READY TO LEARN: POSITIVE BEHAVIOUR & DISCIPLINE POLICY

2017-2019

The school believes that positive behaviour is about pupils learning well; behaviour is not just about discipline.

The aim of this policy is to ensure that by a strong working partnership with parents and carers, children are ready to learn when they arrive at school. 'Ready to learn' means being prepared, arriving on time, feeling happy and safe and wanting to learn. Learning includes social, emotional and academic learning.

Purpose

The purpose of this policy is to ensure that expectations of pupil behaviour are made clear and that behaviour across the school is continually and consistently managed.

Summary

At Avenue Junior School, we aim to create a welcoming, safe and caring environment, where all relationships are based on kindness. Children have respect for themselves, other people and the school environment. All members of the school model a positive attitude and mutual respect in order to promote positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour. Parents and carers actively support, model and encourage the positive behaviour of their child throughout their time at Avenues (see Appendix B). We believe by working together we can achieve behaviour which impacts positively on every child's learning experience, happiness and well-being, allowing all pupils to reach their full potential, emotionally, socially and intellectually.

We operate a positive behaviour management system based on praise, and staff work hard to ensure that all children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

We aim to teach the children at Avenues how to behave well and to be considerate and self-disciplined individuals. We believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places, with or on behalf of the school. Children learn by example: we aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children. All adults who work at Avenues have a responsibility for behaviour management. They need, wherever possible, to support our "no shouting and no intimidation" culture and ensure that they treat children with respect and kindness. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers. All supply teachers are expected to fully adhere to the guidance of this policy. Children are more likely to behave well in school

when they know that their parents are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistent expectations.

Status Statutory

Who/What was consulted

This policy was written with the TLP Committee and staff in 2015.

Relationship to other Policies

- Whole School Policy for Safeguarding, including Child Protection Policy
- Equalities Policy including Equality Act 2010
- SEND Policy
- Curriculum Policy
- Attendance and Registration Policy
- ICT E-Safety and Acceptable Use Policy
- Positive Handling Policy
- Whistle blowing Policy
- Exclusion Policy
- Supervision Policy

The policy should also be read with guidance from the following Department for Education (DFE) documents:

- Screening, searching and confiscation: advice for head-teachers, staff and governing bodies (2014)
- Use of Reasonable Force: advice for head-teachers, staff and governing bodies (2013)
- Behaviour and discipline in schools: a guide for head-teachers, staff and governing bodies (2014)

Roles and Responsibilities

This policy applies to the whole school. Arrangements for monitoring and evaluation data about behaviour, attendance, punctuality and attainment is analysed carefully so that well targeted actions can be taken, to ensure that all our children are ready to learn. Judgement is based on evidence and informs the Schools Self Evaluation (SEF) and the School Development and Improvement Plan (SDIP). The impact of intervention is recorded and reported on with the Full Governing Body; and monitored by Ofsted.

Date reapproved by Full Governing Body: 04/12/2017

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APPENDIX A: AIMS OF AVENUE JUNIOR SCHOOL

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1. Rules for Positive Behaviour

It's Good to be Green

Positive behaviour and discipline are necessary to develop the positive ethos and working environment we aim to have at Avenue Junior School (See Appendix A for School Aims). Positive behaviour is also essential for effective teaching and learning to take place. Avenue Junior School's 'Rules for Positive Behaviour – It's Good to be Green' were devised by staff and pupils and they reflect our expectations around positive behaviour:

2. Supporting the Rules for Positive Behaviour – It's Good to be Green

Understanding the root causes of negative behaviours
A key to appropriate support for children lies in an understanding of the reasons why negative behaviours may occur. Each child comes to school with individual experiences and needs. A wide range of factors will affect individuals. Some of these factors will affect the child for life, whereas other difficulties will be temporary.
The school has control of over some of these factors, and so it is vital that the school's input is **effective**, **appropriate**, **positive** and **consistent**. It is vital that there is effective communication between staff, and that staff really take the time to listen to children and observe them from a perspective of objectivity.

2.1 Supporting children to be ready to learn

Staff will:

- Recognise, praise and reward positive behaviour (both effort and outcome)
- Deal with unacceptable behaviour with a positive approach referring as necessary to the Positive Behaviour Management Grid (see section 5)
- Be a 'telling' School ("It's OK to tell"). This means that we encourage everyone in the School to take responsibility for Positive Behaviour, both in them and in others. It is OK to tell an adult working in the school if someone thinks another is behaving unacceptably
- Deal promptly, actively and fairly with bullying/dangerous behaviour (see Anti Bullying Policy and Positive Handling Policy).
- Teach positive behaviour strategies. We will endeavour to develop children's ability to manage their own behaviour, building the skills necessary to self-regulate, assess and manage risks and therefore keep themselves safe. These skills will be taught explicitly through the PATHS curriculum, PSHE, RE, Collective Worship and circle time. Social and emotional support is available in school for identified individuals or groups of children including nurture groups, 'confidence through art' and the provision of a full time Pastoral Support Assistants to help within and outside of the classroom.
- Staff will use Restorative Approaches when resolving issues between children (see section 4).

Using the Good to be Green System – the school's system to support Positive Behaviour

At the beginning of every academic year, each child is allocated their own card slot on a class 'Going for Green' chart. Green cards are displayed at the start of each session (am & pm). The focus and expectation is that children should always be on a green card. If children break the rules, they can be moved to a warning amber card. If there is continued poor behaviour then a red consequence card will be given. There can be movement back to green if children show improved behaviour. **Each session is a fresh start.**

Red – Consequence	Orange – warning	Green - expectation

Children with **red** cards will receive a consequence (as set out in Section 5), have time out or be sent to a buddy class. In serious instances they will be sent to their Year Leader or a member of the SLT. Year Leaders record these incidents in behaviour books. Each half term class teachers update children's attitude criteria in their assessment folders and behaviour is discussed as part of pupil progress reviews.

Behaviour: Classroom							
Excellent behaviour, respectful, trustworthy and responsible. No amber or red cards- often on silver or gold.	G						
Acceptable behaviour, pays attention and concentrates. Few reminders required. Some amber cards but no or very few reds.	Y						
Poor/unacceptable behaviour, distractible, disruptive, aggressive. Requires high level of staff input and reminders. Regular amber cards, some reds and time out etc.	R						
Behaviour: Non-Classroom							
Excellent behaviour, trustworthy and responsible. Friendly and helpful with peers. Respectful of others.	G						
Acceptable behaviour. Rarely instigates trouble but can be reactive on occasion. Responds to staff input.	Y						
Poor/unacceptable behaviour. Breaks rules frequently and needs high levels of supervision. Can be aggressive, a bully. Disrespectful of adults, rejected by peers.	R						
Effort							
Consistently good effort, self-motivated, pays attention, concentrates, stays on task, works independently, tasks completed.	G						
Usually good effort, sometimes needs reminders to stay on task but completes most tasks to an acceptable standard.	Y						
Rarely good effort, refusal, often off task, easily distracted and will distract others, tasks left incomplete even with staff input.	R						

Steps to Success in the Classroom

Within classes, teachers and support staff have the general day-to-day responsibility for encouraging good/outstanding behaviour. This is done through clear expectations, use of the good to be green rules, with positive re-enforcement for pupils who are green or better. Some pupils will fall outside these expectations at times, and the following strategies should be applied where appropriate:

1. Praise the children who are displaying appropriate behaviour

This sometimes distracts other children from misbehaving, as much of human behaviour is often attention seeking. Sometimes, ignoring the negative and focusing upon the constructive is highly effective.

2. Give a firm warning

Give a firm warning with guidance of expected behaviour stated clearly, e.g. reminder of the rules. In this instance, maximum emphasis needs to be placed upon the child improving the situation themselves by behaving appropriately.

3. Amber Warning Card

If the behaviour continues after the warning put an amber card into the child's name position on the class behaviour board. This will serve as a second warning to the child.

4. Red Card

If a child is on a warning card and their behaviour doesn't improve a red card will be placed into their position on the class behaviour chart. At this stage:

* It may be necessary to sit the child away from others in order to remove their 'audience' or to give them time to think about their behaviour. Once again, a focus for the child should be how they themselves can improve the situation. Before returning to the group, reflection and discussion about the behaviour with the teacher should take place.

* A child may be given 'Time Out' for a fixed short period in another classroom or with a team leader or member of the SLT. This can be useful in order to allow the situation to calm down, or to hold the situation until the teacher has adequate time to give the situation their full attention. Where possible, the child should return to his / her own class after the next break.

Report Poor Behaviour to Parents

Parents are informed of any difficulties or behaviour issues. It is vital that parental input is used positively at an early stage, as they hold a key role in the support process to encourage good behaviour. They may also be able to bring a new understanding of events to the situation. It is vital that parents are involved and informed when things are going well too, and that positive information goes home on a regular basis. In extreme situations when a child requires it a behaviour book can be used to communicate with parents. This allows incidents of poor behaviour to be recorded and monitored. It also helps to ensure that parents are informed and involved.

Referral to SLT

The SLT can decide upon additional action to take. This should only happen after the above has been tried several times and has failed to make a significant positive impact on the child's behaviour. However, when serious incidents occur, children should be referred straight to this stage.

Referral to the Deputy or Headteacher

The Head or Deputy will deal with serious behaviour where parents need to be contacted. Once again, this referral may be due to the above actions repeatedly being used with no apparent improvement to the child's behaviour. There may be circumstances that are extremely serious (such as bullying, racist remarks, or violence towards an adult in the school) which would require the immediate attention from the SLT and would usually result in the parents being contacted.

The Role of the SENCO

The Co-ordinator for Special Educational Needs may become involved at any stage of the Steps to Success, can be used for advice on a range of issues regarding appropriate provision for children, and may be able to offer a wider perspective on appropriate ways to support children.

Beyond the Usual Sanctions:

If a child verbally or physically attacks a member of staff or pupil, the details are recorded on an incident report form (Appendix 3). The adult/s who witnessed the behaviour write down what happened. The child reports to the Headteacher or Deputy, and the incident is discussed. The parents of the child are notified. Sanctions employed at this point might be suspension from playtimes, school exclusion as well as a specific programme to change child's behaviour.

The child beyond:

Sometimes there are children whose behaviour is beyond normal incentives and sanctions systems. Children with deep emotional problems need very clear boundaries set within a highly supportive framework. These children find it extremely difficult to manage playtimes without constantly becoming involved in fighting and/or other conflict situations. A major focus of our work with these children needs to be on:

- Building relationships with their peers and adults in the school
- Raising their self esteem
- Lunch time supervisors/Pastoral Support team to work with children to develop skills and boost self esteem
- Developing their skills to help them to have positive experiences at playtime

The Role of Pupils

Children at our school should be empowered to affect change and promote positive behaviour. This message needs to be conveyed to the children, both within the ethos of the school and also the practical tasks with which they are involved. As well as the responsibilities that all children need to be encouraged to be involved in, other specific jobs will be given to some children including Playground buddies, School Council and Y6 positions of responsibility.

Positive Behaviour outside of the Classroom

In order to ensure that a positive ethos is set within the school and becomes part of the culture, it is vital that specific times of the day are well supervised and that our clear expectations of behaviour are reinforced. These are generally the 'public' and 'communal' times where children can observe and adopt the positive behaviours of others. Children walk quietly within the school building at all times.

Assemblies

These are extremely important times where children come together in large groups, and it is paramount that behaviour is seen to be good. Classes entering assemblies should be silent, and the children should arrive ready to listen and contribute. Classes who are not quiet will be asked to return to their class and re-enter the hall correctly.

A whole school **'Special Achievement' assembly** will take place weekly in year groups in order to ensure that children are publicly praised for their achievements.

Lunchtimes and Playtimes

To promote positive lunch and playtimes:

Staff are encouraged to initiate and involve the pupils in activities which will occupy them constructively. After children are playing positively staff are encouraged to monitor the progress of the activity.

The use of playground equipment is used to support good behaviour.

Rules of specific games will be on display in appropriate areas of the playground in order to help children to structure their own activities.

Specific play areas are timetabled so children know which days they can access certain areas/activities.

"Playground Leaders" run clubs and specific activities for children. They support children that are finding friendships difficult and start games that encourage them to participate with others.

Moving Around the Building

In order to avoid the dangers of large numbers of children going up the stairs/moving around the building at the same time, teachers will line children up in the playground and TAs will supervise children up and down the stairs/around the corridors at the beginning and end of the day and at end of breaks. Children should move around the school quietly at all times.

At the end of break times, teachers come into the playground and at lunchtime liaise with the lunchtime staff before taking their class indoors quietly.

The SLT will also encourage appropriate movement around the school and will be regularly involved in supervising lunchtime areas such as the dinner hall, playground and during lining up.

Review

Year leaders will share in SLT meetings their analysis of behaviour and the individual children who have had records kept on their behaviour throughout the week/half term.

2.2 Supporting Parents/Carers

Parents and carers will support their children to be ready to learn. This is outlined in their commitment to the Home School Agreement (Appendix B).

The school provides the services of a Parent Support Advisor (PSA) to help and advice on matters including positive behaviour strategies, attendance and punctuality. She can be contacted, by all parents/carers, through the school; and also runs regular parenting classes. The school nurse is available for advice on good sleeping patterns.

2.3 Supporting Staff

Staff will have access to regular positive behaviour training and specific training for supporting children with behavioural difficulties. The Senior Leadership Team (SLT) support all staff in dealing with difficult behaviour and staff are encouraged to discuss any issues they have with the SLT. Support is also accessed through Children's Services and other relevant bodies who may work alongside members of staff as well as the child. In the unlikely event of children making unfounded allegations against staff, disciplinary action will be taken. This would involve a meeting being called with the family to ensure support is given to the child and the member of staff.

2.4 Supporting the Whole School

Outside Agency Involvement

When necessary, the school and parents will work together with outside agencies to support their child/children in order to improve positive behaviour. This may include the use of multiagency working (Family Support Plan). Outside agencies may include the Parent Support Advisor, Educational Psychologist, local special school support, short stay schools and agencies through social services. The aim of all these services is to support the family.

3. Praise for Positive Behaviour

Staff praise verbally but also employ our whole school award system. These are along the lines of awarding stars and stickers; and team points which cumulatively add to certificates (Bronze, Silver and Gold). Certificates are given out in assemblies. Pupils who are given Achievement Awards are noted in our 'Awards' books. Children's achievements outside of school are also celebrated in assemblies and in year notice boards. Children who achieve their Gold Headteacher's Award are invited to a celebration event held termly with the Headteacher.

4. Restorative Approach to Behaviour Management

The school is developing a restorative approach to behaviour management, in order to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning.

The Restorative approach is based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILTY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Restorative Justice Questions for Staff to ask:

To the wrongdoer	**To the person harmed**
Tell me what happened?	Tell me what happened?
What were you thinking at the time?	What did you think when it happened?
What do you think about it now?	What have you thought about since?
Who has been affected by this? In what way?	How has it affected you?
What do you need to do about it?	What's been the worst thing for you?
How can we make sure that this does not happen again?	What's needed to make things right?
What can I do to help you?	How can we make things right?

5. Rewards, Consequences and Sanctions

Positive Behaviour Management

At Avenue Junior School we have high expectations of behaviour and this is modelled by staff and pupils. The information below is intended as guidance for teachers in their classroom management. We expect staff to use their professional judgement when dealing with children who have SEND or those who may require more sensitive handling. At any time, if the class teacher is concerned, they should approach the Headteacher for support.

Rewards

To reinforce good work/learning, behaviour and attitude we use:

- Verbal praise
- Green, Silver and Gold cards
- Team points
- Bronze, Silver, Gold and Platinum awards
- Pupil's work is displayed throughout the school
- Children sent to head teacher or subject co-ordinator to show their work.
- Pupil of the week awards

Rewards are **never** taken away or deducted

Consequences and Sanctions

- When there is a need to reprimand, this is done fairly and consistently (see table below).
- Explanations of the reason why a reprimand is being made will be shared with the child/children.
- The consequences of unacceptable behaviour will be discussed with the pupils, together with the feelings accompanying these consequences if the situation were reversed.
- On occasions a pupil/pupils will be asked to "sit out" following an incident. This gives time for the child to gather her/himself together and calm down if the incident involved anger or rough play, etc.
- On all occasions of misbehaviour, pupils are encouraged to realise the consequences they have caused and offer an apology. At the same time the recipient is encouraged to forgive unconditionally.
- Teachers, when dealing with incidents, will always keep in mind that blame may not be all on one side.
- Class teachers, supervisory staff and teachers on duty will deal with a situation in the first instance. If an incident warrants it, the Year Group Leader, Deputy Head or Head Teacher will be involved. The approaches to discipline carried out by the Head are the same as the reprimands listed below.
- Parents are contacted by letter or telephone regarding more serious behaviour issues. Whenever necessary, parents will be invited into school in order to be informed and involved with decisions and outcomes.
- The school may use detentions at playtimes or lunchtimes as a sanction.
- The Head Teacher should be informed of any complaint about bullying, and the procedures outlined in the Anti-bullying Policy will be followed.

	BEHAVIOUR	**STRATEGIES/ SANCTIONS**	**COMMENTS**
Stage 1	AGGRAVATIONS Examples Wandering about the class without permission, calling out, interrupting teacher when talking to the whole class, interrupting other pupils, ignoring minor instructions, talking with other pupils when requested not to, silly noises, pushing in line	• Attention drawn to good behaviour • Eye contact • Frowns • Reminders of task or class rules • Change of seating	Dealt with by class teacher Some children may need discussion away from peers If behaviour continues despite strategies used a warning card is to be given If this continues move to Stage 2.
Stage 2	LESS SERIOUS Examples Not responding to teacher's requests to work Being more disruptive, deliberately creating a disturbance General refusal to do anything for example not completing assigned work including homework Accidental damage through carelessness Cheek, off hand comments Minor challenge to authority Swearing at or using inappropriate language to peers Annoying other children	• Separation from the rest of the class group • Referring to class rules, discussion of appropriate rule • Completion of unfinished work in own time • Yr Gp leader involvement	Discussion with child on own regarding their behaviour using positive behaviour management strategies. A red card and consequence may need to be given and recorded in the behaviour log. Repetition of offence moves to Stage 3

Stage 3	MORE SERIOUS Examples Deliberately throwing objects Harming someone Deliberate damage of school/ other pupil's property Leaving class without permission Repeated refusal to do set tasks Continued or more serious cheek/challenge to authority Harmful/offensive name calling	• Exclusion from class to the year grp leader/ Buddy Class • Contact with parents by class teacher to discuss behaviour by telephone or standard letter. Meeting between parent and class teacher • Deputy Headteacher involvement • Written letter of apology by pupil • Placement on report	Reminder of home school agreement Behaviour Plan may be started and placement on SEND register, SENCO involvement Report signed daily by Year leader/Deputy and parents Repetition of behaviour move to Stage 4
Stage 4	VERY SERIOUS Examples Repeated and unacceptable lunchtime/playtime behaviour Repeatedly leaving classroom without permission Fighting and intentional harm to other children Throwing dangerous objects Serious challenge to authority Verbal abuse to staff Vandalism Stealing Bullying Racist incidents Leaving school	• Requires immediate involvement of the Deputy/Head-teacher • Parents called into school • Possible exclusion • Child on report upon return	Review of IEP Possible involvement of outside agencies e.g. Ed Psychologist
Stage 5	EXTREMELY SERIOUS Examples Extreme danger or violence Very serious challenge to authority Serious physical abuse to staff Repeatedly leaving school Persistent bullying	• Immediate involvement of headteacher & parent • Immediate suspension • Exclusion discussion with governors/ authority	EP involvement Behaviour contract Behavioural unit involvement

6. Confiscation

The school will follow guidance set out in "Screening, searching and confiscation: advice for headteachers, staff and governing bodies (2011)" as appropriate.

7. Physical Restraint

At Avenue Junior School, it is very rare that the use of physical restraint will be required. However, in order to prevent injury to pupils or staff, a policy on The Use of Reasonable Force to Control or Restrain Pupils, agreed by Norfolk LEA, has been adopted and is incorporated within the School's approved Positive Handling Policy.

8. Exclusions

In serious and persistent cases of unacceptable behaviour or bullying the Head Teacher may have to consider excluding a pupil. Procedures will be followed according to our Exclusion Policy. In general this involves the following:

- The Head teacher will be responsible for the exclusion of pupils.
- When the Head teacher excludes a pupil she/he will inform parents, the Authority and the Governing Body in line with requirement set out in National guidelines.
- All exclusions will have regard to the guidance issued within current guidelines.

9. Dissemination of Information and Review of this Policy

Children are made aware of this Policy through the Rules for Positive Behaviour and the numerous events related to positive behaviour, anti-bullying and citizenship. The Head Teacher ensures that parents/carers and all staff are familiar with the arrangements set out in this Policy Statement. A copy of this Ready to Learn: Positive Behaviour and Discipline Policy is on the School website and a paper copy available from the school, on request. This Policy will be reviewed annually. Any modifications to the Policy will be appropriately consulted upon and put before the whole Governing Body for approval.

10. Evaluation of the Impact of this Policy

There will be an on-going analysis of results from the following, to ensure that this policy provides the framework for which the whole school can contribute towards an environment where children are ready to learn.

- Annual Survey to Parents/Carers and annual 'Exit Interview' for Year 6 – to ensure that perceptions of positive behaviour, amongst all pupils, parents and carers, are consistent with those 'typically' experienced by the school.
- Analysis of information arising from Achievements' Awards log, Bullying and Racist Incidents log, Attendance and Punctuality and Attainment (RAISEonline) data – to ensure that the school is responding to any issues from pupils, or groups of pupils, who require targeted action.
- Case studies to evaluate the experience of particular individuals and groups, including disabled pupils and those who have special educational needs, looked after children and those with mental health needs – to ensure that the school responds appropriately to all children.
- Annual Report to Full Governing Body – to ensure that action, impact and the 'fitness for purpose' of this Policy is reviewed regularly.

APPENDIX A: Aims of Avenue Junior School

Avenue Junior School aims to help every child enter society as an active, healthy participant and a responsible and economically independent contributor to it. We do this through enlarging each child's knowledge, experience and general understanding; by encouraging them to recognise their own strengths and achievements; to aspire to success; and by promoting an awareness of moral values, citizenship and a capacity for enjoyment. We aim to achieve this by:

- providing a varied and balanced curriculum that will develop each child's full potential and creativity
- providing equality of opportunity and equal access to the learning and social activities on offer
- providing a variety of approaches to learning that give children the skills to enable them to take a greater responsibility for their own learning
- providing a happy, secure and safe environment
- encouraging the necessary learning and social skills for taking a positive role in life
- valuing each child and their contributions
- developing self-respect, self-confidence and taking a responsibility for one's own actions
- developing care and respect for gender, cultural, religious and social backgrounds
- encouraging co-operation and communication with the community and other organisations
- taking positive action against discrimination and stereotyping on the grounds of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.

Appendix B:

AVENUE JUNIOR SCHOOL HOME SCHOOL AGREEMENT

We value the partnership which exists between school, parents and community and the part it plays in realising our vision and aims.

The School will:

- provide an exciting well-balanced curriculum aiming for high standards of work, behaviour and responsibility throughout the school community.
- contact the family if there is a problem with attendance, punctuality, equipment or concerns about their child's work or behaviour.
- Inform families regularly of their child's progress through parent-teacher meetings and written reporting systems.
- endeavor to provide an environment where the Charter of Children's Rights, as agreed by the staff and School Council are followed

The Family will endeavour to:

- ensure their child goes to school regularly, on time by 8.45 am, properly equipped and dressed appropriately for activities in school.
- let the school know as early as possible about any absence, concerns and intended change of circumstance, location or schooling affecting their child.
- encourage their child with opportunities for home learning and ensure all homework tasks are undertaken.
- attend parents' evenings, discussions about their child's progress with staff and support any school activities or events that their child might be involved in.
- support the School's policies and guidelines, which can be found on the school's website or from the school office

The pupil will agree to abide by the school rules:

- Show good manners
- Try your best
- Always follow instructions
- Respect everyone and everything

School Signature Headteacher

Pupil's Signature…… Date……/…../……

Parent/Carer Signature…….…… Date……/……/……

Please retain a copy for your records and return a signed copy to school.

Appendix 3

PUPIL INCIDENT REPORT FORM

PART A *(to be completed for all incidents involving unruly or unacceptable behaviour by pupils)*

NAME OF SCHOOL:	
PUPIL NAME:	
STAFF NAME AND STATUS:	
INCIDENT DATE/TIME/PLACE:	

Nature of incident: *(tick boxes as appropriate)*				
	Vandalism		**Physical Control**	
	Bullying		**Absconding**	
	Assault		**Substance Abuse**	
	Diversion		**Non-compliance**	
	Isolation		**Serious Disruption**	
	Time out		**Other** *(please state)*	

ANTECEDENTS: *(events leading up to incident)*
BEHAVIOUR: *(how did the pupil respond, describe what actually happened)*

CONSEQUENCES: (*how did the staff intervene, how did the child respond, and how was the situation resolved)*

NAMES OF THOSE INVOLVED: *(staff and pupils)*
NAMES OF WITNESSES: *(staff and pupils)*

SIGNATURE OF REPORT COMPILER:	

PART B *(to be completed if the use of "restraining" physical controls has occurred)*

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:

(tick the appropriate box below)

Defusing		**Time out**	
Deflection		**Changes of task**	
Distraction take up time		**Choices**	
Humour		**Limits**	
Proximity control		**Consequences**	
Hurdle help		**Another member of staff**	
Planned ignoring		**Other *(please state)***	

JUSTIFICATION FOR USE OF PHYSICAL CONTROLS:

(tick the appropriate box below)

To prevent/interrupt;	**A criminal offence**	
	Injury to pupil/staff/others	
	Serious damage to property	
	Disruptive behaviour	
	Pupil absconding	
	Other *(please state)*	

NATURE OF PHYSICAL CONTROLS USED: *(include estimate of duration of use of physical controls)*

(please tick appropriate box)

Standing		Sitting		Kneeling		Prone		Duration	

RESPONSE AND VIEW OF THE PUPIL: *(this field must be completed)*			
DETAILS OF ANY RESULTING INJURY: **(***injury to whom and action taken as a result, e.g. first aid, medical treatment*			
ANY OTHER RELEVANT INFORMATION:			
NAME OF SENIOR PERSON NOTIFIED:		**TIME/DATE**	

HEADTEACHERS COMMENTS:			
SIGNATURE OF HEADTEACHER:		DATE:	