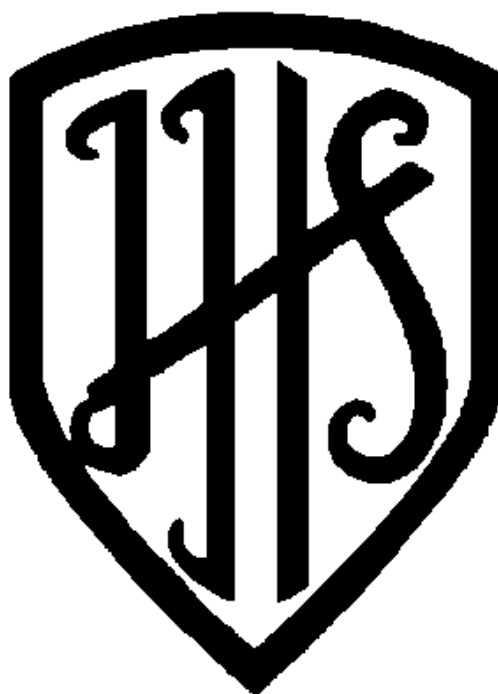


Jotmans Hall Primary School

Positive Behaviour and Anti-Bullying Policy



Written by: Becky Chapman and Gemma Hindes **Date:** March 2019

**Approved by
Governing Body:**

Next review due by: March 2020

Contents

1. Aims.....	3
2. Legislation and statutory requirements.....	3
3. Definitions.....	3
4. Bullying	4
5. Roles and responsibilities	8
6. Pupil code of conduct.....	10
7. Rewards and sanctions	10
8. Behaviour management	12
9. Pupil transition	13
10. Training.....	13
11. Monitoring arrangements	13
12. Links with other policies	13
Appendix 1: ERIC Strategy	14
Appendix 2: Facilitating a Support Group to deal with an incident of Anti-bullying.	15
Appendix 3: Bullying Reporting Record.....	17
Appendix 4: Levels of Unexpected Behaviour	18
Appendix 5: Behaviour Incident Recording Sheet	19
Appendix 6: Behaviour Incident Reporting Sheet for Parents/Carers	20
Appendix 7: Serious Behaviour Reporting Sheet	21
Appendix 8: Reporting of Behaviour Incidents Sheet- Classroom / Playtime / Lunchtime	22
Appendix 9: Record of Incident Requiring Physical Restraint	23
Appendix 10: Letter to Parents regarding Physical Intervention	24

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management and dealing with incidents of bullying.
- **Define** what we consider to be unexpected behaviour, including bullying, and ensure that all members of the community understand the terms.
- Outline **how pupils are expected to behave**.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management and incidents of bullying.
- Outline our system of **rewards and sanctions**.
- Ensure all members of the school community understand that bullying, in any form, is not tolerated.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- <https://www.gov.uk/bullying-at-school>

It is also based on the [special educational needs and disability \(SEND\) code of practice](#) 2014

In addition, this policy is based on::

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

Misbehaviour is defined as:

“Any behaviour that is not in line with our School Values of Effort, Respect, Independence and Communication (ERIC) and the Pupil Code of Conduct”

See page 11 (Pupil Code of Conduct), Appendix 1 (ERIC) and Appendix 4 (Levels of Unexpected Behaviour)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying
- Threatening or aggressive behaviour towards any member of the school community, including via social media.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation (peer on peer abuse)
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks / lighters / matches
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

These behaviours are likely to result in periods of isolation and / or exclusion.

4. Bullying

Bullying of any kind is unacceptable at our school. If any incidences of bullying occur, they will be dealt with quickly and effectively.

Bullying is defined as the repetitive intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

The following table provides a very simplistic guide to some of the differences between bullying and relational conflict.

Relational Conflict	Bullying
Happens occasionally	Repeated hurtful behaviour
Accidental or sometimes deliberate	Always deliberate
Equal power	Imbalance of power
Remorseful	No remorse
Effort to solve problem	No effort to solve problem

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, sending offensive or degrading photos

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including but not limited to:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs (SEND)
- Children with physical differences
- Children with ethnic minorities
- Children entitled to Free School Meals
- Children for who English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

Common Signs

Often, when a child is experiencing bullying their behaviour will change. This may not be a sudden change but rather a gradual change that you start to spot or question over a few weeks or months.

These signs **could** include:

- Becoming withdrawn- lack of confidence - a change in 'usual' behaviour
- A deterioration of work - underachievement
- Spurious illness - absent more often, (tummy aches, headaches etc)
- Avoidance of certain lessons or activities - PE, playtime etc
- Isolation

(Common Signs of Bullying Cont.)

- A change in behaviour – jumpiness, snappy, weepy etc
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear
- Late arrival at school
- Bed wetting, sleep walking and other signs
- Bruises, cuts
- Torn or damaged clothing
- Lost personal items

Bullying Prevention

Preventing and raising awareness of bullying is essential to keeping incidents at our school to a minimum. We use a range of strategies to prevent bullying. As and when appropriate, these may include:

- PSHE/ RSE Lessons
- Having discussions with children about bullying and why it matters
- Displays
- ERIC Strategy (See Appendix 1)
- Assemblies
- Theatre & drama productions
- Drama workshops
- Using role play situations
- School values and class rules
- Training for staff
- The involvement of outside specialists
- Classroom worry boxes
- Discussions with pupils via the School Council / Digital Leader team
- Online Safety & Anti-Bullying Weeks
- Pupil Perception Surveys

We promote a school environment where children know that they can report their concerns to any member of staff, and that their concerns will be investigated and dealt with.

