



Great and Little Shelford C E (A) Primary School

Positive Behaviour and Anti-Bullying Policy

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|--|---|
| Prepared by | <i>Chris Grey (Headteacher) in consultation with staff</i> |
| Approved by the Committee/Governing body | <i>Chris Grey (Headteacher) with the support and approval of the Full Governing Board</i> |
| Signature of Chair of Governors | <i>n/a</i> |
| Date approved by staff | <i>April 2022</i> |
| Review date | <i>April 2023</i> |

*We live and work in harmony
with love for one another
so we can achieve our potential
within a community of life-long learners.*

This Policy should be read in conjunction with the school's Safeguarding Policy and Online Safety Policy.

Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Pupils are encouraged to become more responsible and demonstrate effective Christian values, both now and in adult life.

Our Aims in this policy are to:

- promote an environment in which everyone feels safe, secure and happy;
- allow everyone to work together in an effective and considerate way;
- define acceptable standards of behaviour;
- ensure consistency of response to both positive and negative behaviour;
- promote self-esteem, self-discipline and positive relationships;
- ensure that the school's expectations and strategies are widely known and understood;
- encourage the involvement of both home and school in the implementation of this policy.

This is reflected in our school vision:

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with love for one another
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Behaviour in school

Physical Environment

We know that the physical environment plays a vital part in setting high expectations and ensuring pupils from all social, cultural and religious backgrounds feel valued. This includes:

- school/classrooms being kept tidy and free from clutter;
- resources being labelled and organised in a way that is practical and accessible;
- discussing Class Rules and British Values regularly and displaying them throughout the year in the classroom;
- ensuring good quality displays of pupils work across all ability ranges and resources that reflect the varied ethnicities across the school and act as a support for learning;
- careful consideration being given to where individuals sit and who they sit next to;
- furniture being arranged to allow for maximum learning to take place and enough space is made available for pupils to move around the classroom comfortably in order to access resources;
- teaching resources being of good quality, adequate in quantity, and visually stimulating;
- adults role-modelling good classroom organisation e.g. resource management, ensuring use of a working space being clutter free for pupils at their tables etc..

Atmosphere

The way that adults speak to pupils (and about pupils), and the way that adults allow pupils to speak to each other, directly impacts on the self-esteem, confidence and motivation that pupils have, which in turn impacts on the pupils' behaviour. All adults should act as good role models for pupils including the way that they speak, dress, behave, etc. in every possible situation, e.g. class, playground, hall.

Guidance for Promoting Good Behaviour

- Build Relationships
- Set clear boundaries, high expectations and regular routines
- High quality, personalised teaching
- Catch children being good and reward them for it
- Praise constantly – focus on the positive
- Be consistent – but avoid being rigid, know when to be flexible
- Be relentlessly polite
- Focus on the behaviour and not the person
- Do not always insist on eye contact (some children find this very difficult, especially those with Autism or communication difficulties)
- Avoid confrontation, if possible
- Use non-verbal signals as much as possible (Good Looking, Good Listening, Good Sitting)
- Control your voice, tone and volume (shouting is not effective)
- Always wait for silence
- Give clear choices ... You can either do Or
- Give calm down time
- Avoid sarcasm, humiliation, inappropriate threats
- Listen to what children say and don't jump to conclusions
- Be firm, fair and have fun
- Start each day as a new day
- Smile!

Teaching Positive Behaviour

The best way to teach positive behaviour is through our own behaviour as role models and through praising pupils who display the expected behaviour. Pupils learn about good behaviour through teaching and applying the Shelford Home School Agreement (see Appendix 1), school values and Class Rules.

During RE and PSHCE pupils are explicitly taught how to become good members of the community. They also learn how to empathise with others, manage their emotions, problem solve, deal with conflict and manage anger. In Circle Time sessions, teachers support pupils to raise self-esteem, boost confidence, deal with friendship issues, and issues such as bullying and racism.

Collective Worship is used to explicitly teach values and further enhance and sustain a sense of community and a positive ethos, often using Jesus' examples and parables to guide and modify our behaviours.

Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each other's opinions.

Rewarding and celebrating good behaviour

The school praises pupils for good learning and good behaviour at every opportunity. We want pupils to recognise that the rewards that come from the praise they get from staff gives them confidence and makes them feel proud of themselves. Staff should strive to ensure that the giving of rewards is balanced, fair and equitable.

We praise and reward children for good behaviour in a variety of ways throughout the school:

- Verbal praise;
- House Points;
- Headteacher's Award;
- Celia Award (Social and Emotional Aspects of Learning) – nominated by another member of the school community
- Class Awards:
 - Dinner Winners Award (lunchtime behaviour)
 - Silver Bins (Tidy Class)
 - Tidy Book Corner
- Immediate recognition of success (Stickers, Stamps);
- Sharing good work in class;
- Sharing good work with the Headteacher and other members of staff;
- Buzz Time.

The school acknowledges all the efforts and achievements of children and adults, both in and out of school. Children are encouraged to share their medals, trophies awards and certificates that they have gained out of school in the Celebration Collective Worship. In addition to this, a variety of achievement awards (in addition to those above) are available:

- Shelford Mile Awards;
- Star Writer Awards;
- Maths Investigation Awards;

Consequences

For every behaviour, there is a consequence. At Shelford, we teach that positive behaviour choices lead to positive consequences. Likewise, a negative behaviour choice leads to a negative consequence. This is taught through regular RE and PSHE, along with daily Collective Worship and annual events such as Positive Choices Week and Kindness Week (National Anti-Bullying Week).

Consequences for negative behaviours are structured to ensure that pupils can be encouraged and supported in improving subsequent behaviour. Through praising of good behaviour choices, the majority of unacceptable behaviour is discouraged: positive reinforcement. If this is not effective, a verbal warning by an adult will be given. All adults in the school have an equal right to remind pupils of the school's Code of Conduct and to expect pupils to display the expected behaviours.

Therapeutic Behaviour Management

At Shelford, we recognise that the surface-level behaviours can, **for some pupils**, indicate an underlying 'root'. At Shelford, the most common roots centre on self-esteem, anxiety or socio-communication difficulties (see section - pupils with additional behaviour needs, below). We are mindful that public consequenceing can reinforce low self-esteem. Therefore, we aim to issue all consequences in as private-a-manner as reasonably practicable. In addition to this, we aim to support pupils with any individual roots that could be causing negative behaviours. This is done through guided reflection (appendix 5) and our Early Help Offer (available on the website). The guided reflection **is not a consequence**.

| Very positive behaviour choice / significant or sustained improvement | Positive behaviour choice / positive improvement | Neutral / expected behaviour | Negative behaviour choice | Serious Misbehaviour |
|--|---|--|--|---|
| Praise and appropriate individual award from the section above (e.g. Headteacher's Award, Celia Award, sharing success with a trusted adult etc.). | Praise and appropriate individual award from the section above (e.g. housepoint, sticker, responsibility) | Praise as required, recognising that this could represent an increased effort for some pupils. | <ol style="list-style-type: none"> 1. Praise pupils demonstrating positive behaviour. 2. Direct warning (in a private manner) verbally or non-verbally. 3. If the behaviour is modified following the warning, praise within 2 minutes. 4. If the behaviour is not modified following the warning, remind and discuss potential consequences in a private manner: e.g. time out to reflect, a later completion of learning activity at break / lunch; reflection on how to improve behaviour | <p>A serious misbehaviour could resort in:</p> <ol style="list-style-type: none"> 1. Spending time out of class reflecting on how to improve the behaviour; 2. Loss of time at lunch or break to reflect; 3. Internal exclusion; 4. Fixed-term exclusion. |

In exceptional circumstances where fixed-term exclusions are repeated, this could lead to the involvement of the County Council inclusion services. Further steps following this could be: a part-time timetable; a managed move to another setting; a referral to a Pupil Referral Unit (PRU); permanent exclusion.

