



# **Behaviour (and Restraint) Policy 2021-2022**

This policy is reviewed every year and was agreed by the Governing Body of Chellaston Junior School in Summer 2021 **and will be reviewed again in Summer 2022**

Signed: \_\_\_\_\_ Chair of Governors

Date: \_\_\_\_\_

## **Statutory Policy**

**Aims and Vision**



At CJS, we **inspire** the whole school community, we **nurture** our learners' curiosity and well-being and we aim for our pupils and staff to **flourish** as:

- **Successful Learners** who enjoy learning, make excellent progress and achieve very high standards across the curriculum
- **Confident Individuals** who are able to lead happy, safe, healthy and fulfilling lives
- **Responsible Citizens** who make a positive contribution to British and the global society

**Curriculum Intent**

At Chellaston Junior School, we ask, “**Why?**”. Our curriculum is based on developing enquiring minds.

Through our curriculum, we teach our pupils core knowledge, which then equips them with the ability to showcase their **reasoning** skills. We want our children to ask ‘why?’ and develop their independence and **resilience** to answer their own questions for themselves.

We encourage and foster pupils’ **creative thinking**, allowing them to explore and respond to the world we live in, through the curiosity of asking ‘why?’

At Chellaston Junior School, we never put a ceiling on what pupils can achieve; we stretch them so that each pupil can reach their full potential. We adapt our curriculum to suit the needs of all our learners. Our adaptations allow equality of opportunity for every child; no pupil is left behind.

**A. Policy and Principles**

1. Introduction

This policy outlines the discipline strategies used and management of pupil behaviour at Chellaston Junior School. The implementation of this policy is the responsibility of all staff.

The policy will be followed for all school activities both within and outside of usual school hours. Examples of activities which could fall outside school hours but would fall into the remit of this policy are also included in the school's ICT and Internet Acceptable Use Policy. This is not an exhaustive list. The Head teacher reserves the right to sanction pupils if a pupil engages in behaviours, **at any time**, that fall within the range of unacceptable behaviours described in this policy and are affecting the well-being of another pupil in school. Such action will always be undertaken in consultation with the parents of the children involved.

## 2. Aims

Our behaviour policy aims to be **preventative** rather than **reactive**. We aim to build effective relationships with children, based on mutual respect and a shared understanding of our three school rules: **Be Kind, Be Ready, Be Safe**. As a staff, we adopt a shared understanding that behaviour management is more than just sanctions and rewards. Through building effective and trusting relationships with children, we aim to identify the reasons and causes of poor behaviour. Through delivering a well-planned, highly engaging curriculum, we aim to provide ample opportunity to explore and develop social skills, problem-solving skills and resilience. We believe firmly that **good behaviour needs to be taught, not just expected**.

We aim to:

- teach the children to show respect for all and be **kind** members of the community
- teach children how to be **ready** for learning
- provide a **safe** and nurturing environment where children can reach their full potential

## 2. Progression and Continuity

All staff will follow guidelines as set out in this document. It is very important that all children are aware of the systems in place and that they are used consistently.

## 3. School Standards and Expectations

### School Rules

At Chellaston Junior School, we have clear, concise rules for positive behaviour. These rules are discussed during assemblies, in class and through day-to-day conversations with all adults. They are displayed in all classrooms and around school (see appendix 8 – school rules poster). Our three school rules are easily remembered and recalled and are used to structure reflective conversations.



### Staff will:

- show what being '**kind, ready and safe**' looks like
- be good role models
- offer pupils challenging and stimulating learning situations
- encourage pupils to take responsibility for their own progress
- provide opportunities for pupils to take initiatives
- make bullying an explicit theme in assemblies and through the curriculum
- listen to pupils

- encourage pupils to develop pride in themselves, their class, their school and their local community
- recognise and reward good work and behaviour
- manage the classroom environment to support the safety of all pupils
- use reasonable defensible practice including organising seating arrangements in classrooms based upon their professional judgement and in the interests of all pupils' safety

**Pupils will:**

- be **kind** to all members of our school community
- be **ready** to learn
- work and play in a **safe** way and tell an adult if they don't feel safe
- avoid saying or doing anything which is likely to upset, hurt or embarrass others
- look after themselves, their property and that of others
- tell an adult if they are being bullied

**Parents will:**

- encourage children to be '**kind, ready and safe**'
- inform the school of any home circumstances which may affect their child's performance and behaviour at school
- support the work of the school, including any sanctions which it may impose
- encourage their children to seek ways of resolving disputes which do not involve 'hitting back'
- talk to the school about issues of concern

#### 4. Minimum Expectations

The classroom/learning area should be tidy – always paying close attention to health and safety. Anything dropped on the floor should be picked up immediately. Fire exits should be kept clear. These are as much the responsibility of the children as the adults.

*Conversation in the classroom, at all times, should be linked to school work/learning; there should only very rarely be minor behaviour problems because social conflict is avoided by children focusing 100% on the learning task at hand.*

Poor 'behaviour for learning' should be challenged and children's attention drawn to the School Rules. Poor 'Behaviour for Learning' includes:

- *Talking over the adult or other children*
- *Raised voices*
- *Wandering around the classroom*
- *Shouting out*
- *Not facing the adult/teacher*
- *Being apathetic to whole class questioning or discussion*
- *Bringing playground issues into the classroom*

Most importantly, it is expected that all pupils and adults in the class give their *full attention* to the adult/teacher leading the session.

