



# LEAGRAVE PRIMARY SCHOOL

‘Striving for Excellence, Learning for Life’

## BEHAVIOUR POLICY

**Ratified by Governors**

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**STATUTORY**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

## Our Aims and Objectives



We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of themselves and others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and modelling.

- We aim to ensure that all adults and children are able to feel safe and secure
- We aim to provide an atmosphere for maximum learning opportunities
- We aim to provide all learners with a range of social skills, preparing them for life.
- We aim to promote respect and appreciation for others and their property
- We aim to provide a fair, consistent and structured behaviour framework.
- We aim to work closely with parents and carers to support the child's development.

The Deputy Headteacher is the strategic lead for behaviour across the school. The Early Years Lead has the overall responsibility for the PSED programme in FS and YR. They will:

- Keep up-to-date with legislation and research on promoting positive behaviour and on handling children's behaviour, where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour supporting PSE development.
- Check that all staff have relevant in-service training on promoting positive behaviour.

*This policy uses the practice identified in the Department for Education Advice: Behaviour in Schools – Advice for headteachers and school staff September 2022.*

## Statutory Requirements

1. The headteacher of a maintained school must determine measures which aim to:
  - Encourage good behaviour and respect for others
  - Secure an acceptable standard of behaviour of pupils
  - Promote, among pupils, self-discipline and proper regard for authority
  - Prevent all forms of bullying (including cyber bullying, prejudice-based and discriminatory
  - promote good behaviour, self-discipline and respect
  - prevent bullying
  - ensure that pupils complete assigned work
  - regulate the conduct of pupils

2. When deciding what these measures should be, the headteacher must take account of the governing board's statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the governing board which may include the following:
  - screening and searching pupils
  - the power to use reasonable force and other physical contact
  - the power to discipline beyond the school gate
  - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
  - pastoral care for staff accused of misconduct
3. The headteacher must decide on the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in charge of a member of staff.
5. The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

# Golden Rules

We are gentle

We don't hurt others

We are kind and helpful

We don't hurt anybody's feelings

We listen

We don't interrupt

We are honest

We don't cover up the truth

We work hard

We don't waste our own or  
others' time

We look after property

We don't waste or damage things

Pupils at Leagrave Primary school are encouraged to follow the Golden Rules which are introduced in Nursery and displayed in the classes.

We believe that all pupils are able to make choices about their behaviour, resulting in harmonious relationships, calm working environments and respect for themselves, others and property.

## Managing Behaviour Positively

- We enhance individual self-esteem by encouraging pupils to respect themselves and others and to be aware that they have rights and so do others
- We encourage children to work co-operatively; to listen to others; to explain their needs and to talk about the needs of others; to share time, space and resources; to evaluate their own work and to respect that of others
- We recognise that children and adults have different home experiences which they bring with them, that children will be at different developmental levels; that a child may feel confused and react negatively in some situations; that all children need to feel valued and that it takes time for values to be learnt and internalised
- We recognise that codes for interacting with other people vary between cultures and require staff to be mindful of this
- We are good role models and speak with friendliness, care and courtesy
- We familiarise new staff and volunteers with our behaviour policy as part of our induction policy. We expect everybody - children, parents, carers, staff and volunteers to behave according to the policy and for the guidelines in the policy to be applied consistently
- We work in partnership with children's parents and carers. They are regularly informed about their children's behaviour. We work with parents and carers to address consistently occurring inconsiderate behaviour, using our observation records to help us understand the behaviour and to decide jointly how to respond appropriately
- We ensure that all children feel secure and confident by:
  - Being good role models
  - Being consistent in our approach
  - Work to ensure good relations between home and school
  - Work together to share expectations of children's behaviour
  - Seek advice from other agencies should the need arise
- We will ensure consistency and fairness by:
  - Ensuring praise and rewards are given to children demonstrating positive behaviour
  - Use positive language (e.g. Walk in the classroom" rather than "Don't run")
  - Ensure that learning is engaging and well resourced, so that children are meaningfully occupied without the need for unnecessary conflict
  - Support each child in developing self-esteem, confidence and feelings of competence
  - Support each child in developing a sense of belonging in the group or class so that they feel welcomed and valued
  - Liaise with colleagues at transition points to ensure these are as seamless as possible

