

BEHAVIOUR REGULATION / ATTITUDE TO LEARNING POLICY

April 2026



At Holgate Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. All staff are expected to uphold and promote the fundamental principles of British values, and as such, the schools within our school are fully committed to safeguarding and promoting the welfare of all our pupils including protection against radicalisation. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core purpose, values and ethos is embodied in our mission that everyone takes:

P= personal

R= responsibility

I = in

D= delivering

E= excellence

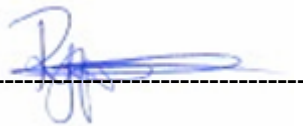
Frequency of Review: Every year

Reviewed and Approved by: Full Governing Body

Date: April 2026

Date of Next Review: Summer 2027

Reviewer: SLT and the Behaviour working party

Signed:  (Chair of Governing Body) Date: 12.05.2026

Rationale

Our School Ethos sits at the heart of all that we value. We want to enable our diverse community to flourish through promoting personal values, enriching learning, showing ambition and respecting the rights of others. We promise to:

- Instil personal values and encourage children to show pride, passion and perseverance.
- Enrich learning so children can demonstrate enthusiasm, excellence and exploration.
- Have ambition for all to raise appreciation, aspirations and achievement.
- Recognise the rights of everyone to ensure children are demonstrating:

P= personal

R= responsibility

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Introduction

At Holgate Primary we aim to create a caring atmosphere in which teaching and learning can take place in a happy and safe environment. To achieve this, we recognise the importance of a whole school policy that is supported and followed by the school community including children, parents, teachers, midday supervisors, other adults working and helping in the school and governors.

In producing the school behaviour policy, we have undertaken to ensure children have a right to learn, feel safe and the right to respect.

- **The right to learn** without undue, unreasonable, and unfair distractions and diversions from others. They also have a right to learn in an environment where their teachers do not create unnecessary anxiety or pressure through negative comparisons, overly negative feedback, or lack of consideration of their learning needs.
- **The right to feel safe** including their physical safety but also their emotional and social safety e.g. not be subject to teasing, name-calling, swearing, 'put downs' etc. This right also addresses any expression of harassment behaviour including racism.
- **The right to respect/ fair treatment** for all members of the school community, including the children, to interact in a civil and respectful manner towards each other. With rights come RESPONSIBILITIES. In our school the children have a responsibility to care for themselves and others and to treat others and their belongings with respect.

It is our practice to promote and encourage good behaviour rather than simply punishing challenging behaviour, so we have a range of rewards for children of all ages and abilities. We recognise that some of our pupils have very low self-esteem and come from different backgrounds; therefore, as professionals, we must help them to develop a strong sense of self-worth.

Through the school curriculum, including our Personal Development curriculum mainly Talking Points, children are taught values and attitudes as well as knowledge and skills that will encourage self-discipline and teach them to respect themselves, others and property. In addition to this, some children will access targeted support through our Pastoral Team, who will champion provision to meet their needs and support them to make positive choices.

Aims

- Develop a positive, stimulating and caring environment where each individual is valued and respected. (Resourceful)
- Promote self-discipline and proper regard for authority among pupils. (Reflection)
- Ensure all pupils are valued equally whatever their race, culture, gender or ability and upholding British Values.
- Develop self-esteem in individuals. (Resilience)
- Work towards a collective commitment (pupils, staff, parents, governors and support services) to maintain and develop positive attitudes in school. To maintain and develop PRIDE in our school and community.
- Promote a positive safe learning environment where children's contributions are valued and displayed in school.
- A restorative approach to discipline as opposed to a behaviourist approach.
- To encourage pupils to cooperate with one another and adults in all aspects of school life.
- Help pupils learn that more can be achieved by working together (Reciprocity)
- Recognise and celebrate consistently good behaviour

Positive behaviour and attitudes to learning - Expectations

At Holgate Primary and Nursery School, pupils are expected to show **PRIDE** in all aspects of school life. The expectations below outline how children demonstrate *Personal Responsibility in Delivering Excellence* in their behaviour, learning and interactions with others.

Pupils will be expected to:

P – Personal

- Move around school in a responsible, safe and sensible manner.
- Solve problems and disputes in a responsible and fair manner; physical violence or retaliation is not acceptable.
- Use sensible and responsible language; foul or abusive language must not be used.
- Not bring additional items into school, except those approved by the class teacher.

