotional distress.

Appropriate support and intervention will be provided where safeguarding concerns are identified.

### **Before School**

Prior to the official start of school at 8.55am pupils are encouraged to enter the building. There is always a member of staff on duty at all the main entrance gates and it is their responsibility to close and lock this when the bell is rung at 8.55am.

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

When children arrive from 8.45am EYFS/KS1/KS2 members of staff are responsible for supervising pupils in their classrooms. When the internal bell is rung at 8.55am the register is immediately taken by the class teacher.

### **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/s on duty.

Children wishing to buy a drink or snack during morning breaktime should line up in the hall, where the Kitchen Staff will support and monitor behaviour.

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 and/or in the 'time out' zone. The child's behaviour is then reported to the class teacher and recorded using Bromcom.

### **Playground Areas**

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. There is to be one ball on the playground at any one time. There is also a rota for each class having the opportunity to play football in the designated area in addition to a rota for the use of the trim trails, one adjacent to the KS1 building and the other adjacent to the KS2 playground. 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 collected from the playground by their class teacher. Children are given time to enter the building before the next class exit the playground, otherwise a bottleneck occurs.

## **Wet Playtimes**

If weather is unsuitable for outdoor play at break times, 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**

At 12.00pm and 12.15pm the play team 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 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 play team member will be on hand. The children are permitted to read books, play table games (e.g. 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 Play Team.

If a child's behaviour causes concern or an incident occurs which the play team member 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. Behaviour incidents should be recorded using Bromcom.

The Play Team should refer to the OPAL Handbook for further guidance on expectations for behaviour, routines and conduct at lunchtime.

## **Rewarding Good Behaviour**

The school recognises that pupils should be rewarded for their display of good behaviour.

The school will use the following rewards for displaying good behaviour:

- Certificates
- Postcards home
- Headteacher Awards
- Verbal praise

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- Stickers
- Class Dojo Points
- Team Points

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, inclusive of Class Dojo points.

### **Class Dojo**

The school utilises Class Dojo as a reward system for good behaviour - an online platform.

<https://static.classdojo.com/img/2022/ClassDojoSchool/ClassDojoSchoolsResourcePack.pdf>

The system is completely free for schools and is completely editable to suit our setting. Here is how it is used:

#### **Points System:**

- Each child has a dojo (a character).
- As a school we set how pupils can achieve points for (politeness, resilience, working hard, kindness, smartness etc.).
- The school decides the value of each of these. For example, politeness can earn a child 2 points and resilience can earn them 4 points.
- Class teachers (using the app or webpage) can award points, and other teachers can add points to children not in their class (for example if a child is passed in the corridor, and they hold the door open, they might be awarded a kindness point).
- Class Dojo keeps a running total for each child, class and the whole school and generates certificates/milestones for the leading pupils.



# CONGRATULATIONS!

on earning



because of your kindness, independence, smartness, manners, resilience, effort, presentation and hard work!

\_\_\_\_\_  
Class Teacher

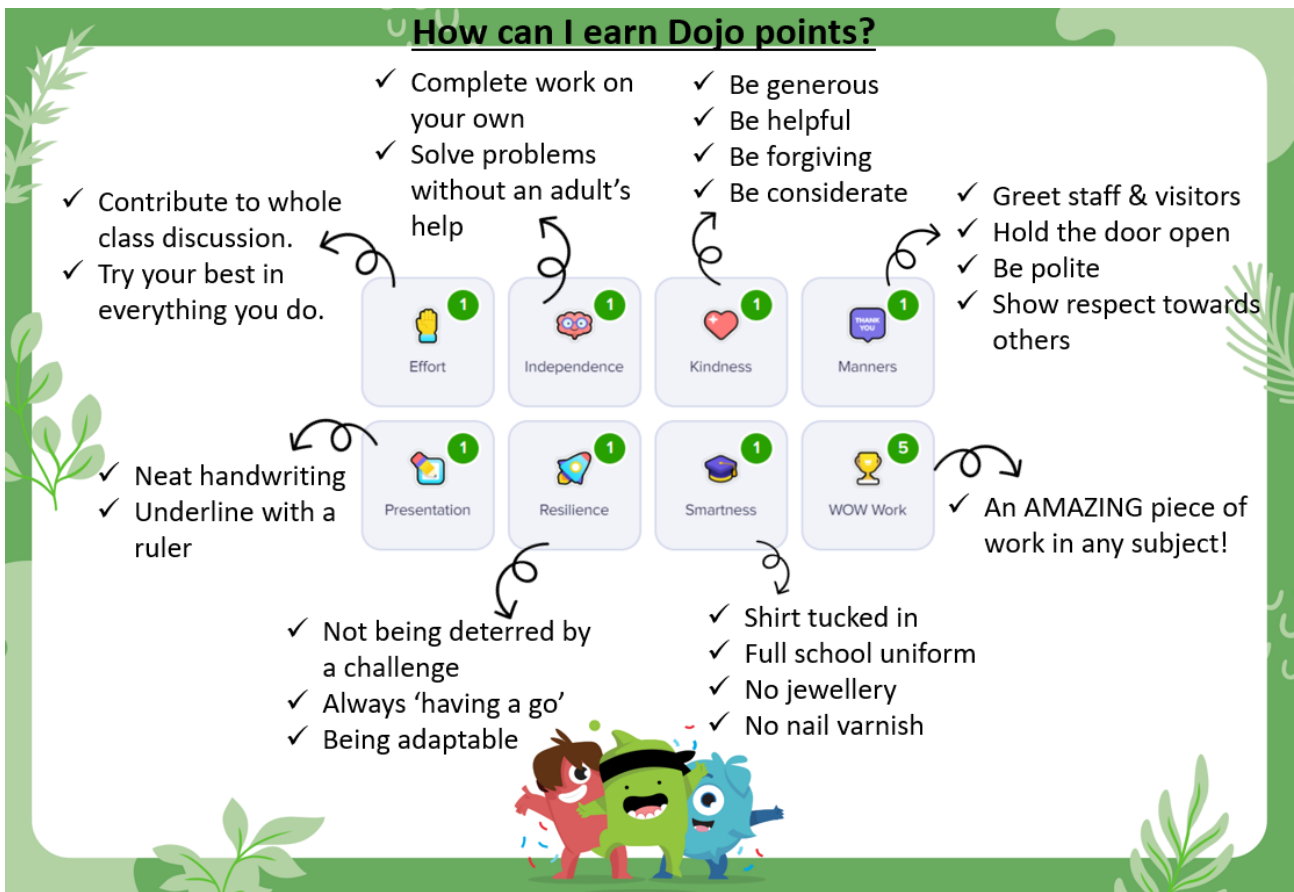


*D L Adams*

\_\_\_\_\_  
Headteacher

- Children can then exchange their points for a prize, determined by the school.

Each classroom has a poster displayed prominently to remind the children of how they can earn Dojo points:



## 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/the 'look'
- Discussing behaviour with individuals, groups or whole class
- Using child/children's name
- Time out – i.e. giving a child time to reflect on their behaviour
- Moving child away from other children or from the situation
- Completing an inappropriate language/behaviour reflection sheet
- Mentioning the behaviour to parents

Any unacceptable behaviour is noted down and recorded on Bromcom, and, where the relevant threshold is met, on MyConcern.

## Persistent Unacceptable Behaviour

### In the Classroom

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

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

### **SEND and Trauma-Informed Behaviour Support**

The school recognises that behaviour can sometimes be a form of communication, particularly for pupils with Special Educational Needs and Disabilities (SEND) or those who have experienced trauma or adverse childhood experiences.

Staff will take into account individual needs when responding to behaviour. Where appropriate, behaviour will be supported through:

- Individual Behaviour Management Plans
- Adapted classroom strategies
- Pastoral support and mentoring
- Collaboration with the SENDCO
- Engagement with external agencies where required

Staff are encouraged to consider underlying factors that may influence behaviour, including emotional wellbeing, additional learning needs, or changes in personal circumstances.

Reasonable adjustments will be made where appropriate in line with the Equality Act 2010 to ensure pupils with SEND are supported to succeed within the school's behaviour expectations. A more structured approach may be necessary in order to manage and improve behaviour through the use of an Individual Behaviour Management Programme (**Appendix A**). The class teacher may find assistance in setting targets, rewards and sanctions from the Key Stage leaders and the SENDCO. Support material can also be obtained from the SENDCO. The strategies outlined on the IBMP will be communicated to other members of staff to ensure consistency in approach.

### **Suspension & Exclusion**

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

We see suspension and exclusion as a final sanction, where warranted, which will only be used, after careful consideration. Permanent exclusion will only be used as a last resort, in response to serious or persistent breaches of the JTMAT Behaviour Policy.

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

Only the Headteacher (or the Acting Headteacher) has the power to suspend or 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 a suspension into a permanent exclusion, if the circumstances warrant this.

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If the Headteacher suspends or excludes a pupil s/he must inform the parents immediately, giving reasons for the suspension or 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 Local Governing Body. The school must inform the parents how to make an appeal.

The Headteacher must inform the JTMAT on all suspensions and exclusions.

The Headteacher must inform the JTMAT and the Local Governing Body of any permanent exclusions and about any suspensions beyond five days in any one term.

The Local Governing Body itself cannot either suspend/exclude a pupil or extend the suspension period made by the Headteacher.

When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances in which the pupil was suspended/excluded, consider any representation by parents and JTMAT 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.

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

### **Grounds for Suspension / Exclusion**

The principles which underline a decision to exclude a pupil from Shobnall Primary & Nursery 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.
- 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.
- 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 JTMAT Behaviour Policy and JTMAT 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 may be taken, which must be lawful, reasonable and fair.

Whilst a single, major incident may justify suspension or 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

suspension. 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 suspension or exclusion is considered for any child.

### **The Role of Governors**

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

The Local Governing Body will follow the DfE and the Trust's guidelines on suspension and exclusion.

The Local Governing Body support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policies and procedures but the Local Governing Body 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 Local Governing Body.

### **Monitoring**

The Headteacher monitors the effectiveness of these procedures on a regular basis. S/he will also report to the Local Governing Body on the effectiveness of this document and, if necessary, makes recommendations for changes and improvements.

The school will keep records of misbehaviour. The class teacher and lunchtime supervisors will record incidents. The Headteacher will record serious incidents.

The Headteacher will keep a record of any pupil who is suspended or who is permanently excluded.

It is the responsibility of the Local Governing Body to monitor the rate of suspensions and exclusions and to ensure that the school's procedures are administered fairly and consistently.

Where parents dispute the decision of a Local 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 suspension 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).

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An Independent Review Panel does not have the power to direct a Local Governing Body to reinstate an excluded pupil. However, where a panel decides that a Local 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 Local Governing Body to reconsider its decision. If the Local 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**

This document will be reviewed annually. However, the document may be reviewed earlier than this if the government introduces new regulations, or if the Local Governing Body receives recommendations on how the document might be improved.

**APPENDIX A**

**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>

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**Suspension / Exclusion Risk Assessment**

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

<b>Related documents</b>
<b>Behaviour Procedures, Health and Safety Procedures, Safeguarding Procedures, LA /Trust 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

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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>				
Risk of disruption to others	H	<ul style="list-style-type: none"> <li>Offensive behaviour is tackled through the school Behavioural Document 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.		

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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 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>				

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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 Document 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>				

SHOBNALL PRIMARY & NURSERY SCHOOL  
PROCEDURES FOR BEHAVIOUR

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>• A behaviour chart is kept for each day that enables rewards as well as sanctions if applicable.</li> <li>• Positive elements of school life that the pupil will respond to are identified and used to include the pupil.</li> <li>• Pupils' achievements are recognised and celebrated.</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>				