Reasonable force

The use of 'reasonable force' is used as an *absolute last resort* and is extremely rare in our school.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the Education and Inspections Act 2006. Teachers in our school do not physically chastise children. Staff only intervene physically to restrain children **or to prevent injury to another person, or if a child is in danger of hurting him/herself**. The actions that we take are in line with government guidelines on the restraint of children. Staff receive training in the correct use of restraint. This training is updated at the required interval.

Confiscation

The Education Act 2011 allows for schools to confiscate property as a consequence. Staff members have the authority to confiscate a pupil's belongings but this must be applied reasonably and proportionately. It is important to recognise that young children may have attachments to particular items and that removing this may cause further distress.

Therefore the following procedures should be followed when using this consequence.

- Children are informed that their property will be confiscated and why, for example, distraction to learning, posing a threat to safety.
- Inform the pupil when and where the confiscated item will be kept safely and when it will be returned. This should be on the same day.

Items which the pupils should not have in their possession, for example, knives, lighters or laser pens, must be returned to parents. The school will consider contacting the Police if prohibited items are brought into school.

The Headteacher, or a senior member of staff is authorised to search pupils or their possessions without consent where they suspect that the pupil may have a prohibited item. Teachers can also search with consent from the pupils for banned items. These include:

- knives or weapons;
- alcohol;
- illegal drugs and stolen items;
- inappropriate images.

Again, searching and confiscation are currently extremely rare occurrences in our school.

Detention

The Education and Inspections Act 2006 allows schools to use detentions as a consequence. At Great and Little Shelford Primary School, 'same day' detentions will be used where possible and these would be within school hours, for example, during lunchtime. Great and Little Shelford Primary School use the terminology of 'Time out' and 'Reflection' to refer to the act of detention. A guided reflection form can be found in Appendix 5.

Parents will always be informed by the class teacher if their child completed time out or a reflection – this will be either by:

- A face-to-face conversation (often at collection time);
- Telephone call

Serious Misbehaviour

There are certain types of behaviour that will not be tolerated by the school. These include:

- Swearing
- Aggressive verbal abuse or threats
- Aggressive or violent physical behaviour
- Deliberately leaving the school premises without permission
- Vandalism
- Refusal to follow adults' instructions or deliberately ignoring an adult. e.g. to stop, to calm down, to leave the room

Such behaviour will result in an immediate consequence. In-line with our therapeutic approach towards behaviour management, we will endeavour to understand the roots of such a behaviour. However, if the behaviour were to put the safety of any person at risk, discussion or issuing of consequences may have to

be discussed publicly. A teacher or senior leader or class teacher will contact the child's parent to let them know what the child has done and to warn them that repeated incidences of the behaviour could result in an exclusion from school. This will be logged on a "Behaviour/Bullying Incident Form" (See Appendix 2). If the behaviour incident has involved another pupil as a 'victim' the parents of this pupil will also be informed of the incident and the following action (where possible, as the action could include confidential information relating to the perpetrator).

If the child is unable to calm down, continues to be aggressive/very disruptive and refuses to follow adults' instructions to stop or calm down parents will be contacted and they may be asked to collect their child and take them home.

If the child repeats the behaviour within two weeks the child's parents will be contacted by a teacher or senior leader requesting a meeting to determine a way forward. It is likely that the pupil's behaviour will be supported through either a Behaviour Ladder (appendix 6) or Risk Management Plan (appendix 4). With a Behaviour Ladder, pupils would work with this for a minimum of two weeks with regular liaison between the teacher and the parents throughout this time. A report is created with a specific behaviour target. Pupils will be measured against that target at set points throughout each day. The report will go home at the end of every day to be seen by parents and return every morning. A list of preventions will be drawn included. These outline how the school proactively supports the pupil in choosing positive behaviours. At times, school staff may also work with parents to offer support and advice in how to continue to reinforce the Behaviour Ladder – for example, in reward systems at home that would complement the approach.

Exclusion

In-line with our school vision, it is very rare for a pupil to be excluded from our school. However, on very rare occasions it may be necessary to exclude a pupil on a temporary or permanent decision. A decision to do this is not taken lightly, and is certainly not imposed without due consultation with all those involved with the pupil, and not without trying every possible alternative first. It is acknowledged that most pupils and their parents prefer to work towards a positive solution to difficulties and appreciate the opportunities the school can offer in encouraging a pupil to feel able to secure his/her own future within the school environment.

A few children may get straight to this stage because of an isolated, very serious incident or because they have not responded at earlier stages and are still choosing not to try to manage their own behaviour. The behaviour is recorded on a school "Behaviour/Bullying Incident Form" and parents/carers will be notified by the teacher or a senior leader, either by telephone or face to face.

Pupils with Additional Needs

It must be acknowledged that for some pupils, the consequences and rewards of the school will be insufficient to ensure the wellbeing of the pupil and other pupils in the class. These children will have either Behaviour Ladders, Predict and Prevent Documents or Risk Management Plans, developed in consultation with the teacher, the children and the parents. Rewards and consequences for these children will be carefully tailored to meet their needs.

Children who are on the Special Educational Needs and Disabilities (SEND) register, who have particular difficulties managing their behaviour, will have their own individual targets in place. In these cases the usual behaviour systems may not apply.

Pupils with Special Educational Needs and Disabilities relating to behaviour are given specific targets on their Pupil Plans to support them in making progress in this area. As part of this Pupil Plan, they may also have their own individual reward and consequence system which has been determined by the teacher and SEND Coordinator (SENDCo), with the involvement of the pupil and parents. They may also be allocated a Teaching Assistant for a certain percentage of the week and/or receive additional support or outreach from an external agency.

It may be necessary to give some children a behaviour target which will last for an agreed period of time and will involve pupil, staff and parents/carers. Pupils are set specific, measurable, achievable, realistic and time-sensitive targets, reinforced by working with parents. The target will be agreed by all involved including a means of rewarding the child for attaining the target, as well as recording any consequences that apply for not adhering to the target.

Lunchtime

At lunchtime, supervision is carried out by Midday Supervisors and the Senior Supervisor. All Midday Supervisors can refer to the Headteacher, the Deputy Headteacher or the named person in charge, if necessary. The Midday Supervisors are expected to manage pupils' behaviour. Usually, this consists of praising children for positive behaviour choices, awarding house points and reminding children of the standard of behaviour expected.

The Yellow or Red Zone 'timeout' consequence is used by Midday Supervisors at lunchtime.

| Preventative | |
|--|---|
| Praise those around who display compassion, care and self-respect – award with rewards as necessary. | |
| Step One | |
| If a small, negative behaviour requires modifying, praise those nearby who are choosing positive behaviours. | |
| Think about it! | Stop! |
| <p>In a private manner, discuss the behaviour that requires modifying.</p> <p>As a first time warning or a short time out, pupils will be in a 'Think about it!' session – meaning they are not to join in with their independent play. For younger pupils this will involve standing by the duty adult for a short period in proportion to their age.</p> | <p>For repeated or serious behaviour, pupils will be asked to go to take a 'Stop!' session in as private-a-manner as possible. This takes place in a designated area outside the Headteacher's office.</p> <p>For younger pupils, this will be in proportion to their age. For older pupils this 'Time Out' consequence may be for the remainder of playtime.</p> |

The Headteacher, Deputy Headteacher or Senior Leader will discuss why the pupil requires a 'Stop!' session. They may use this opportunity to complete a 'Guided Reflection' (appendix 5).

Midday supervisors must report unacceptable or serious behaviour to the class teacher or senior member of staff as appropriate, who will determine an appropriate consequence.

Extra-Curricular Clubs

At Great and Little Shelford Primary School we offer a wide range of extra-curricular clubs to all pupils. Clubs are run by school staff, parent helpers and/or coaches. Pupils attending extra-curricular clubs are expected to listen to and respect the adult that runs the club and follow any rules that may apply to the club.

Any pupil who is disruptive, impolite or not able to follow the instructions given by the adult in charge, may receive a warning to miss a set number of sessions or to forfeit their place in the club.