## Dealing with Inconsiderate Behaviour

- Staff refer to the Golden Rules/current value and remind children of rewards and consequences
- Staff help children to find solutions in ways that are appropriate to the children's stages of development, encouraging them to peace keep and peace make
- Staff will not shout or raise voices in a threatening way. We aim to be calm, patient and consistent
- Solutions may include time out, reflection or mediation opportunities to acknowledge feelings, explanations of what was not acceptable and why
- Staff will:
  - Find out the reason for certain behaviours (e.g. "Can you tell me why you did that?" rather than "Don't hit Bilal.")
  - Explain emotions (e.g. "Tom felt sad when you hit her" rather than "Don't hit Tom")
  - Explain the reason for a rule (e.g. "If you run up the slide you might bump into someone coming down")
  - Unless a child is in immediate danger move quietly to interact with a child rather than call across the classroom or outdoor space to intervene
  - Avoid situations where children receive adult attention in return for inconsiderate behaviour
  - Never send children out of the room by themselves
  - Never use physical punishment or threaten children with such punishment
  - Never use techniques designed to humiliate children
  - Only use Dynamis Positive Handling as a last resort to prevent physical injury to children or adults and/or serious damage to property. Our aim is to keep children safe at all times
  - Where possible only those staff that have been trained in Dynamis will hold children. (Refer to Positive Handling Policy)
- Where appropriate, staff will follow the consequence attached to the policy
- In cases of serious misbehaviour such as racial or other abuse we make clear immediately the unacceptability of the behaviour and attitudes by explanations. The school's Consequence Structure is followed and the incident is recorded. Parents are informed and the incident is reported to the headteacher. Copies are held in the Bullying or Serious Incident Folders that are held in the assistant headteacher's office
- The headteacher reserves the right to exclude children from the playground for a set period of time when serious or persistent incidents occur
- We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another person. It is characterised by intent to hurt, is often planned and is accompanied by an awareness of the impact of the bullying behaviour. In accordance with the whole school policy, bullying will not be tolerated at Leagrave Primary School. (Please refer to the Leagrave Primary School Anti-Bullying Policy)

## Dealing with Persistent Challenging Behaviour

The senior leadership team will assist with any persistent challenging behaviour in any context. An assessment of the child's needs will be undertaken and a meeting with school staff and parents and carers will be initiated. At this meeting, the following may be discussed:

Action	Purpose	Possible Strategies
Placing a child on the SEND register	To enable the child to access additional support within the school	<ul style="list-style-type: none"><li>- Group support</li><li>- Targeted interventions</li></ul>
Creating a Behaviour Support Plan (BSP)	Focus on strategies which may provide a change in the child's behaviour	<ul style="list-style-type: none"><li>- Time out (either in class or out) This must be a safe place agreed with the child when developing their BSP</li><li>- BSP can include earning points towards a negotiated reward</li><li>- Nurture group support</li></ul>
Referral to behavioural support service	This could include outside agencies or offering support	<ul style="list-style-type: none"><li>- Provide additional strategies and support to school and family beyond our expertise</li></ul>
Implementing a more focused monitoring process	Records must be kept to gather a picture of the behaviour, including when things are going right	<ul style="list-style-type: none"><li>- Lunchtime and playtime record books</li><li>- Log of aggressive incidents</li></ul>

## Exclusions

When a child's behaviour meets the following definitions:

1. in response to a serious breach, or persistent breaches, of the school's behaviour policy and guidelines; and
2. if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The school will consider a fixed term or permanent exclusion (See Exclusions Policy and statutory guidance published by the DfE: Exclusions from maintained schools, academies and pupil referral units in England)

### **Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or her delegate will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will inform children's social care, if appropriate.



# The Leagrave House System

- The house system is made up of four teams named after authors:

	RED	BLUE	YELLOW	GREEN
YrR-Yr6	Rowling	King Smith	Ahlberg	Dahl

- Pupils are allocated a house on arrival at the school
- Where possible, siblings are placed in the same team
- Members of staff are also allocated a house team
- House points can be awarded by any staff member
- House points can be awarded for a variety of reasons which might include; manners, effort, application, positive behaviour, following the golden rules or showing the current school value
- Pupils keep a record of their house points in their classrooms

# Leagrave Rewards Structure

## Annual Awards

Trophies for Attainment & Sport  
Headteacher & Governor Awards  
Special Awards: Determination Award, Compassion Trophy, Good Citizenship Award

## Letter from Headteacher

Teachers select children half termly for an individual letter

## Termly Individual Attendance Reward

Attendance Certificates and Pencil for pupils with 100% each term

## Yearly Attendance Reward

100% Attendance Gift

## Weekly Housepoint Rewards: Presented in Rewards Assembly

Yr1-6 pupils work towards multiples of 50 hps to collect badges/wristbands and certificates

## Pupil Gemstone

(E.g. Upholding school values, uniform, high quality work, good behaviour/conduct, representing the school)

## Class/Group Gemstone

(E.g. Team Work, collective responsibility, representing the school)

## Responsibility Posts

Class responsibilities, Yr1-6 School Council, Yr1-6 Eco Club, Play Leaders, Yr6 Prefects and Digital Leaders

## Ongoing Rewards

Praise, smiles, shaking hands, compliments, stickers, house points, class certificates, class rewards and golden slips for exemplary conduct and outcomes

## **Sharing and Displaying Rewards**

To ensure that rewards are shared and celebrated within school and with families, we do the following:

- ✓ Classes promote the Golden Rules and House points
- ✓ Classes display group/class gemstones
- ✓ Rewards Assemblies are used to share ongoing achievements
- ✓ Certificates, badges and wristbands motivate children and enable them to share their achievement with friends and families
- ✓ Attendance is celebrated in the newsletter and on the website every week
- ✓ Pupil Achievements are taken home and shared with parents

## **Attendance and Punctuality**

To encourage punctuality and attendance, we do the following:

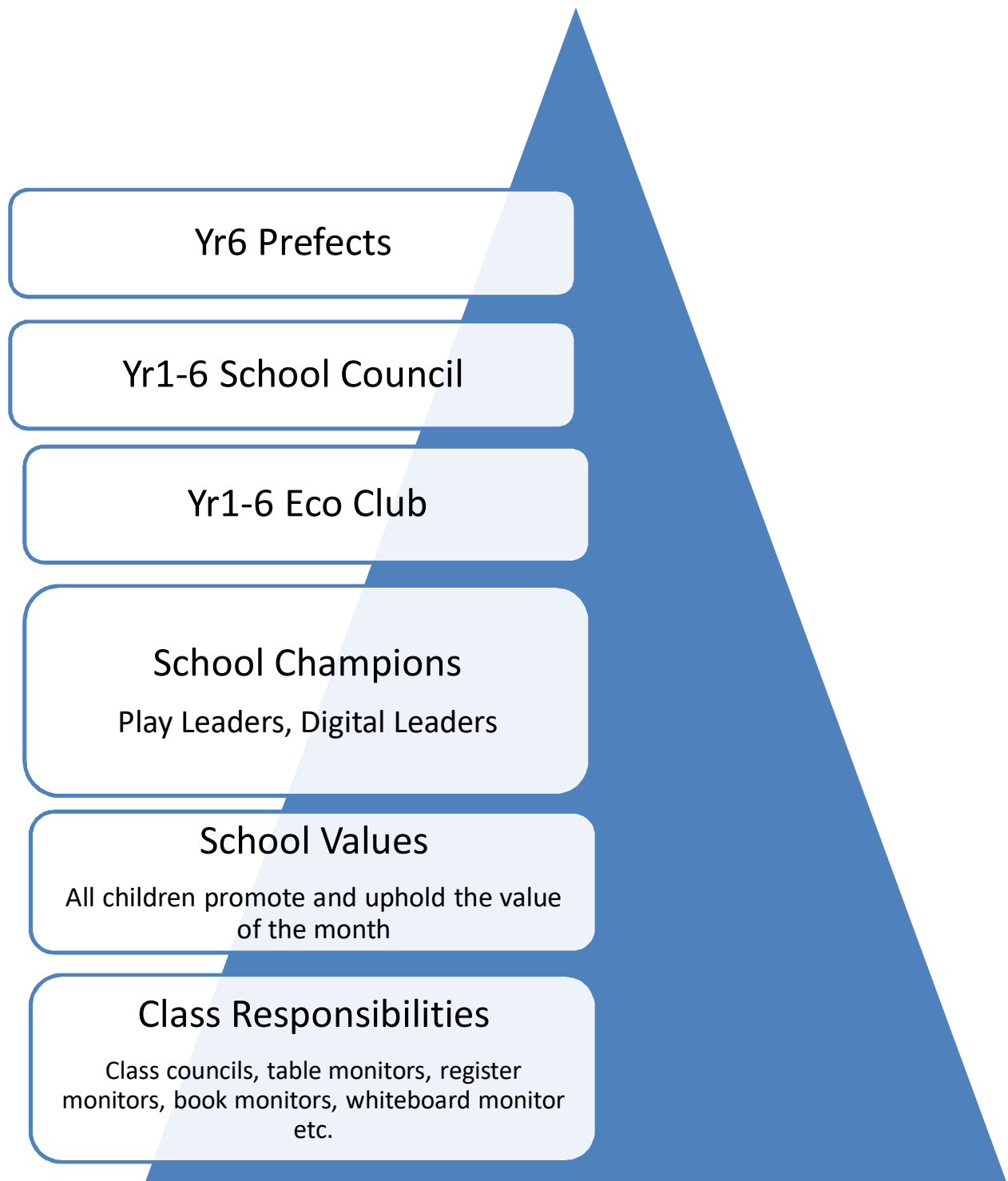
- ✓ Welcome start – key adults on playground from 8.45-9.00am
- ✓ Early Morning Challenge
- ✓ Early morning clubs to encourage punctuality and attendance
- ✓ Breakfast Club to encourage punctuality and attendance
- ✓ High expectations of attendance/punctuality with praise and rewards
- ✓ Role model good attendance and punctuality to the children
- ✓ Report to parents termly regarding attendance and punctuality
- ✓ Weekly and half termly attendance rewards