R – Responsibility

- Respect each other and be friendly, kind and fair.
- Respect teachers, other adults and fellow pupils by listening, being polite and celebrating each other's opinions, beliefs and differences.
- Respect the school environment, including resources, equipment and other people's belongings.

I – In

- Be ready to learn by following instructions from the class teacher.
- Show independence by managing equipment, belongings and learning tasks with care.

D – Delivering

- Be ready to learn by being well-behaved, well-mannered and attentive.
- Keep an appropriate noise level for the activity to support focus and learning.
- Try hard in all lessons, showing perseverance even when learning is challenging.

E – Excellence

- Strive to achieve their personal best in all areas of learning and behaviour.
- Represent the school positively through excellent conduct, manners and attitude.

Teacher Expectations

Teachers will be expected to:

- Speak politely and positively at all times – even when pupils do not reciprocate.
- Be on time, everywhere.
- Catch children being good - focus on the things they do well and relate them to the rules – ‘You are showing you are ready because...’
- Reward children when they have made the right choice.
- Give recognition when children achieve and share these achievements with their parents.
- Greet children every registration and check that they are happy and ready to learn.
- Remind children what the right choices are by relating to the rules – ‘Be respectful by stopping when asked.’ Escort children when they are walking as a class, through school. Children will be expected to walk single file, in a quiet and orderly manner – keeping to the left and showing ‘fantastic walking.’
- Challenge poor behaviour in a calm, quiet manner; use the scripts provided (see behaviour toolkit)
- Follow the school sanction chart and record incidences as appropriate.
- Have a restorative conversation following incidences of poor behaviour.
- Contact parents when an incident of poor behaviour that has been recorded.

Parent Expectations

Parents and guardians are expected to:

- Work in partnership with school to ensure consistent and good behaviour.
- Inform staff of any concerns
- Respond to concerns raised by members of staff.
- Ensure pupils come to school correctly equipped and prepared to work.

Our School Rules

At our school, we want everyone to feel happy, safe and ready to learn. Our ethos helps our whole school community to shine. We work together to show good values, enjoy learning, aim high and treat everyone with respect.

We promise to:

Show good values - We try our best, show pride in our work, keep going when things are tricky and celebrate our achievements.

Enjoy and enrich our learning - We join in with enthusiasm, explore new ideas and aim for excellence in everything we do.

Be ambitious - We believe in ourselves and each other, work hard to reach our goals and aim high for our future.

Respect everyone’s rights - We look after ourselves, our friends and our school, making sure everyone feels included, safe and valued.

Strategies

Relationships are at the centre of all of our provision and will be used in the form of a restorative approach including emotions coaching to support and promote positive behaviour and attitudes to learning.

As a school we are committed to providing:

- A consistent and fair approach which supports all children and their individual needs.
- An approach that celebrates positive behaviours, attitudes to learning and achievements.

- Collaborative working with parents and agencies to ensure that all children can achieve to their full potential.

Positive awards are available for pupils throughout the day. These aim to promote confidence, competency, motivation, help pupils to develop growth mind-sets and promote prosocial behaviour.

Emotional Regulation Support

As a school, we have developed a range of provisions, to support our children to regulate their emotions. Being able to identify and regulate big emotions is an important part of behaviour regulation approach. At Holgate, we use the Zones of Regulation framework, which aims to make this process more accessible.

What are the Zones of Regulation?

The Zones of Regulation is a behaviour regulation framework designed to foster self-regulation and emotional control. Self-regulation is something that everyone is continually working on, whether they are aware of it or not. When we are able to recognise that we are in a situation that is making us lose control of our emotions, we are then able to do something about it and manage our feelings to help ourselves get back to a healthier headspace and baseline. The aim of the Zones of Regulation is to specifically teach children about regulation and help them go through this process more naturally.

What are the Zones?

The zones are a self-regulation approach to behaviour that categories all the different ways we feel into different colours, which helps children to identify the way they are feeling. The framework also provides strategies to help children understand how they can control and regulate their emotions and improve their ability to problem solve conflicts. The goal of introducing children to the framework is to help them move towards independent emotion regulation. This is a lifelong skill that they will not only be able to transfer to future educational settings but also use in their relationships and situations they encounter outside of school. The Zones of Regulation: The Zones of Regulation are split into four different colours, here is a list of each colour along with the kinds of emotions people may experience when they are in that coloured zone.