It is essential that pupils' behaviour does not negatively affect the learning of others.

Teachers should avoid 'moving' children in the classroom due to social problems. The behaviour for learning should be such that social problems do not arise in the classroom. If parents are unhappy that their child is falling out with other children on their table, the teacher should address this by asking themselves why the children are having the opportunity to fall out.

At CJS, our priority is to develop effective and respectful relationships between adults and children. We strive to always communicate with children in a calm and considered manner in order to promote the feeling of mutual respect. We aim to follow the **PIP/RIP** theory of thinking (**P**raise **I**n **P**ublic, **R**eprimand **I**n **P**rivate) as a key way of developing these relationships and promoting positive behaviours. When necessary, a 'private' conversation with the child (without the audience of the rest of the class) has a positive impact upon the pupil's understanding of their behaviour. 'Private' enables the conversation to take place more effectively, without the child feeling embarrassed in front of other people and a conversation can ensue about how the child wasn't conforming to the rules of being **kind, ready and safe**.

## 5. Differentiation

For some children with specific difficulties, this policy will be differentiated to enable the child to be successful. Some children have more problems with social interaction and with accepting authority. In these rare circumstances, the school will work closely with the child, families and external agencies to help the child to conform to expectations which support 'good order' in the school.

If necessary, the senior leaders and learning mentor can help to implement specific behaviour plans for individual pupils through the school's 'report card' system. In any case, if persistent poor behaviours occur, the learning mentor will support school staff to complete an **ABC form** (See Appendix 6) which helps build up a picture of all of the circumstances around pupils' behaviours over a period of time:

- 'A' stands for antecedents, that is, what happens immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information.
- 'B' refers to the behaviour itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like.
- 'C' refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the person. It can also be a good idea to keep track of where and when the behaviour occurred to help in identifying any patterns.

Individual circumstances will always be taken into account by the staff, particularly in relation to children with SEND, to ensure no discrimination takes place. However, it is equally important to note that the rights and impact upon all children and adults will be treated as equally important.

## 6. Anti-Bullying

This policy should be read in conjunction with the school's Anti-Bullying Policy, in which we aim to **STOP** all forms of bullying.

Bullying is defined as behaviour which is:

- deliberately hurtful
- repeated often over a period of time
- difficult for those subjected to it to defend themselves against

- For the children, we describe it as **Several Times On Purpose**

It may be:

- physical - hitting, kicking, taking belongings
- verbal - name calling, insulting, making racist remarks
- indirect - spreading nasty stories about someone, **intentionally** excluding someone from social groups (especially encouraging children not to play with another child)
- via text messages or internet communication

Bullying exists in this school as it does in all schools. Pupils will be told about bullying in assemblies and will have opportunities to discuss the issue in class during PSHE lessons. The message to pupils about bullying is that they must always tell. The following is a summary of the school's approach to any incidents of bullying:

- Pupils will be listened to
- The child displaying bullying behaviour will be challenged with the information
- Both sets of parents will be informed about the bullying which has taken place
- Children who display bullying behaviour will be given clear guidelines about their future acceptable behaviour
- The school will do all it can to prevent bullying

Pupils are encouraged to **Start Telling Other People** if somebody is upsetting them, using the Poster in Appendix 2 of this policy.

### **'Something to Say?'**

If children have a particular worry which they don't feel confident to speak to an adult about in the first instance, they are encouraged to complete a 'Something to Say?' slip (appendix 7) and put it in the class 'Something to Say?' box. Children can indicate which member of staff they would like to talk to. In order to avoid the 'Something to Say' box creating negative perceptions, it can also be used for children to let us know something they are happy about. The box is checked on a regular basis in each class and notes are passed to relevant members of staff in the **Pastoral Support Team**.

## **7. Sexual Violence and Sexual Harassment (SVSH)**

We have a culture where any sexual misconduct is seen as unacceptable and not "banter" or just "part of growing up". We recognise that certain groups of children may be more vulnerable including girls, pupils who may be, or perceived to be, LGBT+ and pupils with SEND.

The school records any incidents of SVSH alongside any racist, derogatory or abusive behaviour, which is reported to Governors on a termly basis.

## **8. Searching, Screening and Confiscation**

If the school becomes aware or obtains data, files or images that are believed to be illegal, this will be passed to the police as soon as is practicable, including pornographic images of children, without deleting them.

Under the Education Act 2011, and in line with the Department for Education's [guidance on searching, screening and confiscation](#), the school has the right to search pupils' phones,

computers or other devices for pornographic images or any other data or items banned under school rules or legislation.

The school can, and will, delete files and data found on searched devices if we believe the data or file has been, or could be, used to disrupt teaching or break the school's rules.

## 9. Rewards

At Chellaston Junior School we maintain very high standards of behaviour. We want all pupils to understand the positive impact their behaviour can have on the adults and pupils around them. We place great importance on promoting positive behaviour and developing effective, respectful relationships between pupils and adults.

### Dojo Points

Each class uses Class Dojo. The children are awarded Dojo points for **being kind, being ready** and **being safe** (1 dojo each). Children can also earn dojo points for displaying qualities linked to our resilience skills assessed in our end of year reports (teamwork, perseverance, excellence, curiosity pride and self-motivation), all 1 dojo each. Dojos should be used liberally by all adults along with verbal recognition to promote positive behaviour. They should be used as a tool to develop and promote positive relationships between adults and children.

Pupils work towards achieving the following rewards once they have achieved a certain number of Dojo Points in an academic year:

- Bronze Award Badge – 75 points
- Silver Award Badge – 175 points
- Gold Award Badge – 300 points

### Reward Stars

**Green Stars** can be awarded to a class if they behave well, lining up and walking into school smartly and silently at lunchtime. The stars are then displayed in the classroom and collected and totalled weekly.

#### 1 Green Star

**Gold Stars** can be awarded to the first two classes lining up smartly and silently at breaktime and lunchtime. The stars are then displayed in the classroom and collected and totalled weekly.

#### 1 Gold Star

**Class Star Points** gained at lunchtimes are totalled each week for each class and announced in celebration assembly.

The winning class each week receives a clap and the class name is displayed in the hall for the week. At the end of half term, the winning class from each year group is rewarded with an extra afternoon break time (to be taken at a time of that class teacher's choosing.)

## 10. Sanctions

We want all pupils to understand the impact of their negative behaviour on others around them. Our school adopts a **preventative** rather than a reactive approach to managing behaviour. We aim to do this by developing effective working relationships with children, based on mutual respect and understanding. However, if a child does demonstrate poor behaviour in the classroom or at breaktime, the following sanctions will be put in place.

### Daily Behaviour Ladder

If a child does not conform to the school rules for positive behaviour of being **kind, ready and safe** during a school day, the following steps will be taken at **all times other than lunchtime** (at which times, the card system is used):-

- Stage 1      **Reminder.** This can often be **non-verbal** when in a classroom.
- Stage 2      **Clear verbal reminder** from adult.
- Stage 3      **1:1 conversation with adult** based around the 3 rules of being **kind, ready and safe**. This will be done discreetly and in a calm manner, aiming to develop respectful relationship between adult and child.
- Stage 4      Child sent to **partner class** for 10 minutes. The child does not need to be spoken to at this point but can use the change in environment as a time to reflect. If this is at breaktime, the child stands with the member of staff on duty for the rest of the breaktime.  
*Record kept*
- Stage 5      **Reflection time.** Child to miss break (or a portion of their break time and or lunchtime play) **in class**. The aim should be for this time to be spent with the adult who issued the sanction. However, if this is not possible, partner teacher should be used. As consequences should be as immediate as possible, it may be necessary to move to stage 6 if incidents occur during the afternoon. It is important that the child and class teacher also have the restorative discussion at this point.  
*Record kept*
- Stage 6\*      **Reflection time with senior teacher.** Child spends time away from class with the senior teacher discussing their behaviour in order to re-establish and reset expectations of being **kind, ready and safe**. The child will return to class when the senior teacher considers they are ready. This conversation will be restorative, using the framework of the three rules of **kind, ready and safe**. It is important that the child and class teacher also have the restorative discussion at this point.  
*Record kept*

\*If a child reaches at least stage 6 then the class teacher will make contact with the parent/carer. This could be a message in the diary, a phone call or a message sent via class dojo. Teacher to decide appropriate method of contact. This will also be recorded on an **A,B,C form (appendix 6)** to allow teachers to identify any patterns in poor behaviour.

Although the stages are usually followed in this order, it may be necessary to accelerate the process, depending on the severity of the incident.

For children who persistently find it difficult to adhere to the school rules of being **kind, ready and safe**, it will be necessary to follow the longer term behaviour ladder below.

## Long-Term Behaviour Ladder

If a child does not conform to the school rules for positive behaviour of being **kind, ready and safe** on a regular basis\*, the following steps will be taken:

- Stage 1      **ABC form** used by adult to record all poor behaviour. Restorative conversations to be had if any patterns in poor behaviour spotted.
- Stage 2      **Green Behaviour Diary** – this focuses on the wellbeing of the child. They can reflect how they feel during each session. Report to class teacher at the end of each day. Teacher uses this report to identify any triggers for poor behaviour. If at this point the teacher spots a pattern in behaviour related to wellbeing, it may be decided that a personalised behaviour plan may be more appropriate (see section on differentiation).
- Stage 3      **Blue Behaviour Diary** - Teacher to comment on child's behaviour during each session and grades on a scale of 1-5. Report to Senior Leadership Team member(s) daily.
- Stage 4      **Purple Behaviour Diary** - Teacher to comment on child's behaviour during each session and grades on a scale of 1-5. Report to the Head/Deputy Head daily. Copy sent home at the end of each week.

\*regular basis is defined as at least 3 incidents per half term

## Lunchtimes

**Yellow Card** may be issued to children who **are unkind, not ready or unsafe** during lunchtime. The star will indicate which rule has been broken.

**Red Card** may be issued for serious offences or 2 Yellow Cards in one day. If a child receives a Red Card they will miss a portion of their lunchtime play the following day to give them an opportunity for them to reflect on how they should **be kind, ready and/or safe**.



See Appendix 1: "Clarification of the Use of the Card System" for further information.

Lunchtime and playtime behaviour expectations are the same as those expected in the classroom and around school at other times of the day; **children should be kind, ready and safe**.

Lunchtime staff monitor behaviour at lunchtimes and record in their notebooks for feedback to the Midday team at the end of lunch meeting each day. Concerns are then shared with the class teacher and senior leaders as appropriate. The midday supervisors are line managed by a member of the senior leadership team who provides advice and support in managing behaviour

Yellow and Red Cards from lunchtimes are not carried over to classroom time; there is a 'clean slate' once the child returns to the classroom.

### Lunchtime rewards

Midday supervisors give out Dojo tokens to children for outstanding examples of **being kind, ready and safe** at lunchtimes.

### Lunchtime sanctions

Midday supervisors use the **Red** and **Yellow** Card system (see appendix 1).

If children's misbehaviour is not serious enough to be given a yellow or Red Card, the midday supervisors will expect pupils to have a short period of time out.

## Definition of a Child Being Placed on Behaviour Diary (Green, Blue, Purple)

- For continued inappropriate behaviour which isn't **kind, ready and/or safe** in the classroom, on the playground, or both, a child will be placed on a Behaviour Diary. This will then be reviewed as necessary.
- If a child is placed on a Behaviour Diary, then parents will be notified.
- For each lesson and playtime session the child's behaviour will be assessed. Each lesson/break is worth 5 points. The child will be given a suitable total to achieve for the week. Each session is awarded a score. If the child reaches their target they will be taken off the system after a set amount of time. If there is no improvement, the child will move to the next stage of the system.
- For children on a blue or purple behaviour diary, the senior leaders will make decisions about participation in activities such as educational visits and sporting activities representing the school based upon the needs of all the children involved. Examples of reasons why children on a blue or purple behaviour Diary may not be allowed to take part include:
  - The need to separate the child from other children affected by their behaviour;
  - The potential for bringing the name of the school into disrepute.

## Definition of the Behaviour Diary System

The school's Diary System has 3 stages:

- **Green Behaviour Diary** – this focuses on the wellbeing of the child. Pupils can reflect how they feel during each session. This is reported through a discussion with the class teacher at the end of each day, where the aim is to develop a respectful relationship with the child. The teacher uses this report to identify any triggers for poor behaviour. We aim to develop a working and supportive relationship with parents at this point by sharing this report with them on a weekly basis. If at this point the teacher spots a pattern in behaviour related to wellbeing, it may be decided that a personalised behaviour plan may be more appropriate (see section on differentiation).
- **Blue Behaviour Diary** – As well as focusing on the well-being of the child, the blue behaviour diary helps us to track improvements in behaviour. Teachers and support staff comment on child's behaviour during each session and give grades on a scale of 1-5. The child takes this to show to a senior member of staff daily. The diary will be shared with parents each week, where a regular dialogue to promote positive relationships will be encouraged.
- **Purple Behaviour Diary** - As well as focusing on the well-being of the child, the purple behaviour diary helps us to track improvements in behaviour. Teachers and support staff comment on child's behaviour during each session and give grades on a scale of 1-5. The child takes this to show to the Head teacher or Deputy Head teacher daily. The diary will be shared with parents daily, where a regular dialogue to promote positive relationships will be encouraged.
- If unacceptable behaviour persists while a child is on Purple Report, or there is a very serious incident, this may lead to a child being excluded from Chellaston Junior School for a fixed term, or even permanently (see the school's Exclusion Policy).



## Time Out Cards

Time Out cards may be issued to children who are likely to become frustrated or angry and find it hard to stay calm. The card is designed to be carried in the child's pocket and used if they feel they are becoming angry which may result in not being **kind, ready or safe**. The cards allow the child to go to a designated area (e.g. The Courtyard) to calm down but certainly

somewhere within the vision of the teacher. A member of staff will then speak to the child and decide if further action is needed. For these children, a running record of the ABC Behaviour Chart (appendix 6) will need to be completed in order to help both staff and the child understand the triggers. Taking the time to develop a respectful relationship with the child will help establish the best methods for managing the child's emotions.

The office hold the original of the time-out cards.

## Exclusion

The school will endeavour to work with children and parents to manage and improve a child's behaviour but, on rare occasions, exclusion may be necessary.

Exclusion is a sanction used by the school only in cases deemed as **serious breaches** of the School Behaviour Policy. A pupil may be at risk of an exclusion from school for:

- serious fighting
- verbal or physical assault of another pupil or adult;
- threatening/intimidating behaviour towards other pupils and/or adults;
- bullying behaviour including racism;
- foul language directed at another pupil or adult;
- defiance towards any authorised adult in the school;
- damaging school or others' property;
- persistent and repetitive disruption of lessons and other students' learning;
- extreme misbehaviour, which is deemed outside the remit of the normal range of sanctions.

A child may be excluded at lunchtime if behaviour is disruptive or dangerous to others (usually for a period of 2 weeks).

A re-integration meeting must take place between the parents, Headteacher and the child before the child is allowed to return to school after the exclusion. The reason for the meeting is to re-establish relationships between the school and child/parents by confirming the expectations of the school in terms of behaviour and setting clear targets for improvement, clarifying relevant sanctions.

Please see the school's Exclusion Policy for further details.

All incidents recorded on Behaviour Incident forms (Appendix 5) are recorded by the Learning Mentor online on Scholarpack each week. Logs of behaviour incidents are monitored and reported by the Assistant Head teacher responsible for school discipline and shared with the Head teacher on a termly basis.

## 11. Physical Restraint

We are required by law to include within our Behaviour Policy a section on the physical restraint of children (Section 93 of the *Education and Inspections Act 2006* - DCSF non-statutory guidance *The Use of Force to Control or Restrain Pupils*; and Section 550A of the *Education Act 1996*: The Use of force to Control or Restrain Pupils). It is not part of our Behaviour Policy to physically manhandle children, and in the normal course of events it is unnecessary; Restraint of pupils would only be taken in the circumstances outlined in the law relating to this subject and there may be extremely rare occasions upon which physical restraint of pupils is deemed necessary, reasonable and justifiable.

However, there are also rare occasions when we will touch children - giving them a guiding hand, congratulating them, comforting etc (please also refer to the CJS Safeguarding Policy)

### **Aims of the Restraint Policy**

Our aim throughout is to maintain good discipline and to care for each child. Consequently, members of staff will guide a child verbally, but they will only restrain if a child is unwilling to comply with reasonable requests. All members of staff are authorised to act on the Head teacher's behalf, should the need arise.

### **Principles**

There are a limited number of occasions when reasonable force may be used to control or restrain a pupil:

- Everyone has the right to defend him/herself against an attack, provided a disproportionate level of force is not used.
- In an emergency- for example, when a pupil is at immediate risk of injury, or potentially so, any member of staff is entitled to intervene – but **whenever possible a member of staff who is trained in the use of physical restraint should be called upon to manage the situation**
- Similarly, if a pupil is about to injure another pupil, then any member of staff may intervene.
- If a pupil is about to commit a criminal offence.
- If a pupil is about to cause damage to property.
- If a pupil is engaging in behaviour prejudicial to the maintenance of good order and discipline.

### **Examples**

Examples of behaviour that might lead to restraint in our school:

- A pupil is refusing to leave his/her parent/guardian to come into school
- A pupil attempts to run out of the classroom and does not stop when told to do so. They may be held by a member of staff and walked back into the classroom where they can talk about appropriate behaviour;
- A pupil has a temper tantrum in the classroom, upsetting to the other children. They may be removed to a quiet area to calm down, for their own safety and that of the other children;
- A pupil gets angry and threatens to hit another child, or starts to do so. A member of staff will intervene, and if necessary hold the pupil until they have calmed down, before taking both pupils to one side to discuss the behaviour and the cause of the disagreement.

### **Methods of restraint**

There is no universal judgement regarding what is appropriate, safe or legally justifiable in every case. Staff must be guided by their own professional judgement. The school commits to have at

least two members of staff trained in the use of physical restraint. Whenever possible these staff will advise others on appropriate use. However, in the interests of safety, all members of staff are authorised to use physical restraint, *if absolutely necessary*.

The restraint applied should be non-aggressive, as limited as possible and sufficient only to maintain the pupil in a safe state. In exceptional circumstances, it may not be possible (or in the pupil's best interests) to exercise physical restraint.

### **Follow-up & Records**

- If a pupil is restrained, it **MUST** be recorded on the school's restraint incident form (appendix 3) to ensure that all relevant staff know about the event and that it comes clearly within the school's Behaviour Policy. Parents **MUST** also be informed. It is essential that staff inform the Head teacher verbally after a restraint incident, complete the restraint incident form and then record the details on Scholarpack.
- Where it is likely that a pupils will need to be restrained on a more regular basis and this can be foreseen well in advance (i.e. a risk assessment has been carried out following a number of previous incidents), an **'Integrated Behaviour Intervention Plan & Positive Handling Plan'** (Appendix 4) must be completed, shared with all relevant staff and shared and agreed with parents.

### **Parental Contact**

Ideally, parental contact should be made verbally and face-to-face, so we would expect that a member of staff speaks to the parent after school. Where parents do not come to school, telephone contact should be made. In all cases, the parent should be invited to come to school to discuss the incident. If it is impossible to contact the parent on the same day as the incident, they should be contacted as soon as possible afterwards, verbally (preferably face-to-face; otherwise, by phone) or at least by letter (records/copies should be kept).

### **Complaints**

As with all school matters, complaints should be dealt with by the parent seeing the class teacher, and then the Head teacher. If the matter is unresolved, then the parents have the right to instigate a complaint to the Governing Body. See the school's **Complaints Policy**.

### **Children with Education, Health & Care Plans (EHCPs)**

Children with special educational needs who may need regular restraint should have a **'Integrated Behaviour Intervention Plan & Positive Handling Plan'** (Appendix 4). This must be agreed to and signed by the parents before being put into practice. Follow-up to any restraining incident should be recorded and reported to the parents as with any other child (by completing the school's restraint incident form (appendix 3)

## **12. Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

### 13. **Equality Statement**

At Chellaston Junior School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- sex;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- age;
- civil partnerships;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

NOT AN EXHAUSTIVE LIST...

**Green Stars** (Given as a **whole class reward**)

- ✪ **Awarded for lining up quietly and then walking into school sensibly and quietly**

**Gold Stars** (Given as a **whole class reward**)

- ✪ **Awarded to the first two classes lining up smartly and silently at breaktime and lunchtime**

**Yellow Cards** (Given as an **individual sanction**)

- ✪ **For not following adult instructions**
- ✪ **For persistently breaking the school rules (not being kind, not being ready, not being safe) but not deliberately hurting anyone**

**Kind**

- Hurting someone through unsafe behaviour
- Irritating other children but not hurting them
- Teasing or provoking someone

**Ready**

- Being noisy when walking through school
- Talking in the line on the playground
- Silly behaviour resulting in disrupting the line or other children

**Safe**

- Damaging property through unsafe behaviour
- Going into school without permission
- Running to the line
- Running in school or around designated areas

**Red Cards** (Given as an **individual sanction**)

- ✪ **For receiving two Yellow Cards**
- ✪ **For persistently and deliberately choosing to break the school rules (not being kind, not being ready, not being safe)**

**Kind**

- Swearing
- Deliberately hurting someone
- Ganging up on another child to 'get' them
- Bullying
- Rude gestures
- Comments which are racist, homophobic, derogatory or abusive

**Ready**

- Deliberately refusing to do something an adult has asked them to do
- Being rude or disrespectful to adults
- Not telling the truth
- Repeatedly not following adult instructions

**Safe**

- Fighting
- Spitting
- Deliberately damaging property
- Running off from a member of staff

# If someone is being unkind to you Start Telling Other People



If you are sad about how other children are treating you in school:



**Tell your teacher** or an adult in your class straight away



If the problem continues...

Tell your teacher again and they will make sure that

**Mrs Deane-Robson, Miss Ballington, Mr Beeston or Mrs Price** help.

Mr Smythe may need to help with more serious problems which are not yet solved

Your teachers will help you to resolve your problems. If you are worried about anything, you can also put a **'Something to Say?' slip** into the class box to speak to one of the **pastoral support team**.

Remember. **Bullying** is something that happens more than twice

**Several Times On Purpose**. We do not accept bullying at C.J.S.

If you are unkind to any children in school the teachers and school leaders will investigate thoroughly and, if they think there is bullying happening, parents will be contacted and the **unkind child** will have one or more of the following consequences:

- **Saying sorry**
- **Going onto a behaviour diary**
- **Missed playtimes**
- **Internal class exclusion** (the child behaving unkindly would be in another class for a number of days)
- **A lunchtime exclusion** (the child behaving unkindly would have to go home for lunchtimes for a period of time)
- **Exclusion from school** (the child behaving unkindly would not be allowed in school for a number of days)



**It is an expectation at C.J.S that all adults and children are kind, ready and safe at all times.**



## Restraint Incident Form

Date, time and location of incident;	
name of pupil or pupils involved;	
name of member(s) of staff involved;	
names of any other witnesses;	
details of incident, reason for use of force, location;	
pupil response and outcome;	
details of any injuries sustained by pupil or member of staff;	
the record must be signed.	

### **Parental Contact**

Ideally, parental contact should be made verbally and face-to-face, so we would expect that a member of staff speaks to the parent after school. Where parents do not come to school, telephone contact should be made. In all cases, the parent should be invited to come to school to discuss the incident. If it is impossible to contact the parent on the same day as the incident, they should be contacted as soon as possible afterwards, verbally (preferably face-to-face, if not then by phone) or at least by letter (records/copies should be kept).



## Integrated Behaviour Intervention Plan & Positive Handling Plan

Some examples have already been included for the purpose of explanation in this policy

Name of Pupil: <input style="width: 95%; height: 20px;" type="text"/> Date of Birth: <input style="width: 95%; height: 20px;" type="text"/> Class Group: <input style="width: 95%; height: 20px;" type="text"/>	Name of Teacher: <input style="width: 95%; height: 20px;" type="text"/> Date of Plan: <input style="width: 95%; height: 20px;" type="text"/> Review Date: <input style="width: 95%; height: 20px;" type="text"/>
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Classroom Staff:

Other Key Staff:

### Trigger Behaviours

*(Describe common behaviours/situations which are known to have led to de-escalation techniques/positive handling begin required. When is such behaviour likely to occur? E.g. Teasing from other pupils)*

e.g.

- Resources being taken/shared with others
- Sharing adult attention
- Not being first for everything
- Children in his personal space
- Unstructured times
- Transition
- Moving around the classroom

<b>Description of Behaviour</b> <small>List all disruptive behaviours, however minor they appear (as they may be triggers or signals of potential escalation)</small>	<b>How likely is the risk to happen?</b> <small>High - daily Medium - weekly Low - less than once a week</small>	<b>How great is the risk to others?</b> <small>High - potential to cause serious injury to others, self and property Medium - some potential to injure and harm Low - prevents learning but no risk of injury</small>
Punching and kicking out at staff/parents	High	Medium
Hitting or kicking other children	High	High
Snatching resources from others	High	Medium
Getting into others' personal space	High	Medium
Destroying others' work	Medium	Low
Spitting	Medium	Medium
Throwing objects	Medium	Medium
Defies adult instructions	Medium	Low
Pushing past others to get to the front/to something he wants	High	Medium

### Are there any medical or emotional considerations?

**Behaviour Improvement Targets:**

Targets:	Frequency:	Staff will:	Evaluation:
I can share space with others and respect their work	3 out of 5 lessons	Positively remind Child A at the beginning of the lesson Reward with stickers and messages to mum	
I can walk calmly around the classroom when given a task e.g. clearing up	3 out of 5 lessons	Positively remind Child A before a task is given Reward with stickers	

**Preferred De-escalation Strategies:** (Describe strategies that, where and when possible, should be attempted **before** positive handling techniques are used)

Tick box and add details if required.

Verbal advice/support	<input type="checkbox"/>	Distraction	<input type="checkbox"/>	Reassurance	<input type="checkbox"/>
Planned ignoring	<input type="checkbox"/>	Contingent Touch	<input type="checkbox"/>	Transfer to another adult	<input type="checkbox"/>
Time out offer	<input type="checkbox"/>	Time out directed	<input type="checkbox"/>	Success reminder	<input type="checkbox"/>
Reminder of choices/limits /consequences	<input type="checkbox"/>	Humour	<input type="checkbox"/>	Other _____	<input type="checkbox"/>

Others/Details for above:

**Preferred handling strategies:**

(Describe the preferred staff responses/holds) Tick or cross as appropriate

T Wrap standing	<input type="checkbox"/>	2 person single elbow standing	<input type="checkbox"/>
T Wrap seated	<input type="checkbox"/>	Double elbow single person escort	<input type="checkbox"/>
T Wrap seated to the floor	<input type="checkbox"/>	Double elbow single person seated	<input type="checkbox"/>
Caring C's (turned away to prevent)	<input type="checkbox"/>	Double elbow single person standing	<input type="checkbox"/>
2 person single elbow escort	<input type="checkbox"/>	Half shield	<input type="checkbox"/>
2 person single elbow seated	<input type="checkbox"/>	Friendly hold	<input type="checkbox"/>
2 person double elbow escort	<input type="checkbox"/>	2 person double elbow seated	<input type="checkbox"/>
2 person double elbow standing	<input type="checkbox"/>	Figure of four	<input type="checkbox"/>

**Other physical intervention strategies**

(please suggest other strategies that have been successful)

**Recording and notification required:**

- Behaviour diary / Report Card (Green, Yellow, Red)
- ABC sheets
- Behaviour Incident Forms
- Restraint forms (for each case of physical restraint)
- Parents informed

**The undersigned have been involved in the design of this plan and agree to its implementations:**

**Parents:** ..... **Date** .....

**Pupil (if appropriate):** ..... **Date** .....

**Teacher:** ..... **Date** .....

**Support staff:** ..... **Date** .....

**Review Date:**

**Copied to (initials):**

All signatories:

SLT:

Other staff:

**After any use of positive handling, the appropriate school leader must follow a de-briefing process, looking into:**

- *Child's physical condition*
- *Child's emotional condition*
- Monitoring/checking by first aider
- Adults' physical and emotional condition

*Positive handling techniques seek to avoid injury to the pupil but it is possible that bruising or scratching may occur accidentally. These are an infrequent side effect to attempts to keep people safe.*



**Incident Form – Behaviour** (linked to protected characteristics)

<b>Day of the week</b>		<b>Date</b>		<b>Time</b>	
<b>Name of child</b> <small>(perpetrator)</small>			<b>Year Grp</b>	<b>Class</b>	
<b>Name of victim(s)</b> (if applicable)		<b>Name(s) of any other bystanders</b>			
<b>Name of Staff Member</b>			<b>Place</b> (where the incident took place)		

<b>Details of the incident</b>	
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<b>Category</b>	Homophobia	Racism	E-Safety	Other Derogatory	Sexualised
<b>Tick (✓)</b>					

<b>Consequences used</b>	<b>Stage 3 1:1 conversation</b>	<b>Stage 4 Partner Class</b>	<b>Stage 5 Reflection Time</b> <small>(miss portion of break)</small>	<b>Stage 6 Reflection Time</b> <small>(with senior leader)</small>	<b>Yellow Card</b> <small>(Midday Only)</small>
Tick as many as appropriate (✓)					
	<b>Red Card</b> <small>(Midday Only)</small>	<b>Green Report</b>	<b>Blue Report</b>	<b>Purple Report</b>	<b>STOP IT NOW</b> tool completed? <small>(for Sexualised Behaviours only)</small>

<b>Contact with parents</b>	None	Dojo	H/S Diary	Telephone Call	Meeting	Face-to-face <small>(e.g. on playground)</small>

<b>Communication Trail</b>	Staff Member tick and pass to... ☞	Teacher tick and pass to... ☞	Learning Mentor tick and pass to... ☞	Mr Beeston sign, tick and pass to... ☞	Head teacher sign, tick and pass to back to Learning Mentor... ☞
<b>Tick (✓)</b>					
<b>Signed</b>					



<https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/how-to-tell-if-a-childs-sexual-behaviour-is-age-appropriate/>  
 Using the traffic light tool to understand a child's sexual behaviour



We have used a traffic light framework to help you in identifying if a child's sexual behaviour is green, amber or red.

Green	Amber	Red
These are natural and expected behaviours. This doesn't mean that you would want these behaviours to continue, but they do provide an opportunity to talk, teach, and explain what's appropriate.	These can be of concern and have the potential to be outside safe and healthy behaviours if they persist. They require a response from a protective adult, extra support and close monitoring.	<b>These are outside healthy and safe behaviours. These behaviours can signal a need for immediate protection and support from a childcare professional, e.g. health visitor, GP or social worker.</b>

### Sexual behaviour in children aged 5-11

Children in this age group continue to seek information and understanding about themselves and the world around them through play. They are often interested in pregnancy, birth, gender and differences between gender, which can form part of healthy and developmentally expected sexual exploration.

As children grow through their early years and develop into later childhood, they continue to pass through different stages of development. We know that children remain individual and unique throughout their whole childhood and there is a wide range of generally accepted and expected behaviours within this age group.

	Green	Amber	Red
Behaviours	<ul style="list-style-type: none"> <li>Increased sense of privacy about their body</li> <li>Body touching and holding own genitals</li> <li>Masturbation, usually with awareness of privacy</li> <li>Curiosity about other children's genitals involving looking at and/ or touching the bodies of familiar children</li> <li>Curiosity about sexuality e.g. questions about babies, gender, relationships, sexual activity</li> <li>Telling stories or asking questions using swear words, 'toilet' words or names for private parts</li> <li>Use of mobile phones and Internet in relationships with known peers</li> </ul>	<ul style="list-style-type: none"> <li>Self masturbation in preference to other activities, whether in private or in public or with peers, and/or causing self injury</li> <li>Explicit talk, art or play of sexual nature</li> <li>Persistent questions about sexuality despite being answered</li> <li>Persistent nudity and/or exposing private parts in presence of others</li> <li>Persistently watching or following others to look at or touch them</li> <li>Pulling other children's pants down or skirts up against their will</li> <li>Persistently mimicking sexual flirting behaviour too advanced for age, with other children or adults</li> <li>Touching genitals/private parts of animals</li> <li>Covert/secret use of mobile phone and Internet with known and unknown people which may include giving out identifying details</li> <li>Attempts to do any of the above in secret</li> </ul>	<ul style="list-style-type: none"> <li>Compulsive masturbation to the point of self harm or seeking an audience</li> <li>Disclosure of sexual abuse</li> <li>Persistent bullying involving sexual aggression</li> <li>Simulation of, or participation in, sexual activities, including sexual behaviour with younger or less able children, e.g. oral sex, sexual intercourse</li> <li>Accessing the rooms of sleeping children to touch or engage in sexual activity</li> <li>Presence of a sexually transmitted infection</li> <li>Any sexual activity with animals</li> <li>Use of mobile phones and Internet for sending or receiving sexual images</li> </ul>
Response	<p>A 9 year old boy who, whilst reading, puts his hand in and out of his underpants when there are other people present in the room.</p> <p><b>Responding to this scenario</b> Describe the unwanted behaviour clearly. Explain that there is a time and a place for touching private parts of the body. Distract him by removing him from the situation.</p>	<p>During outside playtime, a 9 year old boy asks two girls aged 5 and 6 years old if they would 'sex' with him and show their 'boobs' to him.</p> <p><b>Responding to this scenario</b> Describe their behaviour clearly. Remind the children what is appropriate behaviour and that some parts of the body are to remain private. Explain to the children that the boy's behaviour is not OK and discuss how the girls could respond. Distract by removing them from the situation.</p>	<p>An 8 year old girl prevents a 5 year girl from leaving her bedroom, pulls down her knickers and also shows her private parts to her. The younger girl is frightened. The 8 year old has been heard using sexual language.</p> <p><b>Responding to this scenario</b> Describe her behaviour clearly. Point out that her behaviour is not acceptable and is impacting on others. Prohibit the behaviour. Consider seeking advice and support from a childcare professional, e.g. GP, health visitor or social worker. Call the Stop It Now! helpline on 0808 1000 900 for advice and guidance. Remember that each child develops at their own pace and not every child will show the behaviours described above. If you have any worries or questions about a child you know, talk to someone about it.</p> <p>For parents; your health visitor, GP or child's teacher may be able to help, or you can <b>call the anonymous and confidential Stop It Now! helpline</b> on 0808 1000 900, use <b>our live chat service</b>, or <b>send us an anonymous message</b>.</p>



## ABC Behaviour Chart – running record

The **ABC behaviour chart, running record**, helps build up a picture of all of the circumstances around pupils' behaviours over a period of time:

- 'A' stands for antecedents, that is, what happens immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information.
- 'B' refers to the behaviour itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like.
- 'C' refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the person. It can also be a good idea to keep track of where and when the behaviour occurred to help in identifying any patterns.

Name of child				Year Group				Class			
Day of the week	Date	Time	Location	Antecedent	Behaviour	Consequence	Other Notes (including staff initials)				

Day of the week	Date	Time	Location	<b>Antecedent</b>	<b>Behaviour</b>	<b>Consequence</b>	Other Notes (including staff initials)



# Something to say? – helping our pupils to talk about their feelings

My Name

My Class

Today's Date

## I'd like to tell you that I'm...

please tick

**I am worried about something**

**I am happy about something**



Please tick below to tell us who you would like to talk to

Mrs Deane- Robson			
Mrs Daintith	Miss Bell	Mr Smythe	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My class teacher	Mrs Price	Someone else... Write their name here	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	

Please tell us what you want to say in the box below

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The school staff will write below when they have chatted to you (date, details, sign, hand to JDR)