## **School Uniform**

To encourage our pupils to be smart and take pride in their school uniform, we do the following:

- ✓ Share clear uniform guidelines and expectations
- ✓ Ensure new admissions to the school have full uniform on entry
- ✓ Ensure uniform is for sale or second hand uniform is available
- ✓ Have high expectations of pupil presentation and school uniform
- ✓ Praise children who look smart and regularly wear the correct uniform
- ✓ Role model good presentation and pride in appearance
- ✓ Require girls with long hair to have it tied back at all times, and boys to not have patterns or designs in their hair
- ✓ Class teachers complete uniform spot checks
- ✓ Require children to wear a sensible and sturdy shoe as part of their uniform

# Pupil Voice Pyramid



## Consequences – We must live with the consequences of the choices we make

### **12. Permanent Exclusion: Headteacher & LA involvement**

**11. Fixed Term Exclusion: Headteacher involvement & parents attend re-admission meeting. Work to be provided.**

**10. Internal Exclusion or reduced timetable: Headteacher involvement and meeting with parents. This may take place at Leagrave or an alternative provision (Please read in conjunction with the Exclusions Policy).**

**9. Phase leader & class teacher continue to review & modify behaviour plan accordingly.**

Where there is no improvement, SLT or SENCo to be involved. Alternative provision or in house support to be considered.

**8. Complete CIG referral with evidence.**

E.g. Yellow/red card records, IBPs, meeting records etc.

Notify parents of referral. Appropriate interventions to be identified by LIFT team. External referrals to be made by SENCo.

**7. Two red cards in a fortnight. / Three or more per half term: Class teacher to notify phase leader of triggers.**

Phase Leader to call a meeting with parents and class teacher. A behaviour plan outlining class strategies and interventions to be formulated & review date agreed. Plan copied to parent, class teacher, phase leader, assistant head for behaviour.

Option to remove privileges (clubs, responsibilities, extended opps) where necessary.

**6. Red card - visit & removal where necessary by senior staff member. (log R)**

Staff member issuing red card to complete paperwork. Lunch detention and parents notified by class teacher at the end of day; in person or a phone call or a standard red card letter. Red card paperwork to be completed and copied to Pupil Profile & Phase Leader Behaviour folder. Phase leader will monitor half termly.

Serious incidents jump to 7,8,9,10

**5. 2xY in a week/3 or more per half term: Class teacher to monitor triggers.**

Class teacher to notify parents face to face or by phone or issue a standard letter for parents information. Child to be monitored on a class tracker and report to phase leader daily. Reviewed fortnightly with parents.

**Class teacher to complete green universal indicators.**

**4. On return to classroom, if behaviour continues: Yellow Card (log WW5Y)**

Staff member issuing yellow card to complete paperwork: Loss of break/lunchtime (15mins) supervised by CT

Yellow card paperwork to be completed and copied to Pupil Profile & Phase Leader Behaviour Folder.

Phase leader to monitor half termly.

**3. Use of time out in foster class (Phase Leader) for set time.**

Teacher to send child with work to complete and reflection sheet (for up to 30 mins) and ensure behaviour expectations/targets are clear.

**2. Final Warning (log WW)**

Teachers to record final warning.

Reminder of right choices.

**1. Warning - opportunity to amend behaviours (log W).**

Teachers to use clipboard to record warnings.

Positive reinforcement and distraction to be used to support pupil to make right choice.

## Removing Barriers to Learning

Pupils may require additional support or guidance for a variety of reasons; short and long term. We recognise the importance of intervention to reduce the barriers to learning and provide a variety of opportunities to enable pupils to make positive behaviour choices. Interventions can be provided by the class teacher, the Nurture Base Coordinator, the Community Education Officer or sometimes external agencies:

### 1. 'Time Out' Class System

- ✓ Pupils are given the opportunity to have some 'time out'
- ✓ Phase Leaders' classes are the time out classes
- ✓ Pupils are sent to with work to complete
- ✓ Pupils are also expected to reflect on their behaviour using the reflection sheet
- ✓ Pupils should work in silence
- ✓ Pupils should return to the class teacher for a de-brief at the end of the session
- ✓ Teacher will plan for avoidance/distraction to avoid the same scenario again
- ✓ A record of visits to the Phase Leader's class should be maintained for tracking purposes and logged at Middle Leader meetings

### 2. Anger Management and Social Skills

- ✓ Pupils accessing this type of intervention would normally be on an individual behaviour plan
- ✓ Pupil needs are identified and shared with pupil, parent and class teacher
- ✓ Clear targets are set, monitored and reviewed regularly
- ✓ Pupils are given the opportunity to work on a one to one or in a small group
- ✓ Pupils learn to develop strategies in creative and practical ways
- ✓ Dynamis strategies are used by trained members of staff where appropriate

### 3. Resolving Bullying and Serious Incidents (Hate/Racial Incidents)

- ✓ These incidents must be recorded on the relevant paperwork and all parts of the form must be completed
- ✓ An SLT member must be informed to deal with the incident
- ✓ Parents of all pupils involved must be informed as to the circumstances of the incident and how it was then dealt with or resolved

### 4. Circles and Circle Times

- ✓ Children take turns to share as they pass the 'talking baton' round
- ✓ Structured activities are used to build a sense of community, develop empathy and trust, promote communications and co-operation skills
- ✓ Fun and energising 'mixer' games promote friendship, confidence and self esteem

5. Individual Plans and Core Inclusion Group (CIG)

- ✓ Pupils with continuing difficulties will be referred to CIG through the phase meetings. Alternative support/interventions may be put in place
- ✓ Pupils may require an individual education or behaviour plan
- ✓ Clear objectives, strategies and success criteria will be agreed and monitored

6. External Agencies

- ✓ If we feel it is appropriate, external agencies will sometimes be involved
- ✓ Pupil needs are identified and shared with parents, class teacher and pupils
- ✓ Clear targets are set, monitored and reviewed regularly

7. Restorative Approaches, Including Peer Mediation

- ✓ Restorative Justice is about repairing the harm done to people and relationships by inappropriate behaviour. It is NOT about blame or punishment.
- ✓ Where children have 'fallen out', the following will be asked:

**What happened? Who has been affected and how? How can we put right the harm? What have we learnt, so we make the right choices next time?**

- ✓ Sorting out problems in this way helps children understand and put into words their own feelings and the affect their words and actions have on others. Children start to see things from other angles or other viewpoints.

## **Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **Confiscation**

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 3 (Section 550ZA of the Education Act 1996) or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: • to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco, cigarette papers
- fireworks or other explosives
- pornographic images

In addition to these items, the school has identified the following items as banned from school as they are detrimental to high standards of behaviour and pupil safety:

- Any mobile devices including, but not limited to phones, smart watches, tablets
- Vapes

Any prohibited items listed above found in a pupil's possession as a result of a search will be confiscated. The majority of items will not be returned to the pupil. Mobile devices will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. This will be in line with the guidance referred to above.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.



## **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Pencil Cases
- Bags

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

## **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system.

## **Informing parents**

Parents will be informed of any search for a prohibited item (listed in section 3); this will be as soon as is reasonably practicable:

## **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

## Positive Handling at Legrave

Dynamis is a positive approach designed for staff to divert, defuse and de-escalate situations. The aim is to minimise risk and help build/maintain positive relationships.

Staff must be trained in Dynamis to apply the methods and during the training they will have demonstrated that they have the required attitudes, skills and knowledge to pass the course.

The Dynamis programme encourages communication during a crisis and is proven to increase the confidence of staff enabling them to effectively manage pupils who present disruptive and challenging behaviour.

### Dynamis Training

- Enables school to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all.
  - Reduces the amount of serious incidents involving physical restraint in school, emphasising the importance of exhausting behaviour management strategies first.
  - Increases the awareness of staff about the importance of recording and reporting, monitoring and evaluating all incidents involving positive handling.
  - Provides a process of repair and reflection for both staff and pupils.
1. The first response is to remain calm, under control and to stabilise the situation, preventing it from getting worse. Staff will always use verbal and non-verbal de-escalation strategies before positive handling strategies are used. There will be an awareness of the conflict spiral, levels of behaviour and the need for an appropriate staff response in order to maximise the opportunity to calm the incident through non-verbal and verbal strategies where possible. All actions must be reasonable and proportionate. **Restraint is a last resort.**
  2. When a concern for an individual pupil is identified it is important to have all of the necessary paperwork in place. A full risk assessment/positive handling plan will be attached to their behaviour plan. Everyone concerned with the pupil will be aware of the plan to ensure their safety and wellbeing needs are met. This will include strategies to defuse and de-escalate by the use of diversion, reassurance and communication. A range of positive handling strategies will be referenced; gradual and graded, involved in holding, guiding and escorting safely, from least intrusive to more restrictive holds. Parents and the pupil will be fully involved with the risk assessment and it will be subject to regular reviews.

3. Following any incident where it was necessary to use restraining strategies, a record sheet will be completed to provide full details of the incident including the potential risks involved. The school recognises the need to carry out the follow up process with the pupil and the importance of a support and supervision, repair and reflection process for both staff and individuals. The record sheet will be filed in the pupil profile.

(Please see the Positive Handling Policy for forms.)

**Electronic copies of the policy and appendix can be found on the school website.**

1. General Prompts
  - Catch them being good (Appendix 1)
2. Form and Letters
  - Pupil Profile Information (Appendix 2)
  - Behaviour Support Plan (Appendix 3)
  - Behaviour Response Form (Yellow/Red card) (Appendix 4)
  - Bullying Record (Appendix 5)
  - Serious (Hate/Racist) Incident Record (Appendix 6)
  - Incident Record (Appendix 7)
  - Meeting Record (Appendix 8)
  - CIG Referral (Appendix 9)
  - Dynamis Incident Log (Appendix 10)
3. Pupil Prompts
  - Gemstones (Appendix 11)
  - Reflection Prompt (Appendix 12)
4. Trackers and Target Sheets
  - Tracker proformas (Appendix 13)



# **CATCH THEM BEING GOOD**

**Think of many opportunities to show children you  
have noticed their positive behaviour!**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>▪ Being kind</li><li>▪ Coming into the room quietly</li><li>▪ Showing enthusiasm</li><li>▪ Carrying out a classroom job responsibly</li><li>▪ Offering help without being asked</li><li>▪ Staying on task</li><li>▪ Telling the truth</li><li>▪ Rising to a new challenge</li><li>▪ Behaving courteously towards visitors</li><li>▪ Doing extra research outside the school</li><li>▪ Taking part in school clubs and events</li><li>▪ Showing a positive attitude</li><li>▪ Making their best effort</li><li>▪ Taking part in activities in the wider community</li><li>▪ Taking part in a group activity</li><li>▪ Showing creativity</li><li>▪ Keeping busy when work is finished</li><li>▪ Taking turns</li><li>▪ Working co-operatively</li><li>▪ Being a good friend</li><li>▪ Being punctual</li><li>▪ Getting on well with what they should be doing</li><li>▪ Being a good active listener in circle time</li><li>▪ Making a smooth transition between activities</li><li>▪ Working hard at something</li><li>▪ Sharing school or home experiences with others</li></ul> | <ul style="list-style-type: none"><li>▪ Following directions</li><li>▪ Showing good manners</li><li>▪ Listening carefully</li><li>▪ Helping someone</li><li>▪ Bringing all the things they need for school</li><li>▪ Handing in homework on time</li><li>▪ Being a good audience at a performance</li><li>▪ Settling to work quickly</li><li>▪ Asking questions when they are not sure what to do</li><li>▪ Being calm in a difficult situation</li><li>▪ Taking part in a class discussion</li><li>▪ Walking sensibly</li><li>▪ Taking part in a challenge/performance</li><li>▪ Putting resources away without being asked</li><li>▪ Making a new friend</li><li>▪ Sharing</li><li>▪ Being sensitive towards others feelings</li><li>▪ Befriending a new class member</li><li>▪ Learning a new skill</li><li>▪ Helping a younger/less able person</li><li>▪ Using resources appropriately</li><li>▪ Returning borrowed books/equipment</li><li>▪ Helping to solve a problem</li><li>▪ Respecting other peoples' views</li><li>▪ Returning school letters on time</li></ul> |
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# Leagrave Primary School

21



**Leagrave Primary School**

<b><u>PUPIL CHRONOLOGY OF REASONABLE ADJUSTMENTS</u></b>		
<b>Date</b>	<b>Class</b>	<b>Comments</b>



## Leagrave Primary School

<b><u>BEHAVIOUR SUPPORT PLAN</u></b>		
<b>Name:</b>	<b>Class:</b>	<b>SEN Stage:</b>
<b>Date of Plan:</b>	<b>Date of Review:</b>	
<b>Behaviour Targets:</b>		
1.		
2.		
<b>Methods and resources to meet targets:</b>		
<b>Criteria for success:</b>		
<b>Rewards:</b>		<b>Sanctions:</b>
<b>Actions/By whom:</b>		
<b>Pupil's signature and comment:</b>		<b>Comment at review:</b>
<b>Parent's signature and comment:</b>		<b>Comment at review:</b>
<b>Staff member's signature and comment:</b>		<b>Comment at review:</b>
<b>Further Action(s) post review:</b>		



# Leagrave Primary School

## BEHAVIOUR RESPONSE RECORD

<b>Pupil Name:</b>	<b>Pupil's Class:</b>
<b>Date of incident:</b>	<b>Time of incident:</b>
<b>Others Involved:</b>	<b>Adult dealing with the incident:</b>
<b>Yellow Card</b>	<b>Red Card</b> (* denotes informing SLT immediately)
<input type="radio"/> Irritating others <input type="radio"/> Talking in class <input type="radio"/> Incompletion of tasks (through lack of attention and effort)  <input type="radio"/> Getting out of seat without permission <input type="radio"/> Minor misdemeanor impacting on learning <input type="radio"/> Running inside the school building <input type="radio"/> Other: _____	<input type="radio"/> Racism <input type="radio"/> Vandalism <input type="radio"/> Stealing <input type="radio"/> Misuse of technology <input type="radio"/> Arrogance <input type="radio"/> Defiance <input type="radio"/> Consistently not adhering to school uniform policy <input type="radio"/> Swearing <input type="radio"/> Answering back – report immediately to phase leader <input type="radio"/> Task refusal – report immediately to phase leader <input type="radio"/> Other: _____ <input type="radio"/> Physical, Violent or Disruptive Behaviour* <input type="radio"/> Verbal attack* <input type="radio"/> Bullying* <input type="radio"/> Walking out of class *
<b>Brief Account and Outcome:</b>	
<b>Action Taken:</b>	<input type="radio"/> Parents notified <input type="radio"/> Parents involved <input type="radio"/> Headteacher involved <input type="radio"/> Other: _____
<input type="radio"/> Breaktime detention <input type="radio"/> Lunchtime detention <input type="radio"/> Other: _____	
<b>Signed:</b>	<b>Copied to:</b>





# Leagrave Primary School

## BULLYING INCIDENT RECORD

<b>Date:</b>	<b>Victim:</b>	<b>Gender:</b>	<b>Ethnicity:</b>	<b>Year:</b>
<b>Time:</b>				
<b>Location:</b>	<b>Perpetrator:</b>	<b>Gender:</b>	<b>Ethnicity:</b>	<b>Year:</b>
<b>Incident:</b>				
<b>Type of bullying observed or reported (Please tick those that apply):</b>		<b>Method of bullying:</b>		
Prejudiced based		Physical aggression		
Appearance		Verbal		
Perceived income		Non verbal		
Disability/SEN/Ability		Indirect		
Health		Cyber		
<b>Action Taken (including sanctions):</b>				
Please inform both sets of parents/carers and class teachers				
<b>Dealt with by:</b>	<b>Parents informed by:</b>	<b>Follow up:</b> (Including any restorative work)		
<b>Date:</b>	<b>Date:</b>	<b>Date:</b>		
<b>Further comments:</b>				



# Leagrave Primary School

## SERIOUS (HATE/RACIST) INCIDENT RECORD

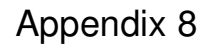
26



**Leagrave Primary School**

**INCIDENT REPORT – TO RECORD DETAILS OF EVENTS**

<b>Date of report:</b>	<b>Date of incident:</b>
<b>Pupils involved:</b>	
<b>Incident reported by:</b>	
<b>Teacher dealing with incident:</b>	
<b>Actions:</b>	
<b>Copied to:</b>	



## MEETING RECORD

<b>Date:</b>	<b>Time:</b>
<b>Meeting lead and minuted by:</b>	<b>Meeting attended by:</b>
<b>Concern/Subject of meeting:</b>	
<b>Copied to:</b>	

**Leagrave Primary School****SUPPORT AND INTERVENTION REFERRAL – CONFIDENTIAL***To be completed by referrer and passed to CIG*

<b>Name of child:</b>	<b>D.O.B:</b>
<b>Referred by:</b>	<b>Date:</b>
<b>Class teacher:</b>	<b>Class:</b>

**Reason for referral / area of concern (please tick all relevant)*****In the case of a Safeguarding incident, report to Safeguarding Officer immediately***

- ☐ Health
- ☐ Education and Learning
- ☐ Emotional and Behavioural Development
- ☐ Identity
- ☐ Family and Social Relationships
- ☐ Social Presentation
- ☐ Self Care Skills
- ☐ Parenting Capacity
- ☐ Family and Environment
- ☐ Other (please state)

**Summary of concerns:****Have concerns been logged against the Universal Indicators?****If no, please complete.****If yes, which level are they?**      Green      Yellow      Red**What actions have been taken, by whom and when?****Anticipated support or intervention:****Anticipated outcome for child:**

***To be completed by CIG***

**Date received:**

**How referral received:**

**Known siblings:**

**Ethnic origin:**

**Previous action taken – collated information - (add dates, details etc.):**

☐ CIG referral

☐ Early Help:

Not started – ongoing – in place

☐ class teacher/ phase intervention

☐ home visit

☐ other agencies involved and involvement

☐ signposting to ...

☐ contact with parent/carers

☐ CP

☐ other

**Agreed action**

Action	Dates	Key person	Frequency	Follow up

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



## Leagrave Primary School

### DYNAMIS INCIDENT LOG

<b>Pupil's Name:</b>				<b>Person completing form:</b>			
<b>Details of Incident:</b>							
Date:		Time:		Location:		Duration:	
<b>Staff involved:</b>							
<b>Pupils witnessing incident:</b>							
Brief incident account including events leading up to the incident; who was involved, <b>positive handling strategies used</b> , <b>duration</b> of incident and <b>pupil response</b> :							
<b>Strategies used:</b>							
Chill out time		Distraction		State alternatives/ consequences choices/limits		Praise partial compliance	
Give space		Reassure/success reminder		Other staff intervene		Repeat request	
Talk calmly		Give a count		Planned ignoring		Remove stimulus	
Verbal advice support		Negotiation		Contingent touch		Humour	
<b>Handling Strategies used:</b>							
Help hug				Sitting double elbow (single person)			
Cradle hug				Standing double elbow (two person)			
Standing wrap				Sitting single elbow (two person)			
Sitting wrap				Figure of Four (two person)			
Standing double elbow				Advanced front ground recovery (three person)			
Half Shield				Other:			
<b>Action taken:</b>							
<b>List of people to be informed (tick those informed):</b>							
<input type="checkbox"/> PHASE LEADER <input type="checkbox"/> SENCO <input type="checkbox"/> PARENTS							
<b>Signature of staff involved:</b>						<b>Date:</b>	
<b>Signature of Headteacher/Deputy Head:</b>						<b>Date:</b>	





# **PUPIL GEMSTONE**

for

**Date:** \_\_\_\_\_



**Leagrave Primary School**

**REFLECTION SHEET**

**Name:** ..... **Class:** ..... **Date:** .....

**You have been given reflection time from the class to think about your behaviour and where it is taking you. It is your job to think about making better choices for the future.**

***Please complete:***

- 1.How did you choose to behave?**
  
  
  
  
  
- 2.What happened before your behaviour let you down today?**
  
  
  
  
  
- 3.How did it make you feel when you behaved in this way?**
  
  
  
  
  
- 4.How do you think others around you felt?**
  
  
  
  
  
- 5.How could you make a better choice next time?**
  
  
  
  
  
- 6.Who could help you?**
  
  
  
  
  
- 7.Which of our Values should you try to show next time?**



# Leagrove Primary School **BEHAVIOUR TRACKER**

Name: ..... Class: ..... Week beginning: .....



	Session 1	Session 2	Session 3	Session 4	Session 5	Phase Leader comment
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Target 1:

.....

Target 2:

.....

*This tracker is used to inform discussion around progress towards making good choices, and not as a sanction.*