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**Behaviour Policy**

**2019-2020**

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|  | Reviewed | September 2019 |
|  | Frequency of Review | Annually |
|  | Adopted by LGB | 30th September 2019 |
|  | Written by | Lisa Jones |
|  | Approved by: | Local Advisory Board |

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In January 2016 the Department for Education updated *‘Behaviour and discipline in schools: Advice for Headteachers and school staff’*.

It provides advice to Headteachers and school staff on developing the school behaviour policy and explains the powers members of staff have to discipline pupils. As such, school staff and the Governing Body have reviewed and revised the School Behaviour Policy in line with the newly published Guidance.

**What legislation does this guide relate to?**

* Education Act 1996
* School Standards and Framework Act 1998
* Education Act 2002
* Education and Inspections Act 2006
* Education Act 2011
* Equality Act 2010

**Key points**

* Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
* The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
* Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
* Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of pupils. The proprietors of Academies have a similar duty under paragraph 7 of the Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

**School Behaviour Policy**

***What the law says:***

The Headteacher must set out measures in the behaviour policy which aim to:

* promote good behaviour, self-discipline and respect;
* prevent bullying
* ensure that pupils complete assigned work;

and which

* regulate the conduct of pupils

Our behaviour policy is designed to ensure that all pupils at Ratby Primary School have the opportunity to **learn**, **achieve** and **be successfu**l, but we also emphasise the need for everyone to respect each other.

1. **Aims and objectives**
   1. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.
   2. Our Aims are:
      * To promote an environment in which everyone feels happy, safe and secure
      * To encourage a calm, purposeful and caring atmosphere where achievements at all levels are acknowledged and valued
      * To allow everyone to work together in an effective and considerate way
      * To define acceptable standards of behaviour
      * To ensure consistency of response to both positive and negative behaviour
      * To promote self-esteem, self-discipline and positive relationships
      * To ensure that the school’s expectations and strategies are widely known and understood
      * To encourage the involvement of both home and school in the implementation of this policy
      * To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour
      * To work together with parents in a supportive role, providing opportunities for parents to seek advice from our school pastoral worker and agencies such as: School nurses, Supporting Leicestershire Families, Solihull Parenting and 123 Magic programme.
2. **Key Principles of Behaviour Management**
   1. We respect the differences between staff and see this as a strength. We expect staff to develop individual and team approaches in response to differing pupils and situations – **they must, however,** be based on these agreed principles.
   2. Teacher will establish explicit rules and routines for pupils to promote Behaviour for Learning:

* Show good listening, good looking, good sitting
* Work as a group
* Demonstrate the growth mind-set by using the school’s learning powers of: courage, curiosity, imagination, independence, perseverance, reflection and teamwork
* Have dreams and aspirations
* Have high standards and expectations

**2.3 Teachers will endeavour to encourage good behaviours at all times**

* Emphasis is always on encouragement and motivations of pupils
* We seek opportunities to offer positive feedback and descriptive praise
* Attention is given for success, not failure: we ‘**catch them being good and doing something good’**
* We undertake to provide interesting and meaningful activities at an appropriate level of challenge
* We encourage respect for all individuals, including respect for others’ beliefs, culture and background
* We encourage respect for other people’s property
* Adults in school act as role models for desired behaviour
* We listen to what pupils have to say and try to ensure that they understand that they have been heard
* We provide a physically and emotionally safe environment
* We ensure clear and consistent rules, sanctions and rewards

1. **Roles and Responsibilities**

**Parents/Carers Responsibilities**

* To make pupils aware of the need for appropriate behaviour in all situations
* To encourage independence and self-discipline
* To show an interest in all that their child does in school
* To foster good relations with the school
* To support the school in the implementation of this policy
* To work towards upholding the principles detailed in the Home-School Agreement
* To be aware of school rules and expectations

**Staff Responsibilities**

* To treat all pupils fairly and with respect
* To raise pupils’ self-esteem and develop their full potential
* To provide a motivational, challenging and relevant curriculum
* To create a safe and pleasant physical, academic, social and emotional environment
* To use rules, sanctions and rewards clearly, fairly and consistently
* To provide positive role models
* To form a good relationship with parents and carers, so that all pupils see that they key adults in their lives share a common aim
* To work towards upholding the principles detailed in the Home-School agreement
* To recognise that each child is and individual and to be aware of their strengths and areas for development
* To follow within teaching an agreed Personal, Social, Health Education (PSHE) and for Citizenship
* To take part in training/CPD to seek further development skills in promoting positive behaviour

**Pupils’ Responsibilities**

* To work to the best of their abilities, and to allow and encourage others to do the same
* To work towards upholding the principles detailed in the Home-School agreement
* To treat others and themselves with respect
* To graciously follow instructions of all adults in school
* To co-operate with other pupils and adults

1. **Code of Conduct ~ Its good to be Green**
   1. At Ratby Primary School expect our children to take responsibility for their own behaviour and make good and honest choices. We have a clear structure of rewards and consequences.
   2. We have a code of conduct known as our ‘Good to be Green Rules’ derived through discussion with the pupils and which we expect every member of school to uphold. The ‘**Good to be Green’** Code of Conduct has been formulated with the safety and well-being of the pupils in mind, and to enable the school to function efficiently as a place of learning.
   3. **Our Code of Conduct is:**
      * + We are kind, helpful and consider others feelings
        + We listen respectfully to others without interrupting.
        + We are always honest and tell the truth
        + We try our best, never give up and know that we can learn from our mistakes
        + We are honest
        + We are polite to everyone, treating others with respect and expect others to respect us too.
2. **Strategies to praise**
   1. Our emphasis for all pupils in on rewards to reinforce positive behaviour. We believe that praise and rewards have a motivational role, helping pupils to see that good behaviour is valued. In addition to good behaviour, rewards are also given for consistently good work, or to acknowledge outstanding effort or acts of kindness in school.
   2. We encourage all members of staff to praise in a range of ways:
      * + A quiet word of encouragement or a gesture, including a smile or thank-you, use of proximity praise, being explicit, e.g. *I like the way you are showing me you are ready to listen.*
        + A positive written comment on a piece of work, copy of work displayed or sent home
        + A visit to another member of staff or the Headteacher
        + Praise in front of a large group, class or whole school
        + Acknowledgement by presentation at Achievement Assembly
        + Mrs Jones’ WOW Wall or a Postcard home
        + Display of work
        + Inviting parents/carers to share good work
        + A phone call home or text message to share good news, use of home-school books where appropriate.
        + Honours Award**.**
   3. The school acknowledges all the efforts and achievements of pupils, both in and out of school. Pupils are encouraged to share their medals, trophies, awards and certificates that they have gained out of school in the Celebration Assembly.
3. **Class Dojo & House Points**
   1. Each pupil in the school is a member of a House. Where possible, siblings are placed in the same House. A child can obtain both Class Dojo points and House for a variety of reasons including persistence, active participation in lessons, creativity, curiosity and being helpful, polite and kind and generally being everything we expect from a child at Ratby Primary School. All pupils who are on ‘Green’ at the end of the school day, will receive 1 Class Dojo point.
   2. Class Dojo points are awarded by a member of staff online at [www.classdojo.com](http://www.classdojo.com). Pupils can watch as their points grow. Ultimately, the ‘instant’ and ‘fun’ nature of Dojo points is in the best interest of pupils.
   3. Our house names are:

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|  |  |  |  |
| **Challenger** | **Endeavour** | **Discovery** | **Enterprise** |

* 1. Pupils can gain House Points at any time during the school day and at any extra-curricular activity led by a member of staff. Pupils will be given their tokens before play, dinner time or at the end of the day. They will place these in the House Point collection boxes next to the school hall.
  2. All members of staff, teaching (including Supply Teachers) and non-teaching, can award Dojo or House points to pupils.
  3. The Headteacher is able to issue ‘gold tokens’ worth 10 points and the Midday Supervisors can issue ‘silver tokens’ worth 5 points. At the end of each term, the total number of House Point tokens collected by each house will be calculated and the pupils in the winning house are presented with the ‘House Trophy’ and receive a joint reward, for example ‘Golden Time’, a film, inflatables afternoon, Sports Coach.

1. **Sanctions ~ Good to be Green** 
   1. At Ratby Primary School we use a ‘**Good to be Green’** strategy to help improve and manage pupils’ behaviour in school.
   2. We have a **Good to be Green** Display Chart in each classroom with names of all pupils in the class, displayed as separate name cards.



* 1. The school has a **3-tier** intervention behaviour management system in class: **verbal warning, yellow warning and red consequence**. This ties in conveniently with the “Good to be Green” cards. Pupils given a yellow consequence card will lose 2 Dojo points and those given a red consequence card will lose 5 Dojo points.

**Good to be Green**

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| **All pupils start a new day with a fresh start and a Green Card.**  Any child who has retained their Green Card by the end of the school day will be rewarded with a **1 Dojo Point**. | | |
| **Inappropriate behaviour is identified using a series of verbal warning and coloured cards.** | | |
| **Step 1: Verbal Warning** | A **verbal warning** is given and the child is reminded of our Code of Conduct.  Examples of inappropriate behaviour but not a set list:   * Disturbing other children * Not on task * Not following instructions given by an adult * Answering back in a disrespectful manner * Interrupting * Careless damage of property * Brining unauthorised objects in to school * Unsafe movement around class/school * Deliberately making silly noises, tapping   All children who are ‘Good to be Green’ at the end of the day, earn **1 Dojo Point**. | **Strategies to be used**  Non-Verbal cues  Reminder of the rule not being followed and the class expectation  Positive reinforcement  If you are choosing to do.. then you are choosing to…  Make it clear how you feel and how it is disturbing their learning  I want you to…  I need you to…  Follow it up with an immediate thank you.  Make clear the consequence that would follow |
| **Step2: Yellow Warning Card** | A child continues to choose not to listen to the verbal warning is given a **Yellow Warning Card** and lose **2 Dojo Points**.  If the Teacher or adult believes that the child has made an effort to rectify their misbehaviour, the pupil may earn back their Green Card at the end of the lesson and even their 2 Dojo Points  If the teacher or other adult believes that the child makes an effort to change their behaviour then they can earn their green card back by the end of the lesson and even their 2 Dojo Points  If a second yellow card is given out that day then they do not have the right to be ‘Good to be Green’ at the end of the day.  If a child is persistently receiving yellow cards then the teacher will contact parents/carer set targets for improvement which, will be reviewed at the end of a 2-week period.  Examples of escalating behaviour but not a set list:   * Refusal to work * Walking away from a discussion about their behaviour * Defiance, or displaying a negative attitude * Minor vandalism | Make it clear why you have given the warning.  Explain they have the opportunity to be green again if the behaviour changes and they carry on learning |

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| **Step3: Red Consequence Card** | **Consequence: Time Out**  If a child already has a Yellow Warning Card but chooses to continue to misbehave in the same lesson/playtime/lunchtime or if a serious incident quickly emerges, they are given a Red Card. They will also lose 5 Dojo Points.  If a child continues to make the wrong choices, following receipt of a red card they should be given time out of up to 10 mins with the Phase Leader or an appropriate adult.  No child should be sent to stand outside a classroom by themselves.  The child may be asked to complete a ‘Think Sheet’ (Appendix 2 & 3) when calm at break time that day or the next day with the member of staff on duty. This is at the discretion of the member of staff on duty. Teachers will stick a Red Card Sticker (Appendix 1) into Home-School Diaries to inform parents that a Red Card has been given and their child will miss their break time the next day. Parents are expected to sign to acknowledge the message.  If a child persistently receives a red card (more than 3 in a half term), the classteacher will contact the parents to arrange a meeting. (Appendix 1)  All red cards will be recorded on CPOMs  If a child continues to receive red cards, the classteacher should seek advice from the SENCo.  If a child receives more than 3 red cards in a half term or more than 5 red cards in a term, they will forfeit their right to attend extra-curricular events. | Give child time to accept consequence.  Talk to child when both you and child are calm.  Explain what behaviour is wrong how the child is responsible, what they can do to put it right.  Arrange contact with parent where appropriate.  Maintain non-confrontational tone.  Where appropriate, give pupil two choices. |

1. **Pupils with Persistent Challenging Behaviour**
   1. Pupils who continue to display persistently challenging behaviour may have their own Individual. Behaviour Plan (IBP) put in place, in which case they will not be part of the ‘Good to be Green’ scheme. In such cases, an Individual Behaviour Plan (IBP) should be drawn up in partnership with the pupil and parents. This will be reviewed at the end of each half term. (Appendix 4).
2. **Extra-Curricular Clubs**
   1. Ratby Primary School offers a range of extra-curricular clubs to all pupils. Clubs are run by school staff, parent helpers and/or coaches. Pupils attending extra-curricular clubs are expected to listen to and respect the adult that runs the club and follow any rules that may apply to the club. Parents/carers **may** be required to sign an Extra-Curricular Behaviour Contract (Appendix 3) to confirm that they have read and accept the terms of the contract.
   2. If any pupil who is disruptive, impolite or not able to follow the instructions given by the adult in charge, may receive a yellow warning card or red consequences card. Parents/carers will be informed each time their child receives a warning. If a child receives more than 3 yellow warning cards they will immediately forfeit their place in that particular club for the remainder of the term/half-term. Any child who is the perpetrator of a serious incident may immediately forfeit their place in the club for that year.
3. **Lunchtime**
   1. At lunchtime, supervision is carried out by Lunchtime Supervisors and the Midday Manager. The Midday Manager can refer to the Head Teacher or the Deputy Head Teacher if necessary. The Lunchtime Supervisors are expected to manage pupils’ behaviour. Lunchtime Supervisors must be treated with the respect expected by all adults at Ratby Primary School. Verbal or physical abuse will not be tolerated.
   2. A Lunchtime Stepped Award System linked to our ‘Good to be Green’ System has been put in place.

* Step 1: (Verbal Warning) Quiet word/raised eyebrow/amicable resolution
* Step 2: Yellow Warning Card – A yellow warning card is issued and the child has 2 minutes time out with the lunchtime member of staff and should apologise either to another child or adult for their behaviour choices. This increased to 5 minutes where the pupil is unco-operative, rude, disrespectful.
* Step3: Red Consequence Card – For a more serious incident or continuing the behaviour linked to the Yellow Warning Card, previously issued. The Midday Manager records the Red Cards on the sheet and the child misses their breaktime the following day.
  1. Persistent or serious misbehaviour at lunchtime is brought to the attention of the Head Teacher or Deputy Head Teacher. This results in loss of privileges and playtimes. Parents/carers will be informed if there is no improvement in behaviour and the child may be excluded from the school site at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.
  2. Lunchtime Supervisors may reward pupils with Silver House Points (worth 5 points each) for good lunchtime behaviour include manners.

1. **Serious Incidents**
   1. Major breaches of discipline include the following:

* threatening behaviour
* violent assault (e.g. punching, kicking, kneeing, head-lock)
* vandalism
* verbal abuse, including swearing
* deliberately leaving the school premises without permission
* peer on peer abuse
* sexting incidents
* racist incidents
  1. In the event of a Serious Incident, a message will be sent to the Head Teacher, Deputy Head Teacher and/or member of the Senior Leadership Team for immediate back-up.
  2. This type of behaviour is generally rare and it is the responsibility of the Head Teacher or Deputy Head Teacher who will deal with it severely, particularly if the problem is recurring. **Any pupil who is the perpetrator of a Serious Incident will receive an immediate Red Card**.
  3. A very serious incident may result in normal procedure being abandoned and a child being excluded from school (*after consultation with the Governing Body, if over 5 days/10 lunchtimes/ they would miss a public examination or the exclusion was permanent*). Parents/Carers have the right of appeal to the Governing Body against any decision to exclude (See BEP Exclusion Statement).

1. **Beyond the school gates**
   1. 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 Headteachers a specific statutory power to regulate pupils’ behaviour in these circumstances “to such extent as is reasonable.”
   2. The Headteacher or 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 the 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
* poses a threat to another pupil
* member of the public
* could adversely affect the reputation of the school.
  1. Should an incident of inappropriate behaviour including bullying, occur anywhere off the school premises **and** be witnessed by a member of staff or be reported to the school, the Headteacher will investigate the incident and contact the parents of the pupils involved to discuss the matter further.
  2. Where a serious incident takes place involving pupils from school, the Headteacher may decide to issue a Red Card or exclude a child (See exclusion policy).

1. **Confiscation of inappropriate items**
   1. The law enables staff to confiscate, retain or dispose of a pupil’s property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and as such this will be at the Headteacher discretion.
   2. Staff members have the power to search without consent for “prohibited items”6 including:

* knives and weapons
* alcohol
* illegal drugs
* stolen items
* tobacco and cigarette papers
* fireworks
* pornographic images
* any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
* any item banned by the school rules which has been identified in the rules as an item which may be searched for.
  1. The legislation sets out what must be done with prohibited items found as a result of a search.
  2. Weapons and knives and extreme or child pornography must always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

1. **Power to use reasonable force - Physical Intervention Policy**
   1. Members of staff also have the power to use reasonable force to prevent:

* 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
* restrain a pupil at risk of harming themselves through physical outbursts
  1. Head teachers and authorized 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.
  2. Certain staff are trained using Team Teach techniques
* Staff should avoid physical contact with pupils unless there is a risk of personal injury, injury to another pupil, or severe damage to property.
* Pupils will be allowed to leave an area within the school following an altercation, so long as it is deemed safe for them to do so.
* Unless there is an immediate risk, teachers should always ensure that a colleague is present if physical contact is deemed necessary.

14.4 All incidents of Physical Intervention need to recorded in the numbered and bound book before leaving school, that day. All staff need to inform the Headteacher that Physical Intervention has been used and a de-brief should follow. These incidents should also be recorded using the usual Behaviour Incident Forms.

14.5 For those pupils who require Physical intervention on a regular basis, a Positive Handling Plan (PHP) (Appendix 5) will be written in consultation with parents and reviewed each half term.

1. **Peer on Peer Abuse**
   1. This school recognises that pupils sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual assaults, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls.
   2. Staff in school have follow to the guidance document ‘Guidance for schools working with children who display sexually harmful behaviour’, which outlines ‘expected’ and ‘concerning’ sexual behaviour for different age groups.
   3. Where specific risks are identified staff in school will refer to the guidance document from the LA “Guidance for schools working with pupils who display sexually abusive behaviour” (Leicestershire LA Guidance) *and* a risk assessment will be undertaken in order to ensure the safety of all staff and pupils.
2. **Sexting**
   1. A separate policy regarding ‘Sexting’ is available within our ‘E-Safety’ Policy. Incident of ‘Sexting’ will be taken very seriously and may result in exclusion.

Signed by Headteacher: …………………………………………………. Date: 30th September 2019

**Appendix 1**

Stickers for Home-School Books

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| --- | --- | --- |
| Description: Ratby_shield_blk.jpgBehaviour Incident  Red Card  Unfortunately today your child made the wrong choice and did not follow our school rules. Consequently, they received a red card and will miss their break-time tomorrow. This is the ……… red card they have received this half term  Please sign below to acknowledge receipt of this message.  Signature of Parents…………………..……………… |  | Description: Ratby_shield_blk.jpgBehaviour Incident  3 Red Cards  Unfortunately, your child has now received 3 red cards this half term as a result of making the wrong choice and not following our school rules. I would be grateful if you could make an appointment with myself to discuss our shared expectations of behaviour with your child. We will then hold a review meeting after a 2-week monitoring period. |

**Appendix 2**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **KS1 Red Card**  **Behaviour Think Sheet** | | | | |  |
| **Name:** | | | | | **Class:** | | |
|  | | | | | | | |
| **How are you feeling?** | | | | | | | |
|  | | |  |  | |  | |
| * **Angry** | | | * **Sad** | * **Scared** | | * **Worried** | |
|  | | | | | | | |
| What happened? | | | | | | | |
|  | * We are kind, polite, helpful, and aware of other’s feelings | | | | | | |
|  | * We listen carefully to others without interrupting them. | | | | | | |
|  | * We look after our own and other people’s belongings | | | | | | |
|  | * We try our best, work hard and learn from our mistakes | | | | | | |
|  | * We treat other people the way we would like to be treated | | | | | | |
|  | * We always tell the truth | | | | | | |
|  | | | | | | | |
| **What will you do differently next time?** | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| Signature of Teacher on Red Card Duty: …………………………………………………….. Date: …………………….. | | | | | | | |
|  | | | | | | | |

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| --- | --- | --- | --- | --- |
|  | | **KS2 Red Card**  **Behaviour Think Sheet** | |  |
| Name: | | | Class: | |
|  | | | | |
| **Unfortunately, today I made the wrong choice and broke the following rule(s):** | | | | |
|  | * We are kind, polite, helpful, and aware of other’s feelings | | | |
|  | * We listen carefully to others without interrupting them. | | | |
|  | * We look after our own and other people’s belongings | | | |
|  | * We try our best, work hard and learn from our mistakes | | | |
|  | * We treat other people the way we would like to be treated | | | |
|  | * We always tell the truth | | | |
|  | | | | |
| **What I did wrong:** | | | | |
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|  | | | | |
| **Why?** | | | | |
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|  | | | | |
|  | | | | |
| **What I will do next time:** | | | | |
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|  | | | | |
|  | | | | |
| Signature of Teacher on Red Card Duty: …………………………………………………….. Date: …………………….. | | | | |
|  | | | | |

Appendix 3

**Extra-Curricular Activity Contract**

Name of Club: Child’s Name:……………………………..……….

I realize that it is a privilege to participate in extra-curricular activities at Ratby Primary School and as such I promise to follow the rules and guidelines set out by my teacher or coach.

If I am disruptive, in polite or do not follow the instructions given by the adult in charge, I may receive a verbal warning. If my behaviour continues I will receive a yellow warning card or a red consequences card.

If I receive a warning card, my parents/carers will be informed when they collect me from the club.

If I receive more than 3 yellow warning cards in a half term, I will no longer be allowed to attend the club for the remainder of the year.

**Signature of Pupil ……………………………………………………… Date: ………………………………**

(THIS CONTRACT IS IN EFFECT THE ENTIRE SCHOOL YEAR)

**FOR PARENT/ GUARDIAN: I have read and understand what is expected of Ratby pupils under the Ratby Primary School Extracurricular Activity Contract.**

**I** **hereby give my consent for  to participate in this extra-curricular activity.**

**Signature of Parent/Guardian ……………………………………………………… Date : ………………………………**

Appendix 4

**Individual Behaviour Plan**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Pupil’s Name |  | D.O.B.: |  | IBP Date | \_\_\_\_ /\_\_\_ / \_\_\_ | Review Date | \_\_\_\_ /\_\_\_ / \_\_\_ | IBP No. |

|  |  |  |  |
| --- | --- | --- | --- |
| Year Group: | Teacher | Other Staff Working with pupil | SEN Stage (None, Support, EHCP) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Area(s) of Need (mark appropriate boxes) | | | | | | | | | |
| Communication/Interaction |  | Social/Emotional Behavioural |  | Cognition/Learning |  | Physical |  | Sensory |  |

|  |  |  |
| --- | --- | --- |
| Challenging Behaviour | Targets | Strategies for Positive Behaviour |
| *What does it look like?*  *What triggers it?* | *What are we working towards?*  *How do we get there?* | *How do we maintain positive behavior?*   * *Phrases to use* * *Rewards, motivators* |
| Early Warning Signs | Reactive Strategies | Support After an Incident |
| *How do we prevent an incident?*   * *What to look out for* * *How to respond (reminders****,*** *alternative environment)* | *How do we diffuse the situation?*   * *What to do and what not to do* * *Phrases to use* * *Calming techniques* | *At what stage should another member of staff be informed? Who should this be?*  *How do we help the pupil reflect and learn from the incident?*  *Is there anything that staff can learn about working with this pupil?* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Agreement | | | | |
| Parent Name |  | | Staff Name |  |
| Parent Signature |  | | Staff Signature |  |
| Date |  | | Date |  |
| Skills and Talents | | | Achievements | | |
|  | | |  | | |
| Likes | | | Dislikes | | |
|  | | |  | | |
| Other Key Information (e.g. family background, medical factors etc) | | | | | |
|  | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Log of Incidents** | | | |
| Date | **Antecedent**  Describe what was happening before the behaviour occurred. | **Behaviour**  Describe what the pupil is actually doing. Describe where it occurred, who was in the room, and how long it lasted. | **Consequence**  Describe what the other adults/pupils do. Describe how the pupil responds to this. |
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| **What:** Targets to include Success/Exit Criteria (3-4 Targets) | **How:** Strategies/Activities/Resources | **Who/When/Where:** Input, Frequency/Duration/Location | **Achieved?** | | | |
| Yes | No | Part | Date |
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Appendix 5

**Risk Assessment and Positive Handling Plan**

Photo of individual as appropriate

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| **Name of pupil :** | **Name of Teacher:** |
| **Year group:** | **Date of plan:** |
| **Date of Birth:** | **Review Date:** |

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| **Strengths and Interests** | |
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| **Identification and Assessment of Risk** | |
| **Why is it necessary to have a behaviour management plan?** |  |
| **Describe behaviours likely to be exhibited** |  |

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| **Who / what is affected by the risk?** |
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| **In what situations does the risk occur** |
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| **Trigger Behaviours** (Describe common behaviours/situations which are known to have led to de-escalation techniques/positive handling being required. When is such behaviour likely to occur? E.g. Teasing from others pupils |
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| **Warning Signs** (Describe and behaviour that may be observed |
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| **Describe Behaviour** | **How Likely is the risk to happen?**  High = daily / more than once a day  Medium – Weekly  Low – less than once a week. | **How great is the risk to others?**  High = potential to serious injury to others, self and property  Medium = some potential to injury and harm  Low = Prevents learning – no risk of injury |
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| **Are there any medical or emotional considerations to be aware of?** |

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| **Preferred De-escalation Strategies:** (Describe CALM Strategies that, where and when, should be attempted before positive handling techniques are used). Tick and add details if required. | | | | | |
| Verbal Advice/Support |  | Distraction |  | Reassurance |  |
| Planned Ignoring |  | Contingent Touch |  | CALM talking/stance |  |
| Time Out Offer |  | Time out Directed |  | Transfer to another adult |  |
| Reminder of Choices/Limits/Consequences |  | Humour |  | Success reminder |  |

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| **Positive Handling Strategies (Team Teach physical interventions)**  (Interventions to respond to adverse outcomes) | | | |
| **Single person holds and escorts** | | **Two person holds and escorts** | |
| Bar and Gate |  | Single Elbow |  |
| Caring C |  | 2 Person Double Elbow |  |
| Help Hug |  | Response to deliberate dead weight |  |
| Steering wheel / guide away |  |  |  |
| Cradle Hug |  |  |  |
| Small child escort/hold |  |  |  |
| Single Person Double Elbow |  |  |  |

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| **Other Strategies:** | Manipulation of Jaw (Bites) |  |
|  | Responding to biting or head-butting |  |
| **Additional Advice** | | |

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| **De-Briefing Porcess following incident** | |
| **Physical Condition:**  Monitor/checked by first aider |  |
| **Advice on counselling:**  Refer to… |  |
| **De-Brief Structure**. Pupil, Other pupils, Staff. |  |
| **Recording & Notification Required:**  Team Teach Bound & Numbered Book and Incident Form | |
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| **Signature of Headteacher** |
| **Signature of Parent(s)** |