Responses to Bullying

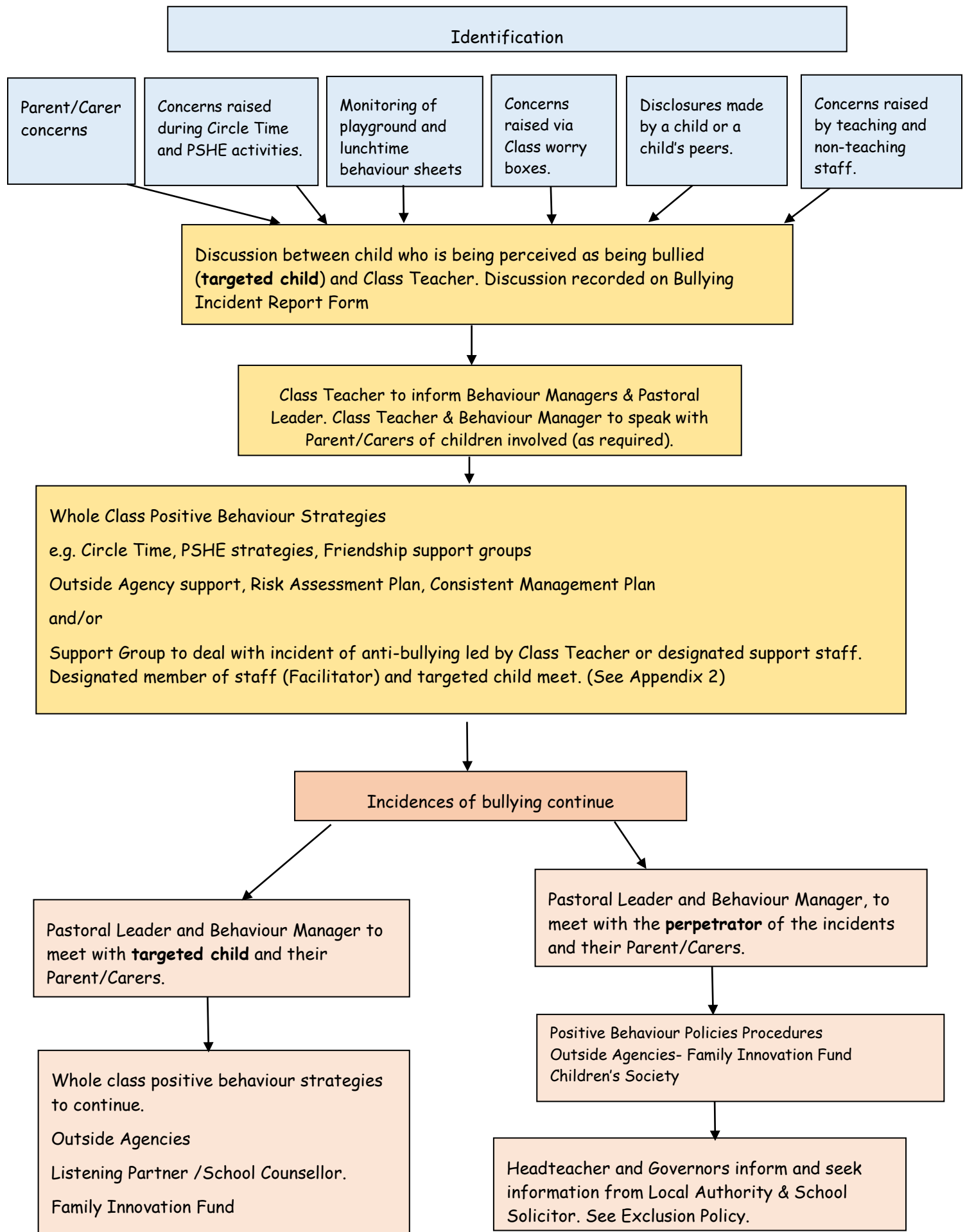
Everyone at Jotmans Hall Primary has the right to be treated with respect and to feel happy and safe at school. All members of the school community have a responsibility to recognise and report potential incidences of bullying.

There is no 'hierarchy' of bullying. All forms of bullying are taken equally seriously and consistent, prompt action is taken when reports of bullying have been made. This also takes into account any special educational needs and disabilities.

Pupils are taught that they have a right to be heard and that their views / perceptions of bullying incidences are valid and worthwhile.

Where intervention in bullying incidents is necessary, we have a consistent and structured approach. See 'Responses to Bullying Flowchart' (on the next page) to view the school's procedures for dealing with reports of bullying.

Responses to Bullying Flowchart



Where bullying of or by pupils takes place off school site or outside normal school hours (including cyberbullying: see below) the school will ensure that the concern is fully investigated. If required, the Designated Safeguarding Lead will collaborate with other schools.