The Red Zone is used to describe an extremely heightened sense of alertness and intense emotions. The emotions in the red zone include anger, rage, devastation and terror.

The Yellow Zone is also used to describe a heightened state of alertness and intense emotions. However, children experiencing yellow zone levels of alertness will feel more in control of their emotions than those feeling red zone emotions. Emotions in this zone include stress, frustration, anxiety, excitement, silliness and nervousness.

The Green Zone is used to describe a calm sense of alertness. Feelings in this zone include happy, focused, content and ready to learn.

The Blue Zone is used to describe low states of alertness and down feelings such as when someone feels sad, tired, sick and bored. Emotions in all of the zones are natural to experience, but by using the framework children will learn how to recognise and manage feelings from all zones, as well as further understand how those around them may be feeling

Using the Zones of Regulation

As a School, we use a relational approach to manage behaviour and as a school, we employ emotion coaching as a means to support our children. Zones of Regulation compliments this work. As a school, we

understand that big emotions can be very overwhelming for some children. This means that identifying and regulating these emotions can be a very big job. By being able to relate their emotions to the different coloured zones children will be able to identify some of those big emotions and understand how they can deal with them in a healthy and practical way. By introducing the Zones of Regulation into our classrooms we are enabling our pupils to talk about their emotions in a healthy way.

Positive Behaviour Strategies

Daily strategies

At Holgate Primary and Nursery School, our reward systems are designed to recognise and celebrate positive behaviour, effort, attendance, and personal achievement. These systems link directly to our school **PRIDE** ethos: **P**ride, **R**esponsibility, **I**n **D**elivering, **E**xcellence. Rewards are delivered consistently across the school through daily, weekly and half-termly celebrations.

Daily Reward Systems

Class Dojo Points (Daily)

- All class teachers use Class Dojo as the main daily reward system.
- Children earn Dojo points for demonstrating PRIDE behaviours, effort in learning, positive social interactions, and meeting class expectations.
- Points are shared with parents/carers through the Class Dojo app to strengthen home–school communication.
- Teachers may set individual or whole-class targets linked to Dojo points to promote motivation and teamwork.

Weekly Reward Systems

Pride Assembly (Weekly)

- Each week, every class teacher nominates two children for a Weekly Mention.
- Nominations must link directly to the PRIDE ethos, celebrating attitudes, progress, resilience, and positive contributions to school life.
- Certificates are presented during the weekly assembly and names are shared with families.

Handwriting Heroes

- Children per class is recognised weekly for excellence or significant improvement in handwriting.
- Certificates are awarded in assembly.

Skills Builder Award

- Children are chosen from each class, who have demonstrated the focus Skill Builder skill of the week (e.g., teamwork, problem-solving, listening).
- Awards are celebrated in assembly and shared with parents.

Golden Mentions/Letter

- A special weekly certificate is given to a child who has gone above and beyond in behaviour, effort or contribution to the school.
- The Golden Letter is sent home to parents and celebrated in assembly.

Weekly Class Attendance Award

- The class with the highest attendance receives the Attendance Award.
- This may also include an incentive such as extra play, a class certificate, or a short treat determined by the school.

Half-Termly Reward Systems

Golden Mentions (Half-Termly Treat)

- Children who consistently demonstrate outstanding behaviour and PRIDE values across the half term receive a Golden Mention.
- Golden Mentions contribute to a Half-Termly Treat, which may include:
 - Special activity session
 - Non-uniform reward
 - Outdoor treat
 - Enrichment activity

PRIDE Awards

- One child per class is selected each half term for a PRIDE Award.
- These awards recognise children who have consistently embodied the school ethos in all areas of school life.
- PRIDE Award certificates are presented in a special assembly, and families are invited where appropriate.

Sanctions/Consequences

There will be times when children show unacceptable behaviour (See appendix 1) and break the school rules. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. These boundaries must be stated firmly and clearly. For children to become responsible for their own behaviour there needs to be consequences to follow.

When school rules are broken, inappropriate behaviour must be challenged consistently. We must provide a negative consequence each time a child chooses to behave inappropriately. The child needs to understand that they have chosen to behave inappropriately and therefore there is a consequence for their action. Sanctions are to be followed fairly and consistently.