Walking children around the school and on trips

When moving around the school for lessons or coming into collective worship, pupils walk around corridors very quietly, one behind the other. When lining up and entering the hall for lunch, pupils queue quietly.

We expect our pupils to use exemplary behaviour outside of school as is expected when in school. All pupils must **always** be in sight of the lead adult (this means that the adult will have to constantly pause and reposition themselves and may start at the front of the line but drop to the middle as pupils walk past).

Use of praise should be clear, frequent and consistent.

When groups of pupils do not travel in silence and praise does not work, pupils **must be stopped** or asked to line up again if necessary. *Correcting the 'little' things* such as walking around the school, helps pupils to understand that high standards are the norm at our school. It is important that adults regularly explain to pupils why we expect them to walk in silence and move around calmly and quietly.

Behaviour Outside of School

We expect our pupils to be proud to be members of Great and Little Shelford Primary School. We, therefore expect good behaviour when our pupils are outside of school in order to reflect the high standards of behaviour that we have. Teachers may talk to pupils about misbehaviour outside of school if it is witnessed by them, or reported to the school, or if it is behaviour that has repercussions for the orderly running of the school, poses a threat to someone else, or if it threatens the reputation of the school.

Parents will always be contacted if teachers speak to or consequence their child regarding their behaviour outside of school.

Bullying

Bullying is the deliberate use of aggressive or unkind actions to hurt another person, usually over a sustained period of time. Bullying results in pain, fear and/or distress to the victim. Generally it is difficult for the victim to defend him/herself.

Bullying can be:

- Physical – hitting, kicking, or use of any violence
- Verbal – name calling, insulting, racist remarks, teasing
- Indirect/emotional – tormenting, being unfriendly, excluding

Why is it important to respond to bullying?

There are a number of reasons for challenging bullying behaviour in our school.

- The safety and happiness of pupils. Children who are bullied lose confidence, suffer injury, feel miserable – become unhappy about being in school.

- Educational achievement: Unhappiness and lost confidence can affect concentration and learning
- Bullying goes against all that Great and Little Shelford Primary School stands for in its vision and values.

Procedures to combat bullying in our school:

Direct action by the class teacher should be the first course of action. This should be dealt with within the context of the incident. This will remind all the class and those other children involved that bullying behaviour is unacceptable in our school and will not be tolerated. Class teachers can often build upon their relationship with individual pupils to encourage honest and direct discussions. The teacher can also aim to help the children involved to find their own solution to their personal disagreement and also discuss with them how their actions solve the problem.

Consequences should be used where bullying behaviour is clearly proven. These will be related to the consequences described above in this policy. These should be mild when dealing with one-off incidents which do not result in actual physical harm. A reprimand may be sufficient to deter a pupil from name calling or mild teasing.

For bullying which is repeated, results in damage to property or injury of a person a more serious response should be considered. Parents will be informed and involved at an early stage. Accurate records of incidents and how the school has responded to them, including conversations with parents will be kept. (see Appendix 3 Record of Conversation with Parent/External Agency)

Exclusion as a response to serious and persistent bullying should be used sparingly and always as a last resort. An internal exclusion could be considered initially.

As a school, we understand that we are **all** involved in the prevention and solving of bullying if it were to occur: our families, staff and governors. Bullying awareness can be highlighted in a variety of ways:

- Our home school agreement, the variety of rewards and awards offer our children a positive outlook to their attitude and behaviour to each other;
- Our collective worship and church services encourage friendship, responsibility towards each other and to the wider world, minority groups, other races and cultures;
- Explicit links are frequently made to the British Values, which promote community cohesion and tolerance;
- Circle Time encourages children to talk freely about themselves, their problems and ways of solving them.