Incidences of bullying are recorded on a 'Bullying Reporting Record' Sheet (see Appendix 3). This will include recording appropriate details regarding decisions and action taken. These forms are kept on file and incidents are then reported periodically to the Governing Body.

Cyber Bullying

Cyber Bullying is any form of bullying which takes place online or through smartphones, tablets or any other device. Further to the strategies listed above in the 'Responses to Bullying Flowchart', we employ additional measures to deal with incidents of bullying that occur online and to aid the prevention of them.

Additional Measures

- We strongly encourage the **targeted child** and their parents to keep any evidence (screenshots) of the bullying activity to assist in any investigation.
- We work with the **individuals** to prevent the incident from spreading and may assist in removing offensive or upsetting material from circulation.
- We request the deletion of locally-held content and content posted online if they contravene the school behavioural policies.
- We would inform the Police if we perceive that a criminal offence has been committed.
- Phones and/or smartphones owned by the children are kept in the School Office during school hours.
- We provide information to staff and pupils regarding steps they can take to protect themselves online. See '*E-Safety and Acceptable Use Policy (AUP)*'.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for monitoring this policy's effectiveness, holding the Headteacher to account for its implementation and approving it periodically.

The Headteacher has the day-to-day authority to implement the school's Positive Behaviour and Anti-Bullying Policy, but Governors may give advice to the Headteacher about particular disciplinary decisions and about matters of behaviour.

5.2 The Headteacher

The Headteacher is jointly responsible for reviewing this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and incidents of bullying. They will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed term exclusions.

5.3 The Pastoral Leader

The role of the Pastoral Leader is...

- To uphold the Positive Behaviour Policy.
- To ensure that all staff are familiar with the Positive Behaviour Policy

- To work with the School Council to collect their views and opinions concerning school rules, rewards and sanctions.
- To carry out behaviour walks and observations throughout the school at various times of the year and report to the Senior Leadership Team.
- To support those children who have been identified as having Emotional, Behavioural and Social Difficulties through the Inclusion Policy.
- To support those children whose behaviour has been judged as level 3

5.4 The Behaviour Managers

The role of the Behaviour Managers is...

- To investigate any behaviour incidents reported by other staff, on a daily basis, and awarding sanctions where necessary for Level 1 and 2 behaviours (see Appendix 4 for Levels of Unexpected Behaviour)
- To escalate Level 3 incidents to the Pastoral Leader.
- To support Class Teachers through the 'Note to the Teacher' strategy. If a Class Teacher needs further support when investigating concerns raised by a Parent/Carer, they are to meet and discuss these with Behaviour Managers.
- To carry out climate walks to look at the behaviour strategies used within the classrooms e.g. traffic light system, Class Dojo, Parliament Points etc. Climate walks will also involve talking to children about the behaviour in their class. Any concerns raised will be discussed with the Pastoral Leader.
- To support those children whose behaviours have been judged as level 1 and 2.
- To support children through the Anti Bullying Policy. Once a Parent/Carer or pupil has reported a case of bullying the Class Teacher will meet with the Behaviour Manager to arrange support through the anti-bullying strategies.

All recorded incidents of unexpected behaviour are kept on file, and form the basis for a termly report of behaviour trends for the Governing Body.

The Behaviour Team meet half-termly, to monitor the effectiveness of the Behaviour Policy and to discuss any trends in unexpected behaviour.

5.3 Staff

Staff are responsible for:

- Implementing the Positive Behaviour and Anti-Bullying Policy consistently.
- Modelling positive behaviour with all members of the school community (also see Code of Conduct and Staff Handbook)
- Investigating all aspects of any incidents of unexpected behaviour or bullying, alongside the Behaviour Team. Where appropriate, awarding sanctions for Level 1 behaviours.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording any behaviour incidents witnessed or reported to them (see Appendix 5 for Behaviour Incident Record Sheet)

The Behaviour Team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the Pupil Code of Conduct and following the School Values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil Code of Conduct

Pupils are expected to follow the school values. This means

- To be polite to teachers, support staff, other children and visitors, and to respect the authority of the adult in charge.
- To listen to adults and each other in lessons and in assemblies, and to consider the feelings of others.
- To walk around the school quietly and calmly.
- To take a positive role in all classroom activities and to try as hard as they can.
- To wait for their turn to talk to members of staff and to each other.
- To value each others' work.
- To work and play co-operatively.
- To tell the truth, to take responsibility for their own behaviour and not to make excuses ("They told me to.")
- To accept a solution or consequence if they have done something wrong – not to argue or to get angry with the person dealing with the incident.
- To be able to say sorry when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood.
- To care for the school and its equipment, and to report any damage or graffiti they see.
- To feel responsible for giving a good impression of themselves and the school, both within and outside the school.

7. Rewards and sanctions

7.1 Rewards for Positive Behaviour

Rewards may include...

- Parliament Points - collected for own class, to earn Eric the Owl, PE/Art afternoons and non-uniform days
- Class Dojo
- ERIC reward stickers – collected to earn bronze, silver and gold badges (see Appendix 1)
- Exceptional ERIC award certificates
- Golden Time
- Stickers
- Smiley face charts
- Star of the week
- Special responsibility jobs
- Notes to Parent/Carers
- Monitor jobs
- Certificates
- Verbal praise
- Showing good work to a member of the Senior Leadership Team.
- Headteacher stickers
- School reports
- Attendance awards
- Class tidy trophy
- Lunchtime behaviour tree / lunchtime ERICs.

Assemblies

Weekly celebration assembly to praise those who have earned ERIC badges, Exceptional ERICs and classes with the tidiest classrooms and best attendance.

Praise Assemblies to celebrate children's achievements outside school.

Children invited to take part in Learning Assemblies to promote a positive learning ethos.

Parliament Point Rewards

	Early Years / Year 1 / Year 2	Year 3 / Year 4 / Year 5 / Year 6
Art afternoon	10 Parliament Points	50 Parliament Points
PE afternoon	25 Parliament Points	75 Parliament Points
Non-uniform day	50 Parliament Points	100 Parliament Points

A noticeboard in the school hall displays class achievements and is updated weekly, for Parliament Points, ERIC awards, Dojos, attendance and tidiness.

Sanctions in response to unexpected behaviour: (See levels in Appendix 4)

- A verbal reprimand
- Use of 'Traffic Light' system
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to the Behaviour Team or to a senior member of staff
- Letters or phone calls home to parents (See Appendix 6)
- Meetings with parents
- Agreeing a behaviour contract

Serious or persistent breaches of this policy may lead to a child working in isolation for a period of time, with the Pastoral Leader. In very severe or continuous cases, an exclusion may be given. The number of days exclusion will be determined by the Headteacher.

SEE APPENDIX 8 FOR 'REPORTING OF BEHAVIOUR INCIDENTS' FLOWCHARTS

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our 'Safeguarding including Child Protection' policy and 'Keeping Children Safe in Education (September 2018)' for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Plan and differentiate work appropriately, to allow all children to access their learning, therefore inspiring them to stay 'on-task'
- Display the School Values and their own classroom rules
- Follow the 'non-negotiables' related to behaviour and ASD; including the Zones of Regulation
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Dealing with any unexpected behaviour in a fair and consistent way, by following the processes outlined in Appendix 8 ('Reporting of Behaviour Incidents' flowcharts)

8.2 Physical restraint

In some circumstances, authorised staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Authorised staff are the Headteacher, the Pastoral Leader and any other staff who have received Physical Restraint training.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see Appendix 9 for 'Record of Incident Requiring Physical Restraint')

8.3 Confiscation

Any 'prohibited items' (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to parents after discussion with senior leaders, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Teachers are provided with training on managing behaviour, as part of their induction process. New teachers will be fully informed of the school's behaviour policy and responses to unexpected behaviours.

Behaviour management will also form part of continuing professional development.

The Senior Leaders, Behaviour Team & PSHE lead will train staff so that they can;

- Effectively identify all types of unexpected behaviour and/or bullying
- Record and report incidents of unexpected behaviour and/or bullying swiftly and accurately
- Effectively teach 'Bullying' and 'Online Safety' as part of the PSHE / RSE and Computing curriculums
- Keep pupils and themselves and others safe, including online

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Body every year. At each review, the policy will be approved by the Governing Body.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding including Child Protection Policy
- Keeping Children Safe in Education- September 2018
- E-Safety Policy
- Staff Handbook / Code of Conduct

Appendix 1: ERIC Strategy



Children who earn their Bronze, Silver or Gold Awards are presented with them, by the Headteacher, in a celebration assembly. Their names are shown on Headteacher's half-termly newsletter to parents and photographs are displayed on the television screen in the school foyer.

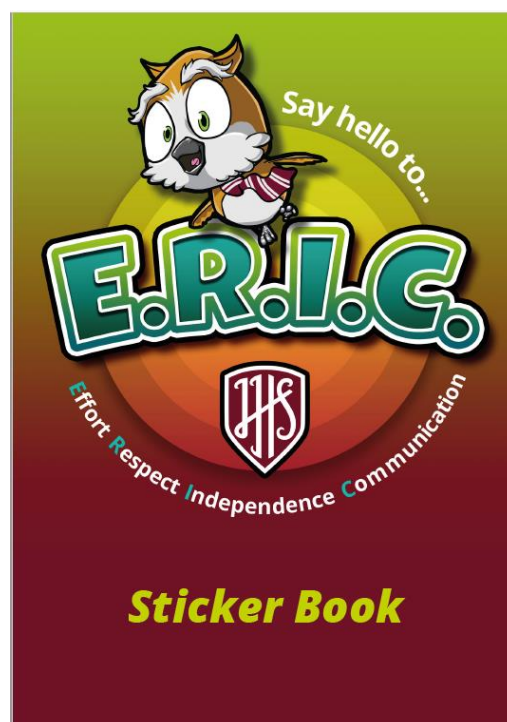
We also present 'Exceptional ERIC' certificates to children who have been particularly commended for their exemplary behaviour.

Children earn stickers by demonstrating each of the ERIC values (E, R, I, C), which lead to them being awarded bronze, silver and gold ERIC certificates and badges to wear on their uniform. They each have their own personal sticker book.

For a Bronze Award, they must collect 4 of each ERIC sticker.

For a Silver Award, they must earn a further 5 of each ERIC sticker.

For a Gold Award, they must earn a further 6 of each ERIC sticker.



Appendix 2: Facilitating a Support Group to deal with an incident of Anti-bullying.

The designated member of staff should be able to sustain the use of this strategy throughout the school e.g. someone with time/credibility with pupils, who has a positive attitude and is readily available to support the children.

Step 1.

Key Points A - Designated member of staff assigned to support the targeted pupil, meets with the child.

Opening statement:

"Everything you say will be just between us unless it is something that I think will stop you being safe. If I think that you may not be kept safe I will have to tell someone but I will let you know what I am going to do and when I am going to do it."

Member of Staff will ask, "Are you frightened that this is going to happen?" (Behaviours that have been reported).

If the answer is yes, then the matter needs to be addressed immediately. It is important to be aware that the targeted child may still be at risk after the interview e.g. on the playground. Arrangements should be made to ensure safety e.g. using a pass card so that they can come into school if required until the support group has been convened.

Encourage the pupil to write/draw/makeup a poem about how they are feeling however no names should be mentioned e.g. "I feel really sad when someone call me names".

Make sure no specifics are mentioned e.g. use "say hurtful things about my mum" rather than "calls my mum a pig". Read back to the target child to ensure it includes what they want - key feelings.

Do not include the target child in the group. Tell the pupil not to say anything about the fact that they have named people and it is to be dealt with in a problem solving group, leave is up to the adult to sort out.

Explain that punishment of people that bully often makes them do to more because they are angry, the group approach is a way to try and make the bullying stop and get peers to support the target child when adults are not around to help.

Step 2.

The designated member of staff convenes a meeting with The Group.

Key points B

The group should include the perpetrator plus other children who are good role models.

This can be achieved by asking the target child to scale peers i.e.

10 = children who are always kind

1 = children who wind him/her up or do unkind things most of the time.

Make sure there are several pupils who have scored 7 - 10 in the group.

If there are two or more children acting as perpetrators/colluders then it is important to split them into separate groups. There is a maximum of eight pupils in a group.

Appendix 2 (cont.) Facilitating a Support Group to deal with an incident of Anti-bullying.

Do not use a room that is associated with punishment e.g. headteacher's room or detention room.

Do not hold a support group at playtime or during a favourite lesson as this leads to resentment. A group should only take 10 - 15 minutes.

When calling children out from a class make sure the names are jumbled and the main perpetrator is not at the top of the list. Tell the group that they have been selected as good problem solvers and their help is needed to sort out a difficult problem for someone in school.

Start the group by saying: "I've called you together because I know (or your teacher has told me) that you are great at problem solving. Someone has told me that there is a person who is very unhappy when they are in school. I have asked that person to write/draw how they feel. (Facilitator then reads or shows the picture) Does anyone know who the person might be?"

Other pupils may well be identified too. (Their names should be noted and any needs followed up later). State that no names should be used apart from the targeted child and that you do not want to know about anything that happened in the past - the group is about making changes for the future. Ask the group to think what each one of them could do to make the targeted child feel happier in school. When they have an idea they should look at you.

Step 3 - Share responsibility.

Key points C

Once ideas have been listed, say that you now have a note of all their good ideas and you (or a member of the school staff) will need to know if the agreed actions are working for the targeted child. During the next few days if you (or the member of staff) see them around school they can either use a thumbs up if all is okay, a thumbs sideways if not sure, or a thumbs down if the target child is unhappy and they need to talk to a member of staff.

Remind the group that there may be other children in their class who feel the same and their good ideas could be used to help them too.

When finishing the group ask the:

"When does this start?"

Ensure the children or young people know it begins immediately.

Step 4 - Monitoring and problem solving.

Key points D

After a day, or sooner if the situation is urgent, check with the targeted child how they rate their safety in school using a scale of 1 - 10 with 10 being really safe. Children in the support group can also be used to rate how well it is going by using the same scoring




Make sure that monitoring is carried out regularly over a period of time. Discretely check with all children at intervals during the monitoring period. They too can rate how well it is going using 1 - 10 scoring (See Record of Action Taken Form). Problem-solve with individuals if they have further concerns. In some cases, a follow-up support group may be required.

Appendix 3: Bullying Reporting Record

Jotmans Hall Primary School – Bullying Reporting Record

Name of pupil: Year: Class:

Date incident reported: Time & Location:

	Verbal	Physical	Disability	Homophobic
CONTENT – Child as Recipient				
				
CONTACT – Child as Participant				
				
CONDUCT – Child as Actor				
				

Details of incidents – Please include names of people involved in reporting the incident.

Action to be taken:

Date of follow up meeting:

Follow Up Meeting

Report of information gathered by the school:

Views of Parent/Carers:

Actions to be taken:

Date of next meeting:

Appendix 4: Levels of Unexpected Behaviours

Behaviour Levels - updated by The School Council - November 2018

Unexpected Behaviours that do not follow our school values	Level 1	Level 2	Level 3
Fighting	Playing rough games	Play fighting	Fighting - any hitting, kicking, stamping, jumping on, punching, strangling etc. (level 3 if serious).
Throwing Objects	Throwing objects	Throwing objects with intent to hurt or damage	Throwing dangerous objects
Unkind remarks	Unkind remarks and facial expressions	Inappropriate harassment, physical and verbal.	Racist, sexist or homophobic comments. (All offensive comments are recorded in the Offensive Comments file).
Swearing		Swearing (including rude gestures)	Swearing or making obscene gestures at another person
Spitting	Spitting on the floor		Spitting at another person.
Not telling the truth.	Lying	Deliberate, false accusations.	
Not being respectful	Encouraging inappropriate behaviour.	Defiance and disrespect.	Running away from and ignoring instructions from an adult.
Biting	Biting someone by accident		Biting another person deliberately
Keeping safe around the school building	Playing in an area which children know they should not be in (including toilets) Running inside the school	Repeatedly playing in an area which children know they should not be in (including toilets)	
School equipment and personal equipment		Deliberate damage of school property or property belonging to others.	Stealing
Bullying	Provoking an argument	Threatening to hurt others, intimidation	Bullying including cyberbullying)
Dangerous objects		Bringing dangerous objects into school.	Bringing a very dangerous objects into school e.g. knife
Disrupting the learning of other children.	Calling out Not starting work when requested. Coming off task during learning time. These behaviours will be dealt with through the traffic light system.		
		Continuing behaviour from level 1.	Continuing behaviour from level 2.
Remember our School Values.			

Appendix 5: Behaviour Incident Record Sheet



Jotmans Hall Primary School Behaviour Incident Record Sheet



Name of pupil(s) and class(es):		KS1 (Yr R/1/2) <input type="checkbox"/>	Date:
		KS2 (Yr 3/4/5/6) <input type="checkbox"/>	
Classroom <input type="checkbox"/>	Cloakroom <input type="checkbox"/>	Toilets <input type="checkbox"/>	Other <input type="checkbox"/>
Playground <input type="checkbox"/>	Field <input type="checkbox"/>	Dinner hall <input type="checkbox"/>	_____
Time of incident: _____ Lesson: _____			
Morning break <input type="checkbox"/>	Lunchtime <input type="checkbox"/>	Afternoon break <input type="checkbox"/>	
Details of incident (include how it started): 			
Incident reported by:		Job role:	

Incident record sheet seen by: BC <input type="checkbox"/> GH <input type="checkbox"/> Other _____	Outcome including consequences given:
Next step: _____ (add initials)	
Passed to Class Teacher <input type="checkbox"/>	
Dealt with by Behaviour Manager <input type="checkbox"/>	
Escalated to Pastoral Leader <input type="checkbox"/>	
Level of behaviour: 1 2 3	Once completed, this form must be given to M.Livett to be kept on file.
Letter sent to parents of: _____	
Phone call needed to parents of: _____	
Phone call made by: _____	

Appendix 6: Behaviour Incident Reporting Sheet for Parents/Carers

Jotmans Hall Primary School
High Road Benfleet
Essex SS7 5RG

Headteacher: Ms S Warnes
Chairman of Governors: Mr. P Hodges

telephone 01268 755456 fax 01268 795604
email admin@jotmanshall.essex.sch.uk
www.jotmanshall.co.uk



Behaviour Incident Reporting Sheet for Parent/Carers

To The Parent/Carers of: _____ Year: _____

Date of incident: _____ Level of Behaviour: 2 3

Time of incident: Playtime Lunchtime Classroom a.m. Classroom p.m.

Details of incident:

If you would like to discuss this incident, please could you contact the school.

Please could you discuss this incident with your child and encourage them to follow the school rules and values.

We value your support with this in order to promote outstanding behaviour in our school.

Yours sincerely

Mrs P Lovett
Assistant Headteacher






Jotmans Hall Primary School is a charitable company limited by guarantee and registered in England and Wales with company number 07687947.
Registered office: Jotmans Hall Primary School, High Road, Benfleet, Essex SS7 5RG V.A.T. number 121 8125 51

Appendix 7: Serious Behaviour Reporting Sheet

Jotmans Hall Primary School – Serious Behaviour Reporting Record

Name of pupil: Year: Class:

Date incident reported: Time & Location:

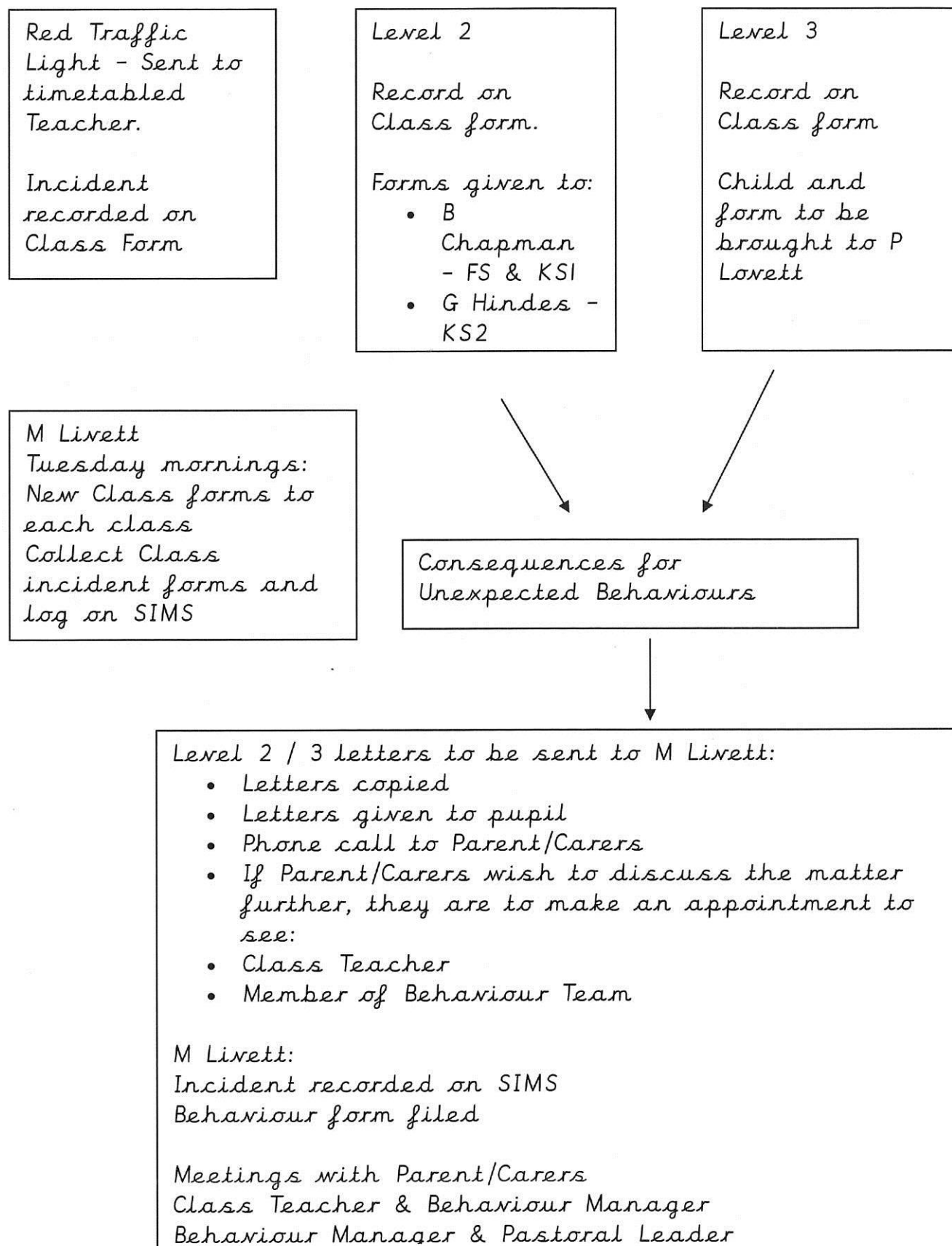
	Classroom	Playground	Club	Woodlands
CONTENT – Child as Recipient 				
CONTACT – Child as Participant 				
CONDUCT – Child as Actor 				

Details of incident:

Action:

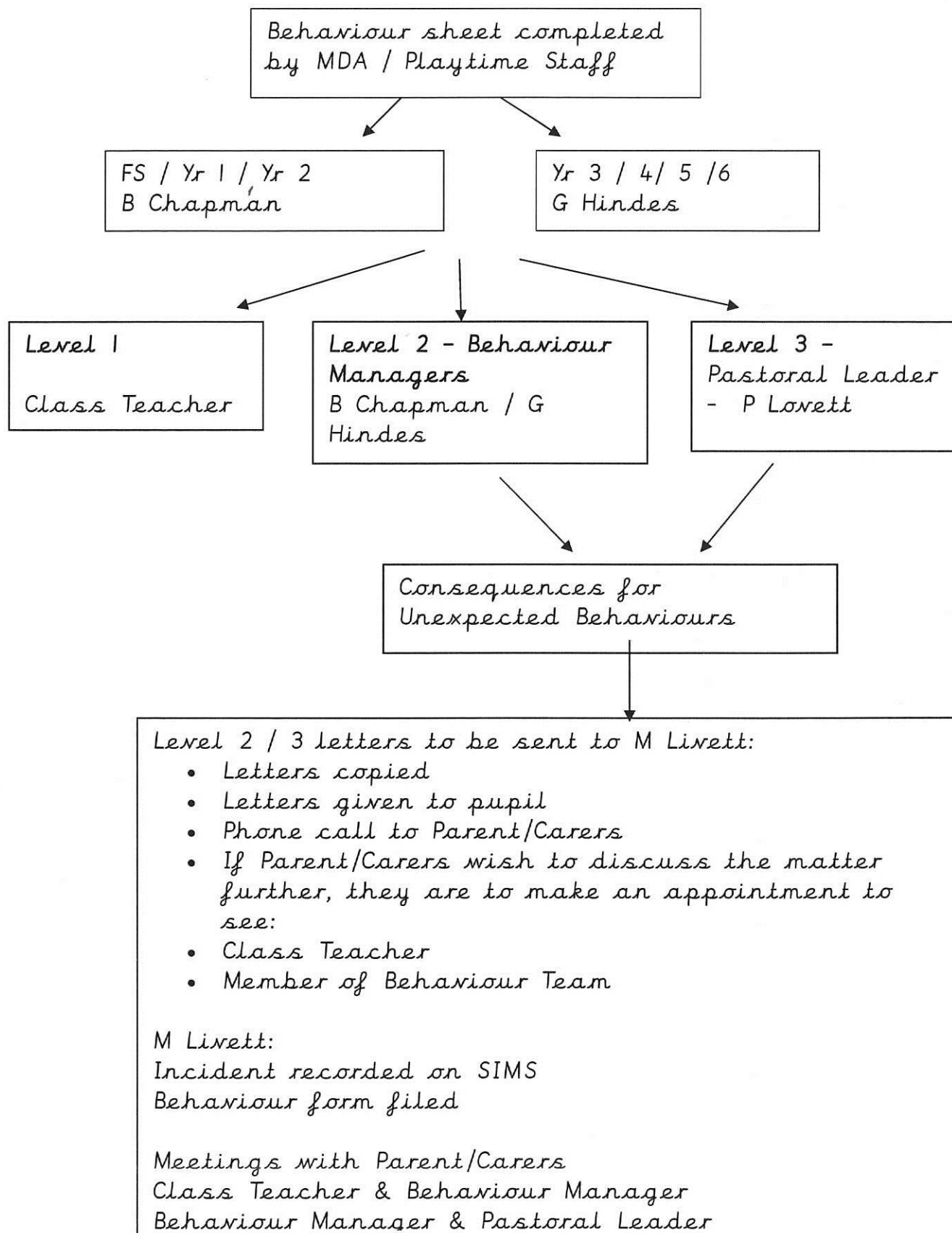
Reporting of Behaviour Incidents

Classroom






Reporting of Behaviour Incidents

Lunchtime and Playtime



Appendix 9: Record of Incident Requiring Physical Restraint

  Jotmans Hall Primary School		
Record of incident requiring physical intervention		
Pupil Name:	Location of Incident:	
D.O.B:	Date and time of Incident:	
Reporting Member of Staff:		
Justification for physical intervention; (tick all that apply)		Predicted harm prevented by physical intervention; (e.g. bruising to peers, lacerations, destruction of computer, 20 min of geography lost for 15 pupils etc.)
To prevent harm to self	<input type="checkbox"/>	
To prevent harm to other children	<input type="checkbox"/>	
To prevent harm to adults	<input type="checkbox"/>	
To prevent damage to property	<input type="checkbox"/>	
To prevent loss of learning (see plan)	<input type="checkbox"/>	
Incident Form / Book Completed	Y/N	Name(s) of any staff witness: Name(s) of any pupil witness:
Medical Treatment / Injuries	Y/N	
Damage to Property	Y/N	
Unresolved harm / details of damage to property (costs and details of harm to property and people including medical intervention:		
Triggers:		
Additional factors:		

Management:		Comments:
How was the incident resolved?		
What were the consequences? Protective and Educational		
Has student reparation / de-brief taken place?	Y/N	
Has a staff de-brief taken place?	Y/N	
Has the Risk Management Plan been reviewed or updated?	Y/N	
Was there Police involvement?	Y/N	
Has there been Internal Exclusion / FTEX / PEX?	Y/N	
Primary de-escalation techniques used (please state order in which they were used)		
Verbal advice and support	Offering services of other staff	
Calm talking	Informing of consequences	
Distraction	Taking non-threatening body position	
Reassurance	De-escalation script	
Humour	Clear instruction / warning	
Negotiation	Withdrawal from activity	
Offering choices and options	Diversion	
Number	Description of how technique was employed	
1		
2		
3		
4		
5		
Restraint techniques including sequence of techniques, time and staff involved:		
Time	Technique	Staff name
Duration of restraint:		Duration of whole incident:
Is there any physical mark or harm caused by the use of the physical intervention?	Y/N	Details:
Has the pupil indicated that this was caused by the use of the physical intervention?	Y/N	Actions:

Has the incident been reported to the Children Safeguarding Team (Local Authority Designated Officer)	Y/N	Details:
Incident reporting and monitoring		
Incident reported to: Head Teacher by:		
Parents / Carer informed by:	@	
Student wellbeing verified by:	@	
Staff wellbeing verified by:	@	
Incident form completed by:	@	
Verification of account of incident:		
Staff name	Staff signature	Date
Reporting staff name:		Signature:
Headteacher:		Signature:
Written confirmation to parent sent:		

Appendix 10: Letter to Parents regarding Physical Intervention

Jotmans Hall Primary School
High Road Benfleet
Essex SS7 5RG

Headteacher: Mrs N Kadwill
Chairman of Governors: Mr. P Hodges

telephone 01268 755456 fax 01268 795604
email admin@jotmanshall.essex.sch.uk
www.jotmanshall.co.uk



Dear (parent / carer)

Further to our earlier telephone conversation, I am writing to confirm our discussion about the incident in school today. As discussed, it was deemed necessary to use a physical intervention with (pupil). You will be aware that such an intervention is used in our school only as a last resort, where other interventions and de-escalation techniques have not been effective in reducing the harmful behaviour. As shared with you, it was felt by staff involved that, on this occasion, it was absolutely a necessary and appropriate response to (pupil's) behaviour at the time in order to keep them and everyone else safe.

As I explained, the detail of this incident is available in school and forms part of (pupil's) records. If you would like to discuss this matter further, please feel free to contact me and I would be happy to meet with you.

Qr

It is important that we continue to work together, going forward. I would like to invite you to a meeting to write / review a risk management plan for (pupil) and I can share more detail about the recent incident with you

Yours sincerely