Staff will refer to the Sanctions Response Guide for guidance on how breaches of discipline should be dealt with (see appendix 1)

Minor breaches of discipline should be dealt with by the class teacher in a caring, supportive and fair manner. A child may be removed from their classroom, sent to paired class, or may receive intervention by support staff. However, it should be rare for a child to be sent to the Head or a member of the Senior Leadership Team.

Generally, children will be aware that they are responsible for their own actions and that breaking rules will lead to consequences. It is important that the teacher or teaching assistants deal with most behavioural issues within the class, as they need to establish their own discipline, being careful not to overuse. The member of staff issuing the sanction should always record the incident and follow up in accordance with school policy.

Issuing Sanctions

It is important each time a child is given a sanction to relate the inappropriate behaviour to the school rule that has been broken.

- Refer to the child's actions to their own and others' rights and responsibilities.
- Establish the facts and ensure the child is given the right to reply.
- Use a calm, assertive approach that provides a good role model in terms of attitude, responses, and reaction.

Remembering Praise in public, reprimand in private (PIP and RIP – Jason Bangbala)

A script sharing actions and verbal reprimands are shown in appendix 1.

1. Non-verbal reminder
2. Verbal reminder – of correct behaviour choice
3. Verbal Warning – reminder of correct behaviour choice or sanctions.
4. Partner class
5. Time out with a member of the Leadership Team. Children will need to bring their work to complete. A restorative meeting will also take place during this time.
6. If a child has two recorded incidences in a week, Senior Leaders will see the child and inform parents via a phone call.
7. Fixed term isolation and / or suspension will be implemented

SLT will monitor patterns and trends of behaviours across all year groups, actions and next steps are agreed and enforced at SLT level.

Hierarchy

Hierarchy of steps should be followed throughout the day and start afresh each lesson. In extreme cases the above hierarchy of sanction steps would NOT be followed, and children would be sent straight to a senior leader.

Whilst it is expected that most children will respond to our policy there will be occasions when individual children have additional needs with regard to the continuing unacceptable behaviour that they exhibit. As part of the approach within our policy of rewards and sanctions, we will use behaviour modification strategies.

Incidences of Bullying

At Holgate Primary School, we are a TELLING school. This means that anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff. When incidences are being investigated reference will be made to the Anti Bullying Policy for detailed guidance.

Measures to Prevent Child on Child Abuse

- We recognise that pupils may become victims of abuse from other pupils. Child on Child abuse can include:
 - Bullying (including cyber bullying, prejudice-based and discriminatory)
 - Physical abuse (hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm)
 - Sexual abuse
 - Sexual harassment
 - Sexual activity without consent –
 - Consensual and non-consensual sharing of nudes and semi-nude images and videos

- Up skirting Initiation
- (Taken from KCSIE)

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils will be sanctioned. All inappropriate language and behaviour should be challenged. Staff should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or part of growing up. All staff will model manners, courtesy, and respectful relationships. Staff must report instances of child-on-child abuse through the normal safeguarding concern process. Support must be provided to both the victim and perpetrator. In some circumstances, the Safeguarding Team will consider if a referral to children's social care and/or police may be appropriate.

Behaviour Incidents Online

We expect pupils to adhere to the school values and exhibit the same standards of behaviour online as apply offline. The way in which pupils interact online with one another can have a significant impact on behaviour and culture in school. We will investigate and sanction a pupil when appropriate where online behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running or the reputation of the school. When an incident raises a safeguarding concern, child protection procedures will be followed.

Searching and Screening for Banned Items

The Headteacher and members of staff authorised by the Headteacher have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited or banned item.

The list of prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images.
- Any article that has been used or is likely to be used to commit an offence, personal injury or damage to property.

Banned Items are:

- Vaping paraphernalia
- Mobile phones

Pupils' Conduct Outside of School

School staff will discipline pupils for misbehaviour when the pupil is taking part in any school-organised or school-related activity. Non-criminal bad behaviour and bullying that occurs outside of school hours will be dealt with on a case-by-case basis in partnership with parents. Criminal behaviour will be reported to the Community Police.

Support Plans

Each child is different, so it is important that the cause of the behaviour is investigated, and plans made to meet individual needs. The parents will always be involved at this stage and help from outside agencies may be sourced including SBAP outreach support teachers from behaviour support, Family SENCO, the

Educational Psychologist as examples. All targets must be SMART - specific, measurable, achievable, realistic, time related. A safety passport may be written at this point.

Ultimate Sanction

All efforts will be made and proactive steps will be taken to prevent suspension and permanent exclusion. However, extreme cases will result in suspension and permanent exclusion. Particular circumstances such as the severity of the misdemeanour, the child's prior behaviour history, any special educational needs and any safeguarding concerns will all be considered. Should it prove necessary to suspend or permanently exclude a pupil, the school will follow the L.A. guidelines and Transform Trust addendum. Teachers need to keep a record of sanctions given to each individual per day for monitoring purposes using the forms provided, these include: Behaviour Logs on Arbor and Myconcern, Racist Incidents, Bullying Incidents as examples.

Lunchtime Rewards and Sanctions

The use of rewards and sanctions at lunchtime compliment those used during the rest of the day.

Rewards

The Midday Supervisors will reward the children by verbal praise, giving extra responsibilities and issuing Dojo points for:

- Being respectful (to each other and staff)
- Being helpful
- Playing appropriately and using equipment safely (linked to Lunch Launch)
- Following instructions

Remembering Praise in public, reprimand in private (PIP and RIP – Jason Bangbala)

Behaviour Ladder Guide (appendix 1)

1. Non-verbal reminders
2. Verbal Reminder – reminder of correct behaviour choice
3. Warning
4. Time out

(All incidents of behaviour will be reported to the child's teacher and recorded on Arbor / Myconcern, using ABC guidance, see Appendix 2)

The MDSA team will investigate incidents and complete a behaviour slip (appendix 5) in the first instance, and give an appropriate sanction, linked to Behaviour Ladder (see appendix 1).

- Then the behaviour slip will be passed onto the Class Teacher who will record on Arbor/Myconcern and inform parents.

Additional support for Behaviour from Senior Leaders

- By logging incidences on Arbor/Myconcern, this will; allow the Leadership Team to track/monitor persistent offenders / victims of unacceptable behaviours.
- The Leadership Team are therefore well placed to spot any bullying behaviours, which may be evident in some pupils and also will record racist incidents when they have been fully investigated.
- When behaviour incidents have been reported to a member of Senior Leadership, a parent / carer will be informed by telephone call, and the class will be logged.

- SLT will analyse whole school behaviour on a weekly/half termly basis. Trends and ways to address these behaviours will then be fed back into school activities and foci.
- Constant disruptive lunchtime behaviour may lead to a lunchtime sanction.
- Serious incident/unacceptable behaviours will be directed to a member of the Senior Leadership Team straight away

Positive Handling

This guidance is based on best practice provided by Nottingham City RPI Solutions on de-escalation and positive handling. It should be referred to by all schools within Transform Trust.

Best Practice De-escalation Skills and Techniques Underpinning the success of managing the diverse needs that will be present in each classroom is the skill of the teacher in intervening early to de-escalate situations calmly when they arise. Remaining calm and professionally detached is not natural and therefore it is a skill that will need to be practiced. Below are some examples of techniques that can be used:

- Stay calm
- Keep a neutral facial expression
- Be aware of personal space • Distract/divert
- Reassure pupil
- Use a low voice
- Use non-judgemental language
- Give them a 'way out'
- Give them time to follow instructions

Things to avoid:

- Do not make threats you cannot carry through, such as threatening to exclude the child.
- Do not be defensive or take it personally. What is being said may seem insulting and directed at you, but this level of aggression is not about you.
- Do not use humour unless you are sure it will help and you have a very good relationship with the child.
- Do not use sarcasm or language to humiliate the child.

Strategies for Dealing with Challenging Behaviour

If any of the above de-escalation strategies do not have a positive effect, some or all of the following approaches will be taken according to the circumstances of the incident:

a) Verbal acknowledgment of unacceptable behaviour with request for the pupil to refrain and, if appropriate, move to a designated safe space; this involves negotiation, care and concern.

b) Further verbal warning stating:

- That this is the second request for compliance.
- An explanation of why observed behaviour is unacceptable.
- An explanation of the sanctions and what will happen if the unacceptable behaviour continues.

c) Warning of potential need to intervene physically and that this will cease when the pupil complies. If possible, summon assistance. It must be remembered that the restraint is a safeguard, not a sanction and the child should be told that the reason for positive handling is to protect them not to punish them. At this point, it may be necessary to remove other children from the scene for their own protection.

d) Physical intervention. Reasonable physical intervention using the minimum degree of contact to prevent a child harming him or herself, others or property.