The Role of the Senior Leadership Team

Although the responsibility of ensuring positive behaviour management is shared across the whole staff, the Headteacher and members of the senior leadership team have a responsibility to 'lead from the front'. The leadership team will assess staff needs and build into the school's professional development programme opportunities to discuss and learn about behaviour management. Senior Leaders will ensure that they are highly visible at particular times of the day, to noticeably reinforce good behaviour and swiftly manage any poor conduct by pupils. Critical times are at the beginning and end of the school day, break times and transitions between lessons/to and from assembly. Where possible and relevant, Senior Leaders circulate the school and support teachers in their application of this policy.

Governors regularly monitor the effectiveness of this policy at Full Governing Body meetings through the Headteacher's report on behaviour.

The Role of Parents

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, regularly informing parents of their child's successes, as well as informing them immediately if we have any concerns about their child's welfare or behaviour. We will ensure that parents are informed of any follow up actions which are taken following a behaviour incident involving their child, whether 'perpetrator' or 'victim'. Where pupils require support, staff will endeavour to share and discuss strategies so that parents can better support at home.

If a parent has any concerns over rewards, behaviour, consequences, rules or the code of conduct, they should initially contact the class teacher. If they remain concerned, they should then contact the Deputy Headteacher or Headteacher.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Behaviour incidents are recorded and monitored to ensure pupils receive the correct support. Records may also be used to inform any referrals that may need to be made, both within school and to external agencies.

The Midday Supervisors record incidents that occur at lunchtimes and report these to the Headteacher. The Headteacher keeps a log of serious incidents and records of prejudicial behaviours (any examples of discriminatory behaviour, such as racist, sexist and ableist behaviours).

All behaviour records are saved in pupil files and, together with exclusion forms and letters.

It is the responsibility of the governing body to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. The governors may however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1

The Great and Little Shelford Home-School Agreement, Pupil Section:

PUPIL

I have talked to my parents/carers about this and agree to do my best:

- 1) To come to school on-time and ready to work, so I will:
 - go to bed at a sensible time each night to get enough sleep for the day;
 - get up in good time to get ready;
 - eat breakfast to give me energy;
 - wash, clean myself and dress smartly in the school uniform;
 - make sure I have the right equipment with me e.g. water bottle, fruit (KS2 only), P.E. kit, musical instrument, and coat or sun hat for the playground;
 - travel to school responsibly, as directed by my parents.

- 2) To keep the school's rules so that I, and everyone else, can be safe and happy during the day, including lunchtimes. That means I will:
 - think about how my behaviour affects other people;
 - speak kindly or not at all whether in person or online;
 - walk when moving around school, keeping to one side of the stairs;
 - be respectful and polite to everyone, whether in person or online;
 - listen for the whistle and line up promptly at the end of breaks and at lunchtimes;
 - be responsible for my belongings, looking after my own property and respecting others';
 - be resourceful and responsible by tidying up my work areas at the end of every session.

- 3) To work hard in all my learning activities. That means I will
 - arrive in class promptly at the end of playtime with all the equipment I need;
 - listen to adults and peers respectfully;
 - answer questions and enter discussion to help my own and everyone else's learning;
 - concentrate on my learning activities;
 - hand in my homework on time.

- 4) To continue to respect the school rules when I am working in school with other adults or when I go to after-school activities and when I am out on school visits.

- 5) To travel home sensibly, as directed by my parents.

Signed:

Year:

Date:

Appendix 2

| Great and Little Shenford School Behaviour Incident Form | | | | |
|---|------|--------|-----------|------------|
| | Name | Gender | Ethnicity | Year Group |
| Individual who discovered the incident or raised the concern? | | | | |
| Person / people involved | | | | |
| Date of incident: | | | | |
| Location of incident: Classroom Playground Corridor Other: | | | | |
| Type of incident: o Physical (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include a 'weapon') o Verbal (includes swearing, threats and insults) o Indirect (includes isolation, refusal to work with/talk to/play with/help others) o Other: | | | | |
| Antecedent – <i>What happened just before?</i> | | | | |
| Behaviour choice – <i>What choices were made?</i> | | | | |
| Consequence of the behaviour choice – <i>What's it like now? What do people feel?</i> | | | | |

Actions

Action/Support for child(ren) who was/were in receipt of a negative choice (if applicable - please tick all that apply):

- ☐ Discussion of the incident with peers/class
- ☐ Defined ongoing support/monitoring from staff
- ☐ Counselling
- ☐ Parental involvement (please specify) _____

☐ Referral to other agencies (please specify) _____

☐ Other (please specify) _____

Action/Support for child(ren) who chose a negative choice (if applicable - please tick all that apply):

- ☐ Discussion of the incident with peers/class
- ☐ Defined ongoing support/monitoring from staff
- ☐ Counselling
- ☐ Time out / Reflection Time
- ☐ Fixed exclusion
- ☐ Permanent exclusion
- ☐ Parents involvement (please specify) _____

☐ Referral to other agencies (please specify) _____

☐ Other (please specify) _____

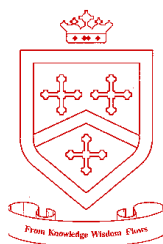
Consequences decided / implemented

Name and designation of person completing this form:

Date:

This form was given to: **Headteacher / Deputy Headteacher/ SLT Member** (please circle)

Signed:



Guidance on Completing the Great and Little Shelford Behaviour Incident Form

The purpose of the form is to gather as much information about **all** alleged poor behaviour or bullying incidents that are brought to our school's attention – this form should therefore be completed every time an incident is reported.

If the behaviour incident relates to an online safety incident, you should consider whether it is more pertinent to complete a safeguarding 'Log of Concern' form.

This form should be completed in partnership with the complainant, agreeing the type and theme of the bullying incident.

More than one type and theme can be ticked – for example a racist bullying incident may have included both verbal and physical bullying.

The large text box enables you to add in the details of the incident – please use to clearly describe what happened, including times, witnesses, and any immediate responses that were given before this reporting form was completed e.g. Bernard was excluded from playing a game of Tag by a group of 3 children (Michelle, Tessa and Mike) during lunchtime (approx 12.30pm). When Tessa asked if she could join in, Michelle replied 'No because we don't play with wierdos'. The other children laughed and ran away. Mike went to the lunchtime supervisor and told them what had happened. The lunchtime supervisor replied 'Don't worry, they were just joking. I will speak with them, together with you. Go and play with someone else and ignore them. Next time, tell them, "Stop it! I don't like it!" and then if they continue, come and tell me.'

More than one action/support can be ticked – for example a class discussion occurred talking about bullying generally and staff monitored class pupils' behaviour as a result of this awareness raising strategy.

Follow up is required to ensure all people involved feel the case has been resolved, checking their individual level of satisfaction with the school's procedures – this also reiterates the message that when bullying is reported, schools will respond and monitor to check that bullying has ceased.

Whilst more than one child that displayed bullying behaviours can be recorded using the one form (if appropriate) each incident needs to be recorded individually.

Record of General Incident

| | |
|---|---------------------------------|
| Name of GLS staff member: | Name of parent/external agency: |
| Date and time: | Telephone / Face to Face |
| Brief factual description of the conversation: | |
| <p style="text-align: center;">Parents must be advised to contact the school again should they feel further investigation is necessary.</p> | |

Individual Risk Management Plan (Doc 2)

| Name | DOB | Date | Review Date |
|------|-----|------|-------------|
|------|-----|------|-------------|

| | |
|--------------|---|
| Photo | Risk reduction measures and differentiated measures (to respond to triggers) |
|--------------|---|

| | |
|--|------------------------------|
| Pro social / positive behaviour | Strategies to respond |
| Anxiety / DIFFICULT behaviours | Strategies to respond |
| Crisis / DANGEROUS behaviours | Strategies to respond |
| Post incident recovery and debrief measures | |

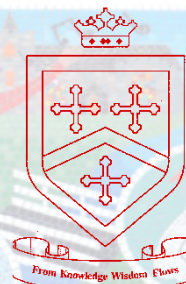
Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

Shelford Guided Reflection

NB – this is not to be used as a consequence.



| | | | |
|--|--------------------------------|---------------------------------------|-------------------------|
| Pupil's Name: | | Day: | |
| Adult's Name: | | Date: | |
| Type of behaviour to modify (circle) | | | |
| Focus / concentration | Behaviour towards other pupils | Behaviour towards adults | Other (please specify): |
| Has this happened before? | | What lesson / time of the day was it? | |
| What happened just before this behaviour choice? | | | |
| At which point should I have done something different? | | | |
| What should I have done? | | | |
| What will I do differently next time? | | | |
| How will I resolve this? Is there anyone I need to apologise to? | | | |

Pupil Resolution:

I understand that, at Shelford, I can earn rewards and praise from making the right behaviour choices. I understand that on this time, I did not make the right behaviour choice. I agree to prevent this from happening again.

_____ (signed by pupil) _____ (date)

Adult Resolution:

I agree to support _____ (pupil name) in making the right behaviour choice and agree to praise them when I notice this.

_____ (signed by adult) _____ (date)

Appendix 6 – Example Behaviour Ladder (front and back)

| Name | | Behaviour Ladder | |
|--|-------------------------------------|---|---|
| I will complete an adult directed learning activity. | Task, Reward (Reward Menu) | "Name, first learning then xxxx. Are you starting with the words or a picture?" "Name, red or blue challenge card then xxxx." | Instruction repeated in calm voice, first, then Reminder- "Name first xxxx, then yyyy" (chosen reward) |
| I will go to a quiet space in the classroom or outside if things feel too much. | Social story, calm box, calm spaces | "Name, are you sitting on your own or with me/the group?" | Reminder - "Name, I can see you are feeling xxxx so use your quiet space" Use of quiet box to take to quiet space |
| I will follow instructions within 2 minutes of being asked. | Social story; task, reward | "Name, are you using the blue pencil or the red pencil today?" | When you've finished your learning, you can do xxxx (chosen reward) |
| I will only leave the room when I have the permission of an adult. | Nominated quiet space, social story | "Name, calm space here or outside?" "Name, use words before leaving the room." | Warning using script (left) Use of social story around safety Choose a quiet space |
| I will use all objects safely and with respect. (No physical throwing, hitting, kicking, pushing towards objects.) | | "Name, put the xxxx on the table or in the box." | Warning using script (left) Reminder of quiet area, Structured conversation with an adult using puppets, feelings cards, drawings to promote understanding of the incident with the hope that Name will apologise with time |
| I will treat all people with respect. (No physical throwing, hitting, kicking, pushing towards people) | | "Name, kind hands and feet" <i>[show visuals]</i> "Name, I can see something's wrong, I'm here to help. You talk, I'll listen" | Warning using script (left) Reminder of quiet area, Structured conversation with an adult using puppets, feelings cards, drawings to promote understanding of the incident with the hope that Name will apologise with time |

Preventions:

- Use of key targets for the target card below.
- Positive comments or work to be passed on to TEACHER, DEPUTY HEADTEACHER and HEADTEACHER - kept in a pot to share with parent at end of day/week.
- Clear praise given during lessons, at break time, at lunch time and around school.
- Use of workstation or separate area for learning activities as needed.
- This target card goes home every day and comes back to school every day.
- Consider - enter the school each day via different route / time and be greeted by an adult, discussing the target each day.
- Additional reward at home linked to school success
- Meet and Greet, with transition game, activity and discussion of timetable
- Sharing of this target card with NAME OF STAFF before lunch and at the end of the day.

Signatures:

Target Check Tick-list

Target: ***I will follow an adult instruction to help me complete some learning.***

| | 9:00-10:15 | 10:15 - 11:45 | Lunch | 1:00-2:00 | 2:00-3:00 |
|-----------|------------|---------------|-------|-----------|-----------|
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |

Target Check Tick-list

Target: ***I will use kind hands and kind feet towards objects and people.***

| | 9:00-10:15 | 10:15 - 11:45 | Lunch | 1:00-2:00 | 2:00-3:00 |
|-----------|------------|---------------|-------|-----------|-----------|
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |