

## **Behaviour Policy Overton CE Primary School**

The Behaviour Policy at Overton CE Primary School covers all aspects of the school, contributes to the development and maintenance of good behaviour and supports our ethos of Excellence for all. All members of the school community are expected to help contribute towards an atmosphere conducive to learning.

**Our school policy is based on our Core Christian values of Love, Hope and Faith and underpinned by our shared school rules.**

These values are promoted through our Collective Worship, Celebration Assembly and class reflection times.

### **Aims**

- The behaviour policy is supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage, model and teach good behaviour rather than to simply punish bad behaviour, by providing recognition and rewards
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow

### **Code of Conduct**

- All children and adults are expected to support the school values
- Children are encouraged to be proud to belong to Overton CE Primary School and always wear the correct school uniform. Jewellery or trainers should not be worn
- Children should always walk around the school, keeping to the left wherever they are
- Physical violence is not acceptable, neither is retaliation
- Foul or abusive language must not be used
- Children are expected to be punctual

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. We are especially aware of the needs of some children who may need special support for behaviour.

### **School Rules**

Our school rules are displayed and shared with the children as a means of communicating the code of conduct in child friendly language. We have chosen three rules through which the code of conduct is

Overton CE Primary School  
Behaviour Policy  
September 2025

promoted in all aspects of school life. We have made them simple to recall, so that all adults can refer to them more frequently and consistently. What is really important is brought into sharp focus and children can strive to demonstrate the behaviours that are most important to improving their learning.

Be

- Ready
- Respectful
- Safe

### **Strategies for Promoting Positive Behaviour**

At the heart of encouraging positive behaviour is ensuring that the Behaviour Policy is known and understood by all and consistently implemented.

All staff are expected to recognise and apply the rewards and sanctions in a consistent manner. All staff are also expected to model the behaviour we expect to see in our children and in particular to address children courteously.

#### **Start of Day**

- Teacher to “meet” and “greet” children at the class door on arrival
- Starter activity to be available immediately and accessible to all

#### **Start of Lessons**

- Teacher to collect children from the playground at the end of playtimes and lunchtimes and walk in with them
- The lesson should begin promptly therefore engaging children from the start

#### **During Lessons**

- High expectations of work and behaviour
- Effective teaching encourages good behaviour – pay attention to planning, pace, interest and variety, differentiation, visual cues
- Stimulating environment with motivating displays and learning posters
- Ensure all children can access resources easily and that all can see touch panels from their seat
- Ensure school rules (exemplified), rewards and sanctions are visible to all
- Praise consistently (5:1 ratio minimum) – ‘Catch them being good’
- Know your children well and understand their needs SEND etc. Ensure you use strategies recommended in any specialists advice / reports etc.
- Make opportunities to build positive relationships in unstructured time eg. Playtimes, lunchtimes
- Watch language, tone, posture, body language etc. Remain calm and cool at all times
- Plan the use of any additional adults to support children who need extra help to meet the lesson objectives
- Use of AfL encourages motivation and engagement
- Never make empty threats. Ensure you always follow through on what you have said
- Criticise the behaviour – not the child. Avoid punishing the whole class for the actions of a few
- Reflect! Don’t be afraid to admit you got it wrong, seek advice and change your practice the next time

### **End of Lessons**

- Allow time for plenary and reflection on the learning
- Ensure the classroom is tidy
- Ensure an orderly dismissal by accompanying your children to the playground at playtimes and the end of the day. At playtimes, make sure an adult is on duty before leaving your children

### **Out of Class**

- Notice and respond to good behaviour exhibited by children from across the school
- Duties – on time, in correct place. Take opportunities to build relationships with children
- Intervene whenever incidents occur – follow Restorative Approaches where possible
- Corridors kept clean and tidy with motivating/informative displays

### **Incentives and Rewards**

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of recognition and reward. This is for all children. The scheme is based on ways in which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

All staff give verbal or written recognition as often as possible.

### **Positive notes home**

Each member of staff writes a positive note to one child once a week to recognise their efforts / behaviour / acts of kindness.

### **Beads in a bottle**

This is a class reward system. Beads are awarded for group or whole class efforts. When there are 10 beads, the class receive a reward/privilege that is agreed by the class.

### **Certificates**

Also individual certificates celebrating achievements are awarded throughout the year at each week's assembly for anything that reflects our values, our school aims, our rules or growth mind set behaviours.

### **Hot Chocolate Fridays**

Children who consistently show good behaviour choices (but are too easily forgotten) may be invited to attend Hot Chocolate Friday. A sheet goes round fortnightly for class teachers to nominate children they feel should be invited to spend 15 mins with the Head, chatting and drinking hot chocolate. (This may be adapted into Freeze pop Friday in the summer months).

### **Restorative approaches**

Wherever possible, this School will seek to repair relationships using restorative approaches. Restorative Approaches, inspired by the philosophy and practices of restorative justice, puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. The key values of Restorative Approaches create an ethos of respect, inclusion, accountability, and taking responsibility, commitment to relationships, impartiality, being non-judgemental, collaboration, empowerment and emotional articulacy. (Belinda Hopkins – Transforming Conflict).

### **The mindfulness area**

At breaktimes and lunchtimes, the library is available for children to come to if they are feeling angry or upset and need to calm down or if they want to speak to an adult about a problem or issue that is upsetting them. The library is supervised and restorative approaches are used with children where possible to help them deal with problems.

### **The Responsibility of School Staff**

Staff at the School have the powers to discipline children including:

- The use of Restorative Approaches towards conflict resolution
- The use of school sanctions
- The authority to confiscate banned items
- The power to discipline children outside school / screen and search children

All of the above duties will be carried out by all members of staff as designated by the Head. It is the responsibility of school staff to model good behaviour and implement the policy consistently and fairly. The School ensures new staff and support staff are aware of the policy and procedures through induction.

### **The Responsibility of children**

The School encourages all children to behave well and show self-discipline and respect, both in school and in the wider community. Children with extra responsibilities such as year 6 ambassadors and team captains are expected to model good behaviour. The School encourages children to take responsibility to develop a positive behaviour culture within the school. This is re-enforced in Collective Worship and PSHE.

The school encourages children to be active in preventing bullying throughout the year with activities that raise awareness, especially in Anti-Bullying Week.

The school encourages children to complete assigned work. Uncompleted work must be finished in the classroom at lunchtime and/or breaktime.

### **The Responsibility of Parents/Carers**

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively
- By signing the Home School Agreement which outlines the responsibilities of the school, children and parents/carers (See Appendix 2)

## The Role of the Community

The School liaises with a range of bodies, as appropriate, to support and promote positive behaviours. These may include:

Behaviour Support Team  
CAMHS  
Fire Service  
Community Police  
Ministers of local Churches  
Local shops and businesses

## Understanding the School Rules

Each teacher will lead a discussion about the rules with the children at the beginning of the school year. The purpose of this discussion is to ensure that all children and adults in the classroom have a common, clear understanding of these rules and what they 'look like' in practice. The table below gives some ideas of things that might be covered by each rule but these should be decided with the children at an age appropriate level. The discussion should start with the question:

'What do we want being ready / respectful/ safe to look like in our classroom and the playground?'

The ideas formulated by the children should form a small display (illustrations and or captions by the children) so that the class charter can be referred to throughout each day.

<b>Ready</b>	Looking at the person who is speaking Coming into the classroom promptly in the mornings and after playtime / lunchtime Good listening Getting involved in class / group discussions Facing new challenges Being resilient Wearing correct uniform
<b>Respectful</b>	Being kind and polite Caring for school property and the property of others Being honest Following instructions the first time we are asked Waiting our turn to speak Showing good manners Wearing correct uniform Keeping the school rules Understanding that not everybody has the same views
<b>Safe</b>	Keep hands and feet to ourselves Walk inside school Use lesson resources / playground equipment for what they are supposed to be used for Four chair legs on the floor Know and follow the fire procedures No play fighting Treat other people kindly

## Four micro-scripts to use

What you repeatedly say in response to poor behaviour is important. Most of us have had our defaults set by our own teachers when we were students. This is why in moments of stress you find yourself saying ridiculous phrases like 'Why am I waiting?' and 'Would you do that at home!' Here are some key phrases.

### **'I've noticed....'**

Removes the judgement from behaviour interventions. 'I've noticed that you are late/crawled under the table/are finding it difficult to follow instructions'. There is no blame attached, there is nothing for the learner to defend against.

### **'I need you to...'**

Assertive and direct. Using 'I need you to..' allows you to give instructions that are not based on choice. Often introducing 'choice' in the moment is not helpful, 'You can choose to do this now or at break time' will tempt many learners to go for the latter and that is not the outcome you really wanted.

### **'You are better than that...'**

Instantly reminds the learner that you have faith in them despite their poor behaviour today. Done well it can reframe the learner as the best version of themselves. It refers them back to a time when they behaved well and committed to the task.

### **'I care about you'**

Lets the pupil know that you believe in them and want good outcomes for them.

## **Sanctions**

Our sanctions policy concentrates on encouraging children to make sensible choices and putting things right when possible.

If a child breaks a school rule (e.g. by disturbing others through chatting, calling out etc) the 'Sanctions Ladder' should be followed with children moving to the next point on the ladder if the behaviour continues or worsens:

### **Sanctions Ladder**

Before going on to the "ladder", your teacher will notice by giving the child a look or let the child know that they are making a poor choice.

If the child continues to break school rules...

1. **Reminder** - You will be reminded of the rule you have broken
2. **Warning** - You will receive a verbal warning which comes with a choice
3. **Time out or move in class** - You will be moved in class or have time out in another classroom where you will complete the behaviour log. Followed by a move to the Phase Leader
  
4. **Repair** - You will discuss your behaviour with your class teacher and consider how best to repair the problem. E.g. complete missed work during own time, apologise to those that have been affected, decide what you need to stop / start doing.

If you are sent out of your classroom, your teacher will speak to your parents.

If your behaviour does not improve you will discuss this with your class teacher and Head Teacher and your parents will be contacted.

Repeated classroom disruption may result in a behaviour chart or plan being implemented.

If a child wastes time or does not complete work that has been set, the work will be completed in the child's own time i.e. at break or lunchtime.

### Serious Breaches of the Behaviour Policy

For more serious behaviour e.g. swearing, spitting, causing physical harm, damaging school property, which goes beyond the breaking of class rules, the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first. A Restorative discussion will also form part of the process. See Appendix for further information.

<b>First incident</b>	Incident recorded on our online system CPOMS by an adult involved in dealing with the incident, alongside the child. Head Teacher, Deputy and Inclusion Manager notified of incident on CPOMS Warning of next steps in future if there are repeated incidents of this kind Class teacher informed (if they were not the ones completing the chart) who will notify parents of the incident verbally
<b>Second incident</b>	Incident recorded on CPOMS by an adult involved in dealing with the incident, alongside the child Class teacher informed who will notify parents of the incident verbally and also who will follow this up with a formal letter/email Head Teacher, Deputy and Inclusion Manager notified of incident on CPOMS
<b>Third incident</b>	Head Teacher, Deputy Head and Inclusion Manager notified of incident on CPOMS Parents contacted and possible following actions: A letter home Possibility of a daily or weekly report(may be verbal or written) Behaviour Plan implemented Warning of future sanctions e.g. exclusions

### Sanctions for serious behaviour will follow the steps above and may include:

- A teacher's immediate use of step 3 of the Sanctions Ladder i.e. the child leaves the classroom.
- A verbal warning by the Head Teacher or Deputy Head Teacher as to future conduct
- Withdrawal from the classroom for the rest of the day
- Communication with parents informing them of the problem
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring then exclusion procedures are implemented. County guidelines will be followed. Parents have the right of appeal to the Governing Body against any decision to exclude
- A case conference involving parents and support agencies

Any sanction for serious behaviour incidents are recorded on CPOMS.

Extreme situations of serious behaviour may result in children moving more quickly to Head Teacher involvement.

## **Internal Exclusion**

If a child persistently makes poor behaviour choices, and continues to choose the following behaviours, the child may, at the discretion of the Head / Deputy Head, either be given an Internal Exclusion or a Fixed Term Exclusion:

- Serious and persistent disruption to other children' learning, including rudeness, disobedience and refusal to abide by the School's Code of Conduct
- Physical violence to children, parents, staff or adults
- Swearing at any child, parent, staff or adult in the School
- Threats of physical violence to children, parents, staff or adults, or in some other way risking the safety of children, parents, staff or adults
- Serious or persistent bullying or racial/sexual intimidation
- Serious damage to School's property

For an Internal Exclusion the child will complete the following day under supervision in a different classroom, reflecting on their behaviour and completing work set by the class teacher. If the behaviour continues or the child chooses not to follow the School rules during the Internal Exclusion, a Fixed Term Exclusion will be given.

## **Playtime or Lunchtime Exclusion**

If, as a result of a restorative conversation, it is decided that a child should miss their playtime, the Community Room will be used as the venue for those children. This sanction is only to be used as a result of a misdemeanour having taken place at playtime or lunchtime. At morning playtime an adult from those who are on duty will supervise the children. At lunchtime, teaching assistants, the head teacher or deputy head teacher will supervise the children.

Children who miss playtimes maybe expected to complete a 'Reflection sheet' or be supported verbally explaining the reason why they have been excluded from the playground and what they should have been doing instead.

## **Challenging behaviour**

We acknowledge that there may be a few children who need additional support in order to be successful. These children may be unable to recognise the normal boundaries of behaviour. They are often unhappy, angry and suffering from low self esteem. They may have basic emotional or physical needs which are not being met. They often feel they are incapable of being good so they do not even try. The usual systems for incentives and sanctions may not motivate these children. They are often afraid of their own behaviour and feel they cannot regain control. To help children break out of this negative pattern, a small achievable target should be set, with a motivating reward, so that they can experience success.

## **Individual contracting**

This will be used for children who are beyond normal incentives and sanctions and policies. Staff, parents and child will agree on one target of achievable behaviour and a specific reward which will motivate that child.

The system for monitoring the target behaviour will be agreed with adults and child. The normal sanctions will still apply for other unacceptable behaviour.

The rewards given for achieving these targets will be kept separate from other sanctions when unacceptable behaviour occurs. This will ensure that the child's success in achieving the target is not undermined by other behaviours. In this way their self-image can be steadily enhanced.

When any child reaches this stage the incidents will be logged by the school in case the child needs to be referred to outside agencies.

### **Physical Contact with Pupils**

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is appropriate and necessary, such as:

- holding the hand of the pupil
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use equipment
- to demonstrate techniques
- to give first aid

### **Positive Touch**

Adults are trained in how to move children safely and effectively and know that lifting children is not a strategy endorsed by the school.

In addition:

- Children must not be pulled by their clothes or wrists
- Children should not be carried
- Children must not be picked up off furniture

### **Verbal Strategies**

- Verbal instruction and active ignoring are effective strategies.
- Over stating- you are over the fence and it's not safe rather than 'get down' Follow me- I'll wait for you  
I need you to...

### **Disengagement**

A child is not responding or sinking to the ground: They might need processing time. A form of ignoring and backing away to avoid giving attention or escalating the situation

There may be instances where it is appropriate to restrict a child who may be at risk due to a lack of awareness or danger to a room or a particular area in order to keep him/her safe, e.g. if s/he has a severe learning disability and/or their ability to make safe choices is temporarily impaired by severe anxiety or rage, resulting in challenging and unsafe behaviour. However, it must be ensured that they are cared for under close adult supervision at all times and the incident fully recorded and reported. We will avoid 'trapping' children unless it is unsafe for them or the other children to let them go. We will support children who might have been 'targeted' by another child by making it a priority to move them to keep them safe.

The use of seclusion where a child or young person is forced to spend time alone against their will would not normally be seen as appropriate except for short periods of time in extreme situations whilst help is obtained. This is in contrast to a time out known as 'thinking time', where a child or young person would be

supervised or accompanied in a neutral manner, and to withdrawal where they are removed from a difficult situation and accompanied while they calm down.

### **Moving a child**

It is imperative that staff use the strategies taught in 'Team Teach' training i.e. Two people must walk a child in from the classroom using speed to move the child quickly and safely explaining to the child what they are doing as they move.

### **Use of Reasonable Force (See Policy)**

Hampshire County Council's policy in relation to the use of force is founded upon three underpinning principles:

- the use of force should, wherever possible, be avoided
- there are occasions when the use of force is appropriate
- when force is necessary, it must be used in ways that maintain the safety and dignity of all concerned

The application of a restrictive physical intervention should be an act of care not of punishment or aggression and should not be used purely to force compliance with staff instructions when there is no immediate risk to the child or other individuals.

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person to whom the Head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise.

The school does not encourage the use of force and it will only be used as a last resort. There is no definition of when it is reasonable to use force, as every situation is different and it will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

### **Screening and Searching**

On the rare occasions when this may be required, please see appendix 1

### **Confiscation and Disposal**

For further details on banned items please refer to appendix 1.

### **Behaviour Out of School**

Children are expected to uphold the reputation of the School whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the School into disrepute or has repercussions for the orderly running of the School.

The School will always cooperate with the Police in any investigation of incidents which are thought to involve Overton CE Primary School children.

## **Allegations**

Any allegation of misconduct against a member of staff will be taken seriously and referred to the Local Education Officer and Local Area Designated Officer and dealt with using the Local Authority procedure. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. If the allegation is against the Head, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors' Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on 'Safer Working Practice' in order to minimise the risk of allegations being made.

## **Monitoring**

In order to help monitor the effectiveness of the Behaviour Policy we will review the application of the behaviour policy through observations and the scrutiny of behaviour logs.

The Governors will review the policy every three years. In order to formulate this, governors will consult with all staff, parents, children and other school partners.

This policy should be read in conjunction with the following policies:-

Anti-Bullying, Complaints, Equality, Health & Safety, Learning, Restrictive Physical Intervention, Safeguarding (including allegations against staff) and Teaching.

## **Appendix 1**

### **Searching and Confiscation**

The Code of Conduct and associated School Rules makes it quite clear what items are prohibited at Overton CE Primary School. Staff reserve the right to screen all children for banned objects – this could involve asking children to turn out their bags or searching trays.

It may occasionally be necessary to search a child with their consent. This will only be done in extreme circumstances when the School has reasonable grounds to believe a child may be carrying illegal, stolen or prohibited items.

- Searches will be carried out by senior members of the teaching staff
- Searches will be carried out, out of sight of other children
- There will always be two members of staff present when a search takes place. Wherever possible, both members of staff will be of the same sex as the child
- All searches will be logged
- Parents/carers will always be informed if a child has been searched and the result of that search.

Children will NOT be searched without their consent. If the School has reason to believe the child requires searching and he/she refuses consent the Police will be called and parents/carers informed.

(For more information see DfE Guidance, 'Screening, Searching and Confiscation July 2011'). The School Community Police Officer may be the first point of contact for the School.

### **Confiscation**

The School has the power to confiscate any item, which is illegal or banned from school. In most circumstances, staff will confiscate items, which are banned from school and return them to children at the end of the day. However, on occasions, this will not be appropriate and in those cases, the following principles will apply:

- Illegal items (fireworks, weapons or substances) will be handed to the Police
- Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs, e.g. chewing gum) will be returned to the parents/carers of the child
- High value items (£20+) e.g. mobile telephones, MP3 players etc, which are confiscated will be held securely until a parent/carer makes arrangements to collect them
- Low value items will be returned to the parents/carers of the child

(For more information see DfE Guidance, 'Screening, Searching and Confiscation July 2011')

## Appendix 2

### Overton C.E. Primary School Home School Agreement

The Staff and Governors of Overton CE Primary School believe that we must offer every child a broad and balanced curriculum together with a high standard of pastoral care. We aim to assist each child in attaining the highest possible academic and personal achievements through working in partnership based on a Right's Respect and Responsibility approach. We believe that children learn best when home and school are working closely together. This home school agreement states the responsibilities of the school, your responsibility as parents and what the school expects of the children.

1. Parents will:
  - treat all staff in a polite and courteous manner
  - see that my child goes to school regularly, on time wearing school uniform and is collected on time
  - let the school know about any concerns , problems or medical conditions that might affect my child's work or behaviour
  - inform the school of any changed circumstances (e.g. telephone contact numbers, child walking