The Use of Positive Handling

The use of positive handling will always be a planned response. All other behaviour management strategies will be used before physical intervention.

Steps to be taken before using physical controls.

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Give clear directions for the pupil to stop.
- Remind the pupil about rules and likely outcomes.
- Remove an audience or take the vulnerable pupil to a safe place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive guidance to escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and call for help.

At our school we believe that the use of positive handling is only necessary to prevent a pupil from: Committing a criminal offence.

- Injuring themselves or others.
- Causing serious damage to property, including their own.
- Emergency situations that will prevent a child from harm.
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere on the school grounds or off-site on an educational visit.

Named individuals are trained in de-escalation and positive handling techniques. This training will be refreshed annually, and a record of their training will be kept in the school. In the event of using positive handling then only the trained techniques will be used as part of a planned response. It should be used only to control or restrain and never with the intent to cause pain or harm. Staff should always avoid touching or holding a pupil in a way that might be considered inappropriate.

In using Positive Handling, the level and duration of the physical intervention will always be the minimum necessary to restore safety. In any action, due regard has to be taken to the age, understanding and sex of the pupil. Knowledge of the pupil is a key factor in the judgements that will be made. Whenever positive handling is used, staff will keep talking to the pupil. Staff should speak calmly as a way of reassurance e.g. 'I am doing this to keep you safe'.

Most children who may require positive handling will have a safety passport in their file detailing strategies and techniques used. A risk assessment will have been first completed on the child. The safety passport and outcomes of the risk assessment will be shared parents/carers and other relevant parties.

The following process then needs to take place:

1. Recording Incidents where there has been a positive handling incident, check both the child and adult are ok and no further assistance is needed, and where necessary report any injuries. The incident must be reported immediately to the Headteacher/SLT.
2. The RPI log must be completed by the staff involved as soon as possible after the incident on Arbor / Myconcern and using Transform Trust online forms.
3. In the event of an injury occurring, the appropriate accident/personal contact incident reporting procedures must be followed. Parents/carers of the pupils involved will be advised of an incident as long as this will not put the child at any risk of serious harm. It may be necessary for it to be followed up by other action and/or pastoral support.
4. Written confirmation by email / Parentmail to be sent to inform the Parent/ Carers of the RPI incident using the appropriate text templates on Appendix 4.

Monitoring and Review

Whenever a member of staff has occasion to use positive handling, this will always be recorded and documented. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour can only be contained using positive handling. This process will address patterns of incidents and evaluate trends which may be emerging.

Complaints

The availability of a clear policy regarding Positive Handling and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be dealt with under the school's Complaints Procedure. The Chair of Governors will be informed of complaints, but other governors will not be involved as a complaint may require further action on their part.

DISCLAIMER

If any alterations are required to the above sanction procedures due to particular circumstances arising that adversely affect the learning environment, the Head of School / Executive Head has the right to increase the staged approach to reflect this more appropriately. This will be verified and agreed with the Chair of Governors in the first instance and ratified by the full governing body at the next appropriate meeting

Appendix 1 – Behaviour Ladder

In the classroom	
Level 1	Response Guide
<p>Refusal to follow instructions / learning given by adults.</p> <p>Disturbing others from learning (e.g. calling out, making loud noises, misusing equipment).</p> <p>Getting out of seat without permission, walking around the classroom.</p> <p>Inappropriate language.</p>	<ul style="list-style-type: none"> • Non- verbal reminder • Verbal reminder • Warning • Time out using regulation box (5 minutes) • Reported to parents/carers <p style="color: red;">Behaviour and support logged on Arbor / MyConcern by class teacher / support staff.</p>
Level 2	Response Guide
<p>Continuing to refuse to follow instructions / learning given by adults.</p> <p>Continuing to disturb learning (e.g. calling out, making loud noises, misusing equipment).</p> <p>Continuing to get out of seat without permission, walking around the classroom.</p> <p>Continued use of inappropriate language (swearing).</p> <p>Stealing, taking items without permission.</p>	<ul style="list-style-type: none"> • Moved to partner class by CT • Sent back to the classroom after a period intervention. • Reported to parents/carers <p style="color: red;">Logged onto Arbor / MyConcern by class teacher / support staff.</p> <p style="color: red;">Parents informed by Class Teacher / support staff and response logged on Arbor.</p>
Severity Level 3	Response Guide
<p>Damage to school property.</p> <p>Continued refusal to complete tasks.</p> <p>Leaving the classroom.</p> <p>Persistent offensive / abusive language.</p>	<ul style="list-style-type: none"> • Time out with a member of the Senior Leadership team • Phone call made to parents by Senior Leader. • Period of seclusion from classroom. • Review of classroom provision. • Reported to parents/carers <p style="color: red;">Logged onto Arbor / MyConcern by class teacher / support staff.</p>
Severity Level 4 /5	
<p>Causing physical harm to adults and other children. (L4)</p> <p>Improper use of equipment (throwing items within the classroom, tipping chairs etc) (L4)</p> <p>Fighting. (L4)</p> <p>Highly disruptive behaviour e.g. extensive damage to school property. (L5)</p> <p>Persistent offensive / abusive language. Racist, religious, homophobic incident. (L5)</p> <p>Being unsafe or causing others to be unsafe. (L5)</p> <p>Offensive weapon brought to school. (L5)</p>	<ul style="list-style-type: none"> • Immediate removal by a Senior Leader. • Phone call made to parents by Senior Leader. • Isolation, or fixed term suspension. <p style="color: red;">Recorded onto Arbor / MyConcern by Staff / SLT.</p> <p style="color: red;">Parents informed by SLT.</p> <p>If a fixed term suspension is made, then record on:</p> <ul style="list-style-type: none"> •My Concern •With Transform Trust •With Local Authority

Dinner Time / Play Time

Level 1	Response Guide
<p>Refusal to follow instructions. Disturbing others play (inside or out). Leaving the room without permission (including the lunch hall). Inappropriate language. Throwing food. Misuse of play equipment. (Not sharing, snatching, hitting, throwing).</p>	<ul style="list-style-type: none"> • Non- verbal reminder • Verbal reminder • Warning • Time out using regulation box (5 minutes) <p style="color: red;">Behaviour and support logged on Arbor / MyConcern by class teacher / support staff.</p>
Level 2	
<p>Continuing to refuse to follow instructions by adults. Continuing to disturb play (inside or out). Refusal to go back to the hall, classroom or outside. Continued use of inappropriate language (swearing). Continued misuse of play equipment. (Not sharing, snatching, hitting, throwing).</p>	<ul style="list-style-type: none"> • Removal from the classroom by staff of SLT. • Sent back to the classroom after a period intervention. <p style="color: red;">Logged onto Arbor / MyConcern by class teacher / support staff. Parents informed by Class Teacher / support staff and response logged on Arbor.</p>
Severity Level 3	
<p>Escalation of behaviours from level 2. (Continued and more disruptive with a risk of safety to themselves or others). Hurting staff or children in the first instance.</p>	<ul style="list-style-type: none"> • Immediate removal by a Senior Leader. • Phone call made to parents by Senior Leader. • Period of seclusion from classroom. • Review of classroom provision. <p style="color: red;">Logged onto Arbor / MyConcern by class teacher / support staff.</p>
Severity Level 4 /5	
<p>Causing physical harm to adults and other children. (L4) Improper use of equipment (throwing or tipping equipment etc) (L4) Fighting. (L4) Intimidating behaviour (L4) Highly disruptive behaviour e.g. extensive damage to school property. (L5) Persistent offensive / abusive language. Racist, religious, homophobic incident. (L5) Being unsafe or causing others to be unsafe. (L5) Offensive weapon brought to school. (L5)</p>	<p>Immediate removal by a Senior Leader.</p> <p>Phone call made to parents by Senior Leader. Isolation, or fixed term suspension.</p> <p style="color: red;">Recorded onto Arbor / MyConcern by Staff / SLT. Parents informed by SLT.</p> <p>If a fixed term suspension is made, then record on:</p> <ul style="list-style-type: none"> •My Concern •With Transform Trust •With Local Authority

Appendix 2 – ABC log

Date/Time	Activity	Antecedent	Behaviour	Consequence
Date/Time when the behaviour occurred	What activity was going on when the behaviour occurred	What happened right before the behaviour that <u>may</u> have triggered the behaviour	What the behaviour looked like	What happened after the behaviour, or as a result of the behaviour

Appendix 3: Restrictive Physical Intervention (RPI) – Recording Form

Restrictive Physical Intervention (RPI) – Recording Form

- *Not to be used to 'force' pupils to move against their will or for compliance*
- *Ensure at all times that the least amount of force is used for the least amount of required time*

Name of pupil –	Additional pupils -
Any relevant needs or circumstances of the pupil, including if the pupil has an identified SEND and their SEN status code-	
Witnesses –	Location –
Date –	Start Time - Finish Time –
Staff involved -	Staff reporting –
Core skill used? (please add period of time for each hold) (Wrap / Bar / Reverse / Change over / Seated support/ Open hand block/ Under arm feed)	
Date parent/carer informed of incident:	
Time parent/carer informed of incident:	
Name of staff who informed parent / carer:	

Pre-Incident

(What were the triggers that led to this incident?)

	Trigger
	Escalation

Incident details/Reason

(Please record the approximate length of each hold that occurred during the incident)

	Crisis (How was it managed?)
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Support and Learning

(How was the incident de-escalated and resolved)

	De-escalation
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Injuries

(Were any injuries to staff or pupils sustained during this incident, if yes please record the reference number of the appropriate form here)

Incident De-brief

(What happened post incident to ensure all involved were physically and emotionally well?)

	Post Crisis (Support)
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Pupils views on the incident

	Post Crisis (Support)
--	----------------------------------

Key Learning

(What learning has taken place following this incident, what are we going to do differently to avoid this happening again)

	Post Crisis (Learn)
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Signature of staff member completing the report:

Signature of witnesses:

Incident Reviewers Comments

Signature of Senior Leader (Reviewer):

Date

Designation:

Action (please tick once completed if appropriate)	Tick/ NA
Please complete the Trust Microsoft form Reporting any injury or near miss in school	
Please complete a Medical Tracker (personal contact and / or injury)	
Please submit this document to all members of the SLT for their records and for filing.	

Appendix 4 – Email text templates to parents

Email text templates to be sent to parent/carers. Please edit highlighted sections as appropriate and email to be sent from the school office.

Email to then be saved on MyConcern.

If the child has a social worker or is LAC please alert senior DSL or Designated Person for LAC

Written report of the use of RPI

Following our discussion please find a short report of the incident involving your child.

This **morning/afternoon** RPI (see definition below) was used for **X** minutes to prevent **NAME** from **hurting themselves/others OR damaging property OR causing disorder**.

We were in the (location).

They **did/did not** sustain physical injuries and therefore first aid was **not required/offered and accepted (please see your Meditracker notification) /offered but unfortunately was refused**.

RPI = Restrictive Physical Intervention - Methods used to prevent or restrict the movement of the body, or part of the body, of a pupil.

Written report of Seclusion

Following our discussion please find a short report of the incident involving your child.

This **morning/afternoon** seclusion was required for **X** minutes to prevent **NAME** from **hurting themselves/others OR damaging property OR causing disorder** in the **LOCATION**.

They **did/did not** sustain physical injuries and first aid was **not required/offered and accepted (please see your Meditracker notification) /offered but unfortunately was refused**.

Seclusion = Seclusion is a safety measure for pupils experiencing high levels of emotional or behavioural dysregulation, involving keeping a pupil confined to a place away from others for safety reasons.

Written report of RPI and Seclusion

Following our discussion please find a short report of the incident involving your child.

This **morning/afternoon** RPI (Restrictive Physical Intervention) was used for **X** minutes to prevent **NAME** from **hurting themselves/others OR damaging property OR causing disorder** in the **LOCATION**.

Seclusion was also required for **X** minutes to prevent **NAME** from **hurting themselves/others OR damaging property OR causing disorder** in the **LOCATION**.

They **did/did not** sustain physical injuries and first aid was **not required/offered and accepted (please see your Meditracker notification) /offered but unfortunately was refused**.

RPI = Restrictive Physical Intervention - Methods used to prevent or restrict the movement of the body, or part of the body, of a pupil.

Seclusion = Seclusion is a safety measure for pupils experiencing high levels of emotional or behavioural dysregulation, involving a keeping a pupil confined to a place away from others for safety reasons.

Appendix 5 – Behaviour Slip

Lunchtime Incident record

Child's name:

Class:

Date and time of the incident:

Name of witness / adults present	Place incident took place
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How the incident was handled:

How was the child following the incident?	Was the child sent to first aid and 1 st Aid radioed?	
	Yes	No
	Was first aid needed?	
	Yes	No

Description of the incident including the names of any other people involved:

Class teacher informed Yes / No	if not – why not?
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MDSA name: