



“ Together as one family, we 'strive for faith, love and peace', believe in the values of God and succeed with grace. ”

2 Timothy 2:22

Sutton Benger Church of England Primary School

Behaviour Policy

Type of Document: Policy and Procedures

DBAT Level: levels 3

Approval delegated to: Local Board

Date Adopted by LB if applicable:

Review Period: Annual

Next Review Date: September 2021



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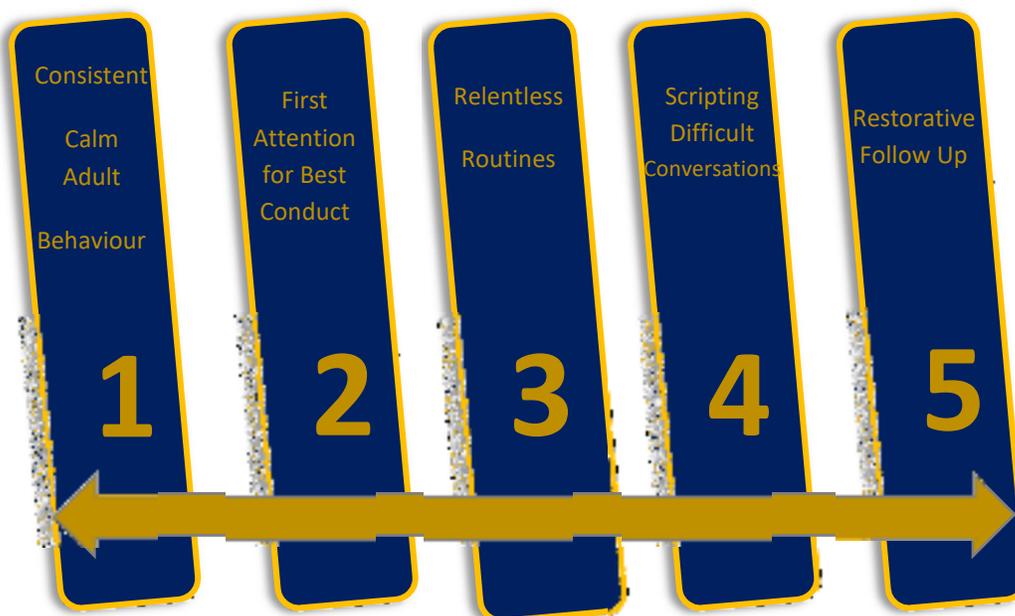
Introduction

Sutton Benger Primary is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aims of the policy

- To promote a positive, calm and safe environment where all children can flourish.
- To establish a framework for staff which focuses on consistencies, high expectations and positive relationships.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly and shown respect.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice** 





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Expectations of ALL Adults^[SEP]

We expect every adult to:

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe**'
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson (e.g., Recognition boards)
6. **Be calm** when going through the steps. **Prevent** before sanctions.
7. **Restore** the relationship with the learner, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are not behaving in a way that meets the school's expectations.

1. Sutton Benger Primary School Rules

At our school we recognise the importance of providing clear rules which are underpinned by our values.





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2. Calm, Consistent Adult Behaviour

At Sutton Benger Primary, we believe that Calm and Consistent adult behaviour is the foundation for good behaviour management.

We do this by using scripts and relentless routines to deal with challenging behaviour

- 30 Second Script and restorative questions (Appendix A)
- Restorative Practice (Appendix B)
- Strategies to promote positive behaviour (Appendix C)
- Steps in managing behaviour (Appendix D)
- Lunchtime and break time guidelines (Appendix E)

Routines are the cogs at the centre of all classroom practice. At Sutton Benger Primary, we recognise that where Calm and Consistent Routines are established, children feel secure to take risks in their learning. Successful routines have a **maximum of 3 simple steps**.

3. First Attention to Best Conduct

At Sutton Benger Primary, we catch children doing the right thing first before we deal with poor behaviour.

We do this by using the following:

- Class recognition board
- Individual Merits
- Class marbles
- Weekly Celebration Worship certificates

4. Restorative and Inclusive Approaches

We have put the following in place to support the children

- Restorative Process (Appendix B)
- Calm spaces around the school
- Anxiety and Anger Gremlin Cognitive Behaviour Therapy Programme (through ELSA support)
- Emotional Literacy Support Assistance



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Appendix A – Sutton Benger Primary School Behaviour Blueprint

Sutton Benger Primary School

This is how we do it here...

At Sutton Benger Primary high expectations of learning, behaviour and respect for each other underpin everything we do. Our staff strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

Rules

Ready
Respectful
Safe

Over and Above

Praise
Recognition Board
Phone Call Home
Celebration Worship
Certificate

Visible Adult Consistencies

1. Meet and Greet
2. First attention to best conduct
3. Calm and caring

Relentless Routines

1. Fantastic Walking; 2. 5 to 0 for Stop; 3. Looking & Listening

30 Second Script

I have noticed....
You know our rule about....
Do you remember when?.....
That is the behaviour I need to see
Thank-you for listening.

Restorative process

Reminder 1
Reminder 2
Move to another safe space to complete work
Leave the room to help calm down
Restorative process

Restorative Conversation

What happened?
What were you thinking at the time?
How did this make people feel?
What has been affected?
What should we do to put things right?
How can we do things differently in the future?



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Sutton Benger Primary Scripts

We expect all staff to use some or all of the following scripts

- Directions are given in a **calm, firm, quiet voice**
- **Give time** for children to regain self-control if lost - 'Take a minute to practice your self-control / manage your feelings'
- **Name ... direction Thanks** - 'Kyle...baseball cap off...thanks'
- Give instructions and **walk away** to show expectation of compliance - 'I need you to move to the chair over there. Thank you'
- End instructions with '**thank you**' or 'thanks' not please - "Sarah, (two second pause) if you have an answer to a question then put up your hand, thanks!"
- **Expect** children time to comply with the first instruction and give them time to do so
- Stay **focussed on the primary (not secondary) behaviours** – 'Sarah lets out a 'huff' but Mr. Gohil ignores this secondary behaviour.'
- Use **Yes and And** to divert from the secondary behaviour, focus on the primary behaviour and avoid conflict - 'Yes, you were just asking for a rubber and I need you to work on your own because I want your own ideas.'
- Give **non-confrontational advice** - "Sam (two second pause), it's important to sit with all four chair legs on the floor in case you fall backwards - thanks!"
- Give **short and simple directions** - "Emma, (two second pause) you can choose to arrive for the next lesson on time or you can choose to do a lunchtime detention, thanks!"
- Use **positive do's** rather than don't' "Alex, I'd like you to choose to sit back in your seat. Thank you." Rather than Alex don't get out our your seat
- Use the **language of choice** - "Andy, you have two choices. Either you choose to come outside with me now to discuss your behaviour or you choose for me to get a senior teacher to remove you from the room. What's your choice?"
- Use **When and Then** - "Trevor, when you've put up your hand then I will answer your question."
- Use **double what questions** – 'Joe – What are you doing' ' What should you be doing?'
- Use **I (not you) four part statements** - "Sammy-Jo, when you are shouting at me (the behaviour not the person) it stops me from trying to help Simon (cause and effect) and I feel frustrated and annoyed (your feelings). I'd like you to choose to sit quietly and wait (desired behaviour) until I have helped Simon. I'll come and help you next."
- Ask "**Are you Ok?**" To intervene early in non-confrontational manner.

**I have noticed....
You know our rule about....
Do you remember
when?.....
That is the behaviour I
need to see
Thank-you for listening.**



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Appendix B – Sutton Benger Primary School Restorative Process

Restorative Process





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Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?



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Appendix C – Sutton Benger Primary School Strategies used to promote positive behaviour and to teach children self-control and self-regulation

Highly skilled adults who have great relationships each child

At Sutton Benger Primary we know that excellent behaviour is developed by highly skilled and trained adults who skilfully manage the behaviour in the context of compassionate and committed relationships.

The key to this is the use of a consistent school wide Sutton Benger Primary style and language of behaviour management.

We expect all staff to:

- Always wait for silence when talking to the whole class (no matter how long it takes) - develop strategies for getting silence (noise signal followed by counting down from 5 to 0). Quiet does not mean silence! We expect silence.
- Always be relentlessly polite—it's hard to be angry with someone who is smiling and calm.
- Always separate the behaviour from the person.
- Focus on primary and not secondary behaviours like muttering, tutting and over exaggerated movements.
- Avoid any kind of confrontation if possible—de-escalate situations.
- React from the head and not the heart—emotions cloud rational thoughts and decision making.
- Shouting at children is always a dead end.
- Use Non-Verbal signals as much as possible.
- Control their voice (tone and volume)
- Use the 'scratched CD' / 'broken record' approach when asking students to comply with any instructions.
- Be consistent but not rigid—apply rules fairly!
- Know when to be flexible and when to walk away.
- Set clear boundaries and warn the children before they reach them
- Always give them 'the choice' to behave correctly.
- Intervene early—be vigilant! Visual and physical surfing of the room.
- Know the policies inside out
- Know what support is available and use it when behaviour has escalated.
- Smile as much as is humanly possible
- Be the 'firm but fun' type of adult - be assertive!



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We expect all staff to regularly engage in one to one 'stay back' conversations to review inappropriate behaviour with children following this structure;

1. **What did you do?** - Ask the child to describe their inappropriate behaviour. If they say that they don't know, then describe it, factually, to them.
2. **Why did you do it?** - This gives the student an opportunity to explain their actions (make excuses). If no answer, move on!
3. **Which one of our school rules did you break?** - This gives the student an opportunity to see why you have decided that their behaviour was unacceptable
4. **What would be a better choice next time?** - You can have a discussion about more appropriate behaviours.
5. **What can I do to help you?** - This shows that you are concerned and it can give them a way of leaving the discussion with self-esteem intact.



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Appendix D – Sutton Benger Primary School Steps in Managing Behaviour

Steps	Actions
<p>1) Reminder</p>	<p>Gentle encouragement, a 'nudge' in the right direction.</p> <p>A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible (or not obviously directed at one learner).</p> <p>Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p>
<p>2) Redirection (to the pupil)</p>	<p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.</p> <p>“stop, think,make the right choice”</p> <p>“think carefully about your next step”</p>
<p>3) Last Chance</p> <p>5 Minutes after class for restorative conversation / 10 minutes reflection time</p>	<p>Speak to the pupil privately and give them a final opportunity to engage.</p> <p>Use the 30 second scripted intervention:</p> <ul style="list-style-type: none"> • I have noticed that you are... (having trouble getting started, wandering around etc.) right now. • At Sutton Benger, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 5 minutes after class/during break • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening. <p>What happens next will depend on the child – cool off, continuing with the lesson or follow up with repair at next available time.</p>



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<p>4) Cool off</p>	<p>Cool Off might be a short time away from the classroom with another class/TA /calm space.</p> <p>It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>
<p>5) Repair</p>	<p>Restorative Conversation</p> <p>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? <p>Imposition given if needed (An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)</p>
<p>Consequences</p> <p>Communication with parent/ carer</p> <p>A formal meeting with parents/carers</p> <p>A formal meeting with parents/carers and SLT</p> <p>Exclusion</p>	<p>If a child has 3 incidents in a week requiring reflection the class teacher must inform parents (phone call). They must also log these incidents.</p> <p>A Middle Leader will work with class staff to take actions to address the behaviour and support the child. This will include a meeting between the class teacher and parents.</p> <p>If there is no improvement in the behaviour then a meeting with parents/carers, class teacher and a Middle Leader will be arranged. This must be recorded. A clear monitoring plan, including rewards and consequences, will be put in place.</p> <p>If staff and/or parents still have concerns, the incidents will be escalated to the Head Teacher.</p> <p>A serious breach may lead to a fixed term exclusion</p>



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Recording of behaviours

Any use of the 30 second script must be recorded by class staff in the class diary. See appendix G for recording of incidents.

Repeated incidents

If the 30 second script has been used with a child on 3 occasions within a day or over 2 or 3 days, then the 3 incidents need to be logged an alert sent to SLT. The entry should include what has happened to this point.

Any meetings with parents should be recorded on the school template, and an alert sent to the Head Teacher.

Serious incidents

Incidents involving bullying; racist, sexist or homophobic comments or serious physical assault must be referred immediately to the Head Teacher and recorded accordingly.

Exclusions

Fixed Term Exclusions

Sutton Benger School believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Head Teacher may take the decision to exclude for a fixed-term exclusion. A reintegration meeting will be organised for the parents and a member of the Senior Leadership Team, this will include the pupil where appropriate. The meeting will review what is already in place and what else can be done to support the pupil in achieving a successful reintegration.

Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any animosity when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The Local Board of Sutton Benger Primary agree with this stance and all



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policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Children with Social, Emotional and Mental Health Problems

At Sutton Benger Primary, we understand that some children will require further support with their social and emotional needs. Staff ensure that children are supported in a way that matches their age and needs whilst establishing and maintaining the highest expectations for all children. Individual Behaviour and Positive Handling Plans will be created when appropriate and designed to meet the specific needs of the child.



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Appendix E – Sutton Benger Primary School lunchtime and break time guidelines

<p>Standard expected – all staff to give praise to children behaving at or above the standards expected. Merits will be given for excellent behaviour or by showing the behaviour that is focus for the week.</p>	<p>All duty staff will give one warning using question format.....</p> <p>What was not Ok about what happened there?; Why have I come to talk to you? What might I have seen that would not be OK behaviour? Why might xx not be happy with this situation? – or any question which prompts thinking - what will happen if you carry on doing xx? (make sure they know the choice they are making)</p> <p>If behaviour repeated then use consequences below</p>
<p>Be polite – say please, thank you, keep inside voice to appropriate volume, only talk when mouths are empty of food, hold open doors for others, treat others with respect</p>	<p>1) Remind of standard of behaviour expected and then try restorative justice format 2) If behaviour still continues to be not at the standard expected and child is acting this way wilfully, child to miss 5 minutes playtime (use wall or timer inside) 3) If problem persists send messenger for Head teacher / senior teacher.</p>
<p>Use knives and forks as appropriate – finger food excepted – all food to be eaten inside (except summer packed lunches)</p>	<p>1) Remind of behaviour expected 2) If behaviour still continues to be not at the standard expected and child is acting this way wilfully, child to miss 5 minutes playtime (use wall or timer inside) 3) If problem persists send messenger for Head teacher / senior teacher.</p>
<p>Children to leave their eating place tidy</p>	<p>1) Remind of behaviour expected 2) If behaviour still continues to be not at the standard expected and child is acting this way wilfully, child to miss 5 minutes playtime (use wall or timer inside) 3) If problem persists send messenger for Head teacher / senior teacher</p>
<p>When lining up for dinner, children to behave in a safe way to help others carrying trays</p>	<p>1) Remind of behaviour expected 2) If behaviour still continues to be not at the standard expected and child is acting this way wilfully, child to miss 5 minutes playtime (use wall or timer inside) 3) If problem persists send messenger for Head teacher / senior teacher</p>



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<p>Children to eat a sufficient amount of their meal such that they have enough energy for the afternoon</p>	<p>1) Children to be encouraged to eat (as suitable for that particular child) 2) If causes concern note, class teacher to be informed and discussion had with parent about way forward. [NB – one portion of seconds may be given to children who have eaten a sufficient quantity of their first helping; no scrapings and no thirds]</p>
<p>Children to wash and dry their hands sensibly</p>	<p>1) Remind of behaviour expected – send back to wash again if not clean 2) If behaviour still continues to be not at the standard expected and child is acting this way wilfully, child to miss 5 minutes playtime (use wall or timer inside) 3) If problem persists send messenger for Head teacher / senior teacher</p>
<p>Children to play fairly and sensibly in the playground</p>	<p>1) Remind of behaviour expected – (nb not acceptable would be things like wedgies, throwing equipment inappropriately, kicking, not respecting people or property – football above waist/chest height will be go to wall to count 10 x age and if, in same game, it happens more than 5 times in total then ball is taken away and game stopped that playtime). 2) If behaviour still continues to be not at the standard expected and child is acting this way wilfully, child sits on wall (or chair in classroom if indoor play) and counts to 10 x their age 3) If problem persists send messenger for Head teacher / senior teacher</p>
<p>Children to use appropriate language at all times</p>	<p>1) There will be zero tolerance of swearing – child to be sent directly to Head teacher / senior teacher</p>



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Appendix F – Sutton Benger Primary School Reasonable Force

At Sutton Benger Primary, many staff receive Team-teach training. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power. Please Note: Parental consent is not required to restrain a pupil.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without



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physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- * use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the school's approach to the use of force

Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement. Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEND. Schools do not require parental consent to use force on a student. By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.



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Appendix G – Sutton Benger Primary School Red Card and Incident Reporting

A red card with the name of the location in school will be used by any member of staff who needs assistance. This may be a medical need or due to the behaviour from a pupil.

A red card will be given to a child to take to either the first adult they meet or to the school office.

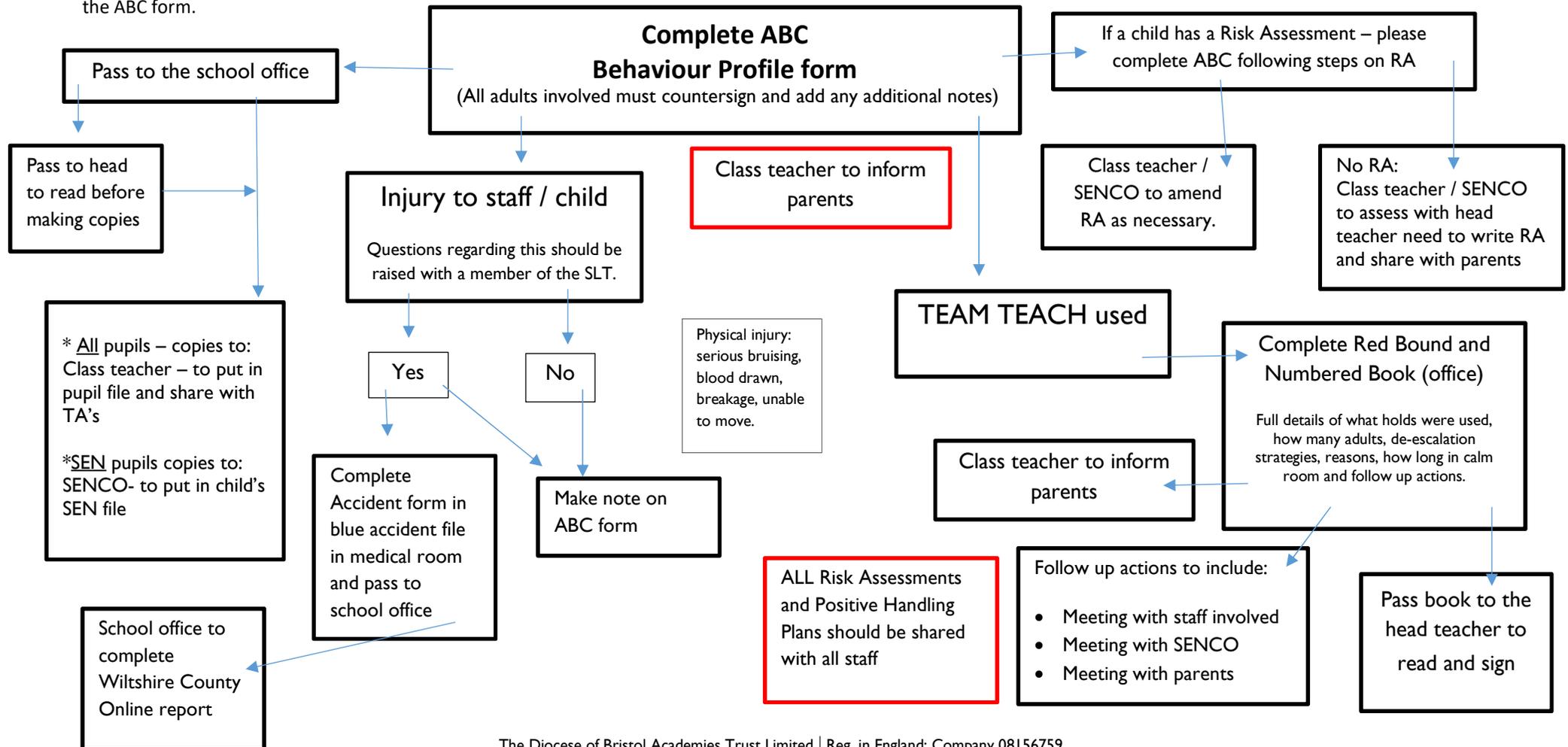


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Incident Reporting Flowchart

To be completed by adult/s who was central to when the incident took place (witness to before, during and after, took lead in team teach methods). Any additional adults who have been witness to, or have been part of a process where a child has been involved in an incident where they have been removed from class, displayed aggressive or negative behaviours towards others and/or team teach methods have been used must read the completed paperwork and countersign the ABC form.

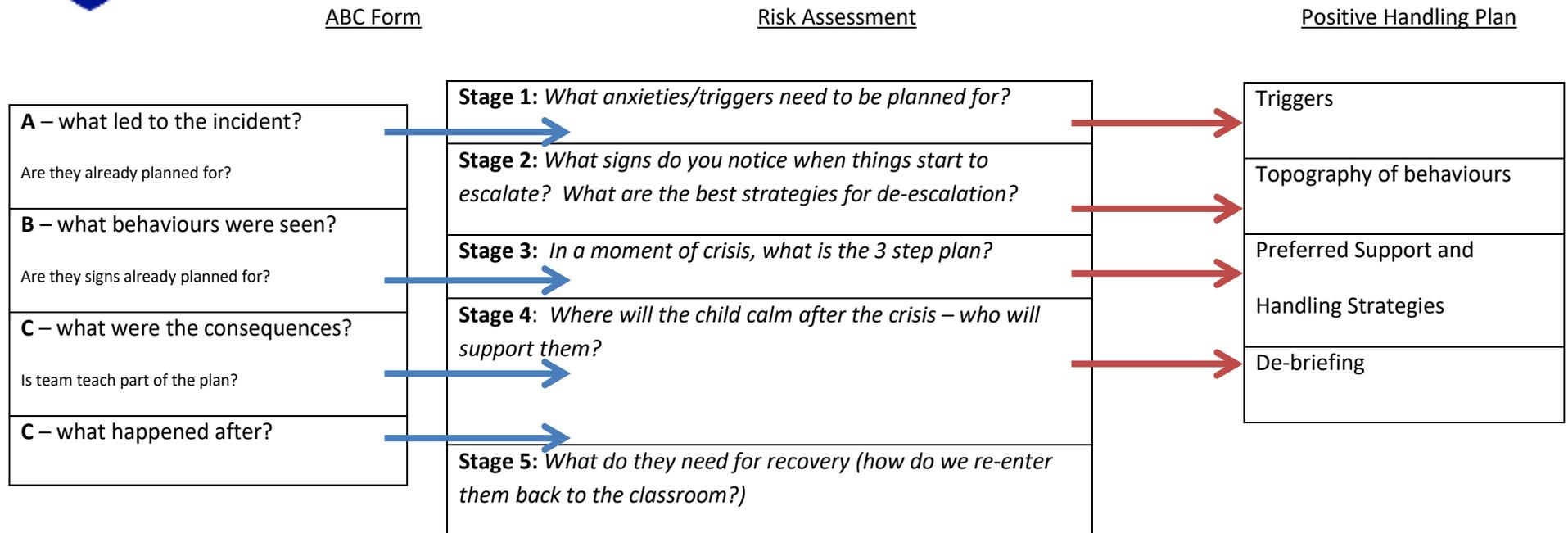




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How the ABC behaviour profile form correlates with a Risk Assessment



If any of the triggers (A) or signs (B) are different to those on the risk assessment then the RA needs to be amended by the class teacher and SENCO (along with 1:1 TA's if the child has them).

If team teach is used but not listed on RA at stage 3 then this needs to be added by class teacher/SENCO.

If the RA is amended then copies are sent home to parents to sign before distributing amongst all staff.



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Appendix H – Sutton Benger Primary School COVID Secure Adjustments

Mental Health and Well-Being

We recognise that everyone has had differing experiences during this 'COVID-19' period and understand that time and resources may be needed to transition children and staff back into the new routines of school regarding mental health and well-being. Staff will be aware that children need significant nurturing on their return to school.

Routines will have changed and children will need to become aware of 'the new normal' in terms of expectations and daily school life – staff and students will need to be given time to get used to these. Children will be supported using the PSHE curriculum and resources; further specialist support for children is available to be accessed should the need arise.

Should children experience anxiety on entering the building then parents will be encouraged to take their child away for a bit so they can physically comfort them, as staff will be unable to help with this at this time. Once the child is ready, they can then enter the classroom.

Key Rules for Children

- Keep a safe distance from other adults and children.
- Stay within your bubble.
- Wash your hands regularly.
- Catch any coughs and sneezes.
- Follow our new routines to keep everyone safe.

Arrival and departure:

- Social distancing will be practiced by adults and encouraged in children.
- Everyone should adhere to their arrival and departure times.
- Only essential visitors will be allowed into the school.
- After arrival, and at the end of the day, parents need to exit the school site as quickly as possible, following Government social distancing rules.
- Conversations with staff can happen via the class email addresses or at a pre-arranged time / end of school day.
- Longer meetings will take place using a virtual platform such as Zoom or MS Teams



“ *Together as one family, we 'strive for faith, love and peace', believe in the values of God and succeed with grace.* ”

2 Timothy 2:22

Personal Hygiene:

Children will be taught about following these new routines and measures that we have in school:

- Children are required to wash their hands with soap and water for 20 seconds, following the public health England guidance whenever directed by a member of staff. All children will wash hands on arrival and before departure. They will also wash their hands before going outside, on their return indoors, before and after eating their lunch and following a visit to the toilet.
- School will provide soap, hand sanitiser and tissues for pupil use.
- Children will be taught and reminded to catch any coughs and sneezes in a tissue or sleeve. Tissues must be placed into the correct waste bins.
- Children and adults will be reminded not to touch their faces, eyes and mouths.

The following procedures will apply at this time:

- Classes will be considered a 'bubble' and each bubble will remain entirely independent throughout the day. They will have designated rooms, toilets and outside spaces. This is so that the number of people that staff and children come into contact with during the school day is minimised. Once in this group there is no room for movement of pupils between the groups.
- When moving on the school site, all children and adults will follow social distancing guidelines.
- The children will have their own dedicated outdoor space.

Severe incidents

Behaviours such as spitting and deliberately coughing in someone's face are unacceptable and unsafe and will be regarded as a severe incident. Severe incidents will be referred straight to the Head teacher or another member of SLT.

Persistently not following the rules will also be classed as a severe incident.

If children are not able to or choose not to follow these new rules to keep everybody safe at this time, parents will be informed and pupils will need to be collected. The use of exclusions may be required, in line with new government guidance.

Physical Interventions

Pupils who have previously required physical intervention and have existing de-escalation plans will have their plans and strategies reviewed. De-escalation strategies will be used in the first instance. Any physical intervention should be avoided if at all possible and only used in exceptional circumstances.