

Salmestone Primary School

Behaviour Policy



Salmestone
Primary School



Date Policy Issued/Last Reviewed:	October 2021
Review Due:	October 2022
Name of Responsible Manager Headteacher: Mr N Pantling	

1. Expectations

As a TKAT school we have a shared and common purpose to ensure all pupils, regardless of the traditional barriers to success, have the opportunities and resources to achieve their academic and career aspirations within a safe, inclusive and ambitious environment. We are a school that:

- Works together inclusively
- Respects and cares for each other
- Has ambition and is aspirational to all

This policy sets out how we will promote good behaviour and work ethic, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils. In applying this policy, Salmestone will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will consider the needs of pupils with special educational needs and any reasonable adjustments that need to be considered. Salmestone Primary School will also have regard to its Safeguarding Policy where appropriate, TKAT's 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for schools, and Ofsted's [Review of Sexual Abuse in Schools and Colleges](#) and subsequent recommendations by the DFE.

2. Policy Implementation

At Salmestone, we are passionate about, 'Shaping The Future of Young Minds' We want our children to be equipped with the personal and academic skills to become successful individuals.

Staff are responsible for: Implementing Salmestone's policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour. In focusing on behaviour and discipline it is important that parental cooperation and support are there within the school in order that the school can move progressively forwards.

The senior leadership team of Salmestone will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

Students are responsible for conducting themselves in-line with Salmestone's policy. This includes in lessons, when moving around the school grounds, representing the school in other activities, and when in the community and wearing the school's uniform.

3. Behaviour expectations

At Salmestone we support children's choices through a 'Good to be Green' system of green, yellow and red behaviours and cards.

Green is good. Every child starts every school day on Green.

If a child does not remain green then their behaviour is managed by the 'Good to be Green system' – see APPENDIX A.

Staff at Salmestone use positive reinforcement of the message that good behaviour (in the classroom, during sports lessons/matches, in the corridors, lunch hall, or playground) supports excellent learning and achievement.

Students are expected to observe the following behaviours in school:

- To learn to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To cooperate with other children and adults.
- To be safe.

Where students follow behaviour expectations, they will be rewarded for doing so. Where they are unable to follow our behaviour expectations, this may lead to sanctions being put in place. The nature of the sanction is dependent on the behaviour type - the more serious the behaviour the more significant the sanction is likely to be.

4. Rewards

At Salmestone we recognise that a great emphasis should be placed upon praise and reward in recognition of pupils' good efforts. We believe that pupils will achieve more, have increased motivation and improved behaviour when staff praise and reward their successes. Salmestone whole school praise and rewards include:

General Rewards

Verbal praise and encouragement	Given by all staff members both in and out of lessons.
Stickers	Any member of staff can award a sticker as a reward for good or improved work, behaviour and attitude.
Recognition of success outside of school	Given for success of differing kinds in assemblies, e.g. presentation of swimming and Bikability awards.
Children's work on display	We display pupil work in both the classroom and corridors of the school.
A visit to a Leadership Team member	This may be to share good work or in recognition of good behaviour. Often included on our school face book page to be seen and celebrated by our whole school community
Positions of greater responsibility	Towards the end of every year, children from years KS1 and KS2 are nominated by their class teachers to become a prefect based on their demonstration of our school values throughout the year. These children attend a presentation and receive special jumpers which can be worn during the year ahead.
A special mention on the school Facebook page	The school face book page is an extra special place to have your successes shared.

Whole School Rewards

House tokens

As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of house tokens. Every child is a member of one of our 4 houses which are named after well-known authors. Children are able to earn house tokens in a variety of ways such as: Persevering when you find something tough, Achieving your best, Inspiring others, Being a valued member of our community, Having good manners (saying please and thank you and holding doors open for others), Showing kindness to others, Being welcoming to visitors and new members of our community, Making the right choices, Improving, Displaying good behaviour for learning, Following requests, Having good presentation in your books, Reading at home, Completing homework, Being a good listener, Making contributions during discussions and Taking turns.

Each class has a pot for each house. When a child earns a token they will be given a token by a member of staff which they place into their class house pot. Once a week every class will bring jars from class and empty the tokens that have been collected into the school token collection point. There will be lines on each tube. Once a team's counters reach each line all children in that team will receive a house reward. All houses can receive all rewards if they earn enough tokens. Once awarded, house tokens can never be deducted.

Certificates

Children are nominated certificate awards by their class teacher (awarded in weekly assemblies), the theme of these certificates change at times throughout the year to reflect different curriculum areas. Examples are; Reading Stars, TT Rockstars, Numbots.

School values badges

All staff are able to nominate pupils for a school values badge if they have demonstrated one of our school values (Perseverance, Achievement, Community and Inspiration). They are awarded during our weekly assembly.

Classes who achieve 97% or above attendance in a week

These classes receive an attendance certificate which is displayed outside of their classroom for all to see. They will also be given a reward, such as a non uniform day or an extra playtime.

Individual attendance	Individuals who achieve 100% attendance are rewarded with a weekly badge, these are then collected and saved for bespoke attendance badges and are worn on lanyards.
Individual rewards for achieving 99% or above attendance	These children will receive a termly certificate awarded to them in assembly time.
Classes who achieve 100% attendance in a week	These classes receive a class reward to be agreed with the class.

5. Graduated Approach to Support Pupils

It is essential to remind children of the importance of good choice making for behaviour and for teachers to investigate each incident, avoiding hearsay.

All sanctions must be fairly and consistently applied and it is important that everyone understands that children are different and sanctions and their equal application might reflect these differences. But for ALL children:

- Most behaviours are low level and should be dealt with using quality first teaching strategies and positive reinforcement.
- If a child enters the classroom and is unsettled the use of time out and provision to regulate their emotions should be considered.
- A clear warning should be given prior to moving to yellow.

The school has a graduated approach to supporting behaviour as detailed below:

- i) Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties, transition for those with known behavioural difficulties or those deemed vulnerable. Here reasonable adjustments are made for a small number of children. These will be recorded on the class provision map or a child's personalised plan.
- ii) Personal Support Plans (PSP) are in place for students unable to conform to level 'i' and this involves interventions, adaptations to timetables and curriculum, other external agency involvement, college places, and alike
- iii) Students and staff have school wide systems which are in place to ensure good behaviour with imposed sanctions for classrooms and learning and around the wider school / academy campus. These include detention systems, removal from normal learning to reflect on behaviours, internal exclusions and fixed term exclusions.
- iv) Students with the most significant behaviour profiles are referred to external alternative provision for placements of varying duration dependent on need.

Detentions

Note that 24 hours' notice of a detention is no longer required by the Department for Education. Parental permission is not required but the school will inform parents for detentions, that are longer than 15 minutes. The school is not required to inform parents of 'short' detentions at the end of the school day, which we deem to be up to 15 minutes. All detentions run within the school day, at play or lunchtime. In some circumstances after school detentions can be considered, these will be planned with the parent in advance. In setting detentions the school will consider:

- the welfare and any special needs or disabilities of the child
- whether the child has caring responsibilities
- whether there are unique travel arrangements

Inconvenience to the parents will not be considered as long as the pupil has a means to get home safely.

The permitted times for detentions are any school day when the pupil does not have permission to be absent.

The school runs the following detention systems:

- i) **Yellow Card:** If a child is given a yellow card, they will lose the next available morning playtime. The child will stay with the Class Teacher or Teaching Assistant rather than going out to play. A yellow card log will be completed. During the yellow card detention a restorative conversation will take place, to reflect on the reasons a yellow card was issued and to avoid further yellow cards.
- ii) **Red Card:** If a child is given a red card, they will lose the first half of the next available lunchtime. They will go to a member of the Family Team or SLT rather than going straight to lunch. KS1 children will eat their lunch in red card detention, KS2 children will wait until their normal dining hall time. Children will spend approximately 30 minutes in red card detention. In red cards a restorative and reflective conversation takes place about how they have ended up with a red card and how to avoid this reoccurring. Assuming children are ready to return to lunch, after 30 minutes they will re-join their class. In some circumstances, if a child is not ready to re-join their peers, they will stay with the member of staff on duty for the rest of lunchtime. KS2 children will then eat in red card detention.

Exclusions

In extreme cases of poor behaviour, the school may consider excluding a pupil. Before the school does this, they will consider the implications of the Equality Act 2010. Specifically, the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, pregnancy, or gender reassignment. For pupils with disabilities, whether diagnosed or not, and those pupils with additional needs, the school will also consider whether they have made reasonable adjustments to policies and practices. These considerations will be recorded prior to any exclusion.

The school will, as far as possible, avoid permanently excluding any pupils who are vulnerable* as well as those with an EHCP and will proactively engage with other relevant agencies to consider additional support including an alternative placement before making the decision to exclude.

** Vulnerable children as defined by the Government in their briefing paper relating to Coronavirus issued 09.03.21.*

See appendix A for examples of graduated sanctions implemented by the school

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. The school has a 'zero policy' on bullying incidents and all reported incidents will be dealt with in accordance with the school's bullying policy.

Anti-bullying

We recognise that any form of bullying is very distressing for the victim and the victim's family. We therefore do all that we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

Bullying will not be tolerated at Salmestone and all reported incidents of bullying are taken very seriously and responded to promptly and effectively. The school acknowledges its responsibility to eliminate racial, age, disability, gender or sexual orientation discrimination, harassment and victimisation and promote positive attitudes towards and between disabled persons, persons of different racial groups and genders, and sexual orientation. We aim to promote tolerance and challenge discrimination, harassment or victimisation within the school community including that which may result from association with others or perceived characteristics of individuals, even if these characteristics are mistaken.

Incidences of racist, behaviour or bullying are reported to the Local Authority.

What is bullying?

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either emotionally or physically repeatedly over a period of time and results in pain and distress to the victim. Sometimes it is difficult for those being bullied to defend themselves.

Bullying can be:

- Emotional - being unfriendly, excluding others, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence, taking belongings
- Verbal - name-calling, sarcasm, spreading rumours, nasty teasing, insulting, making offensive remarks including those about race, sex, religion, related to home circumstances, appearance, health conditions and special educational needs

- Indirect - spreading nasty tales about someone, excluding someone from an activity or game
- Cyber - All areas of the internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities.

Bullying is not two children having an argument/disagreement or falling out over something or a physical accident. It is not a one-off incident.

Cyber-Bullying

There are many types of cyber-bullying. The ways in which adults and young people communicate online is changing rapidly - and therefore the types of cyber bullying are also changing rapidly.

At present, this is a list of common platforms where cyber bullying could take place:

1. Text messages – that are threatening or cause discomfort.
2. Picture/video - clips via mobile phone cameras – images sent to others to make the victim feel threatened or embarrassed.
3. Mobile phone calls – silent calls or abusive messages; or stealing the victim’s phone and using it to harass others, to make them believe the victim is responsible.
4. Emails – threatening or bullying e - mails, often sent using a pseudonym or somebody else’s name.
5. Chat room bullying – menacing or upsetting responses to children or young people when they are in web-based chat room.
6. Instant messaging (IM) –unpleasant messages sent while children conduct real-time conversations online using Snapchat, Whatsapp, xbox live, Facebook Messenger, oovoo – although there are others.
7. Bullying via ‘social networking’ websites – such as Instagram, Facebook, Twitter, Youtube – again there are others.

The online learning platform (Google Classroom) chat functions have been limited and direct communication between pupils is not possible.

At Salmestone, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually and in line with the school’s Behaviour Policy.

Under this this policy an incident may result in:

- simple verbal warning(recorded in SIMS)
- parental discussion or involvement
- further sanctions in more serious cases.

The sanction will be decided by a member of the Senior Leadership Team and will be reflected by the severity of the incident. Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, 7 days a week. Cyber bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe. Cyber-bullying, despite often occurring out-of-school, can lead to the victim becoming distressed for some time afterwards. This is why the school reserves the right to take action in these instances. Isolated incidents of inappropriate use of Social Media may also lead to a child being sanctioned at school if a member of the Senior Leadership Team has deemed the incident appropriate for action.

Telling School/Reporting Incidents

The member of staff the incident is reported to will investigate the incident unless SLT are already involved or SLT decides it should be dealt with by them. The children involved will be interviewed separately and an incident form completed. We emphasise the importance of finding a positive solution to put a stop to any bullying listening to all sides equally. Any written reports by children should be attached to the form. Where an incidence of bullying is strongly suspected, the Anti-Bullying Process of Action will be followed and if a serious or long term situation is discovered, the issue should be referred to SLT.

Responses to Incidents

Depending on the severity of the incident, a response may be one of the following:

- Talk with a teacher
- Yellow Card detention.
- Red Card detention
- Adjusted timetable
- Fixed Term Exclusion
- Permanent Exclusion

A member of SLT would decide on the response required and parents would be contacted.

Supporting pupils

Pupils will be informed of consequences where bullying has been identified. Class Teachers are responsible for supporting the pupils involved in the incident. This includes helping the victim, checking-in with them and monitoring their behaviour. This also includes helping the perpetrator to make good decisions and 'check-in' with them. If the class teacher has concerns about supporting a child in this situation they should contact a DSL who can arrange support for children if necessary.

Other members of staff including midday supervisors will be informed as necessary.

It might be deemed appropriate by the class teacher to have a circle time to discuss a bullying issue, when this is carried out class teachers will be sensitive to the experiences of the pupils.

Informing/supporting parents

Where an incidence of bullying has been identified and a consequence put in place parents of the victim and the perpetrator will be informed. Parents seeking support to help their children with incidents of bullying will be referred to the DSL who might put parents in touch with external agencies if necessary.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- *becomes withdrawn anxious, or lacking in confidence*
- *starts stammering*
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay the bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated If parents are concerned about a bullying issue

Parents should approach the class teacher first. If this is not resolved they should next seek the Deputy Head and then the Head

We actively encourage children to tell when others are being unkind to them.

Children are aware of the steps which will be taken by staff if they report bullying.

Care is taken to include SEN pupils in curriculum work about bullying in an appropriate way for their individual needs.

Incidents relating to Protected Characteristics

A **prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics.

The term '**prejudice-related discrimination/bullying**' refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society.

Victims will be offered immediate support appropriate to the nature of the incident in order to avoid longer-term distress. They will be given the opportunity to express their own feelings and concerns and may wish to have an input into how the incident is dealt with. Victims can also be referred to or advised of external organisations for further support and advice if appropriate.

In all cases, the headteacher or a designated member of staff will contact the parents/carers of the victim to explain the action taken by the school and how the situation will be regularly reviewed and monitored.

It is important that perpetrators are given an explanation of why their action is unacceptable. Appropriate sanctions will be identified in line with this policy, explained to the perpetrator and then applied. In dealing with perpetrators, the school will be mindful that these behaviour(s) can often reflect feelings of inferiority and worthlessness and/or Special Educational Needs. The school will also consider whether guidance or counselling is needed to prevent recurrence.

All incidents relating to Protected Characteristics will be logged and reported to TKAT Executives and Governors. Please also see the TKAT 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for schools.

Incidents relating to Sexual Harassment and Sexual Abuse

In line with government recommendations following Ofsted's review of [Sexual Abuse in Schools and Colleges](#), the school / academy starts from a position that assumes sexual harassment, online sexual abuse and sexual violence may be happening in and around the school, even where there are no specific reports. We will follow the same robust approach for the recording of and responding to incidents of sexual abuse and harassment as set out for incidents relating to protected characteristics.

Drugs

The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities.

Any incidents will be reported to the governors for their consideration. Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with our behaviour policy. The sanction is likely to include permanent or fixed term exclusion from the school. Dealing illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally.

Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Confiscation of drugs: Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner, in-line with guidance issued by the Department for Education. The school may carry out searches for drugs in accordance with this policy.

Parental involvement: Usually the school will inform parents when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Use of social media

There are clear expectations about the use of social media both in and out of school. All individuals are responsible for their own use of social media and parents/carers are responsible for the monitoring of social media platform use, including the setting up accounts on social media platforms which are in-line with the expected/legal age limits.

Below are the areas of use prohibited by the school / academy:

- damage to the school / academy or its reputation, even indirectly
- use that may defame school / academy staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school / academy's behalf
- using school / academy logos or trademarks.

Any misuse of social media will be investigated and overseen by the senior member of staff who oversees E-Safety or the school Designated Safeguarding Lead.

Sanctions for breaching the prohibited use of social media are provided in the table of sanctions on pages 3 and 4.

In accordance with the prevent duty, the school / academy uses extensive and effective filtering of the school / academy's network and use of associated electrical devices to ensure we protect staff and students from extreme material, including those of a terrorist nature.

Prohibited items and searches

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the [DfE's Behaviour and Discipline in School Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation](#). This includes "any item banned by the school / academy rules which has been identified in the rules as an item which may be searched for" (Specific Banned Items). The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Use of reasonable force

The school will follow the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force must be proportional to the situation required of it and the school will ensure this is in-line with that detailed in the use of reasonable force during searches of students (detailed above).

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school / academy will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

Any use of physical intervention must be recorded including any training that staff have had.

The power to discipline beyond the school gate

The school may apply sanctions at their own discretion for poor behaviour under the four conditions below:

- taking part in any school organised or school related activity, including school trips
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy extends to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school. This includes bullying and cyber-bullying.

Appendix A Graduated Sanctions

The school's sanctions for behaviour(s) are tabulated below:

Behaviour	Sanction
<p>Step 1 Behaviours</p> <ul style="list-style-type: none"> Day dreaming Looking around Talking to themselves (non-disruptive) Talking over others Low level distraction of others Slow to complete work because of distractions Arguing with peers Calling out 	<p><u>Non Verbal Cues</u></p> <ul style="list-style-type: none"> A look Hand gesture Standing near the child <p><u>Verbal Reminder</u></p> <p>'Name' you are (describe action). Please can you (desired behaviour).</p> <p>Praise a child with the desired behaviour.</p>
<p>Step 2 Behaviours</p> <ul style="list-style-type: none"> Rudeness to staff Throwing small pieces of equipment Continual talking Refusal to follow instructions 	<p><u>Verbal Warning</u></p> <p>'Name' you have continued to (describe action) you now have to turn your green card, so it is a half turn. If you choose to (describe desired behaviour), you can turn your card back.</p>
<p>Step 3 Behaviours</p> <ul style="list-style-type: none"> Rudeness to staff Throwing small equipment Continual talking Refusal to follow instructions Disruption to learning 	<p><u>Yellow Card Detention</u></p> <p>'Name' you have continued to (describe action), you now need to think about making the right choice and (describe desired behaviour), you have now got a yellow card. If you choose to (describe desired behaviour), you can turn your card back. Praise another child with desired behaviour.</p> <p>Yellow Card log completed.</p> <p>Class TA to facilitate time out for the child to ensure they are ready to continue learning in the lesson.</p>
<p>Step 4 Behaviours</p> <ul style="list-style-type: none"> Swearing directly at an adult or child 	<p><u>Red Card Detention</u></p> <p>'Name' you have continued to (describe action) or you have (describe action), you now need</p>

<p>Hurting another child deliberately</p> <p>Refusal to come in from playtime/lunchtime</p> <p>Leaving the classroom without Permission</p> <p>Disruption to learning, after yellow card issued</p>	<p>to think about making the right choice and (describe desired behaviour), you have now moved to a red card.</p> <p>Class TA to facilitate time out for the child to ensure they are ready to continue learning in the lesson.</p> <p>Red Card log completed.</p> <p>Class Teachers to track number of time outs a child has each half term.</p> <p>Class Teachers review provision in place for child, do any adjustments need to be made?</p>
<p>Step 5 Behaviours</p> <p>Continuation of level 2- 4 behaviours</p> <p>Deliberate violence towards a child</p> <p>Racist incidents</p> <p>Incidents relating to sexual harassment and sexual abuse</p> <p>Upturning furniture</p> <p>Significantly unkind to others including the use of sexual comments, remarks or jokes</p> <p>Sexually harass another child ,including online sexualised comments and/or requests for explicit photos.</p>	<p><u>Internal Exclusion</u></p> <p>Internal exclusions/time out of class in an alternative classroom or with a member of staff in an office for AM/PM.</p> <p>Phone call home</p> <p>Meeting with parents/carers</p> <p>A Serious Incident form to be completed.</p> <p>Restorative session completed with the child to reflect on the behaviours/incident that occurred.</p> <p>SENCO review provision in place, do any adjustments need to be made?</p> <p>Are any other agencies involved? Are any further referrals needed?</p>
<p>Step 6 Behaviours</p> <p>Continuation of level 4- 5 behaviours</p> <p>Incidents for which fixed term or permanent exclusion will be considered, but are not limited to, include:</p> <p>Leaving the school grounds</p>	<p><u>Internal Exclusion at another TKAT school</u></p> <p>Internal exclusions/time out of class in an alternative school with a member of staff in an office for AM/PM/day.</p> <p>Phone call home</p> <p>Meeting with parents/carers</p> <p>A Serious Incident form to be completed.</p>

<p>Climbing on school property</p> <p>Persistent disruption of the learning environment;</p> <p>Verbal abuse of adults and others;</p> <p>Verbal abuse to pupils;</p> <p>Physical abuse of/attack on adults and others;</p> <p>Physical abuse of/attack on pupils;</p> <p>Indecent behaviour;</p> <p>Damage to property;</p> <p>Misuse of illegal drugs;</p> <p>Misuse of other substances;</p> <p>Theft;</p> <p>Serious actual or threatened violence against another pupil or adult;</p> <p>Supplying an illegal drug;</p> <p>Sexual violence, or sexual assault</p> <p>Sending explicit photos;</p> <p>Carrying an offensive weapon;</p> <p>Arson;</p> <p>Unacceptable behaviour over time for which previous sanctions and other initiatives have not been successful in modifying the behaviour.</p> <p>Any other behaviour which may bring the name of the school into disrepute</p>	<p>Restorative session completed with the child to reflect on the behaviours/incident that occurred.</p> <p>SENCO review provision in place, do any adjustments need to be made?</p> <p>Are any other agencies involved? Are any further referrals needed?</p> <p style="text-align: center;"><u>Fixed Term Exclusion</u></p> <p>Fixed Term exclusions will be at home.</p> <p>Learning tasks will be set to be completed, teachers will collect these in.</p> <p>Phone call home & letters will be provided when a FTE is made.</p> <p>FTE is logged with the Local Authority via Kelsi.</p> <p>FTE is logged on school management system, SIMs.</p> <p>Meeting with parents/carers at a reintegration meeting.</p> <p>A Serious Incident form to be completed.</p> <p>Restorative session completed with the child to reflect on the behaviours/incident that occurred.</p> <p>SENCO review provision in place, do any adjustments need to be made?</p> <p>Are any other agencies involved? Are any further referrals needed?</p> <p>External agencies supporting the child are updated.</p>
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The Headteacher, and other staff authorised by the Headteacher, may use discretion in applying the above sanctions based on the need to make reasonable adjustments due to SEND needs, or considering mitigating circumstances

The above list is not exhaustive and the Headteacher can decide on unusual instances of behaviour and where they do not sit within the sanctions set out in the table

Serious Incident Form:

Serious Incident Form

Name of person(s) in charge of session	
Location the Incident occurred	
Date of incident	
Name of people involved including the learner:	
What led up to the incident?	
Describe the incident (Give details of how and precisely where the incident took place; describe what activity was taking place) If a restraint was used then specific details of the restraint must be recorded clearly in this section. Please ask for a body map if necessary. Please include staff names using physical intervention and those supporting. Include length of physical intervention.	

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What happened to the injured person following the incident/accident?

E.g., carried on with the session; went home; went to the hospital etc.

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De-escalation strategies attempted

Subject change	Yes	No
Planned ignoring	Yes	No
Humour	Yes	No
Offering timeout	Yes	No
Spoke calmly	Yes	No
Use of positive body language	Yes	No
Use of non-verbal signs	Yes	No
Offer alternative solution	Yes	No
Reverse psychology	Yes	No
Removing of audience	Yes	No
Change of staff(s)	Yes	No
Referred to SENCO/DHT	Yes	No
Referred to Headteacher	Yes	No

How long did the incident last

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Description of damages from incident

(if any)

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Nature of any injury and the extent

(if any)

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Give full details of action taken during any First Aid treatment and the name(s) of First-Aider(s) (if any)	
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Were any of the following contacted?			
Parents/Carers	Yes	No	
Police	Yes	No	
Ambulance	Yes	No	

Physical Intervention Techniques which were employed			
Help hug	Yes	No	
Cradle hug	Yes	No	
Standing 'T'wrap	Yes	No	
Seated 'T'wrap	Yes	No	
Standing single elbow (1 person)	Yes	No	
Standing single elbow (2 person)	Yes	No	
Seated single elbow (2 person)	Yes	No	
Standing 'Figure of Four' (2 person)	Yes	No	
Standing double elbow (2 person)	Yes	No	
Seated double elbow (2 person)	Yes	No	
Half shield	Yes	No	
Hair/clothing/bite release	Yes	No	
Other intervention used, please state: picked up and carried back into class	Yes	No	

Record of the incident discussed with the young child/young person? When & whom by?	
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Record of the incident discussed with adults involved including sharing of	
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information with parents? When & whom by?			
What plans have been put in place to prevent a re-occurrence for the pupil and for the staff involved?			
List names of people who have received a copy of this report and record the date sent.	Name	Date	Sent by post/ email

All the above facts are a true account of the incident/accident that occurred

Date:

Signed:

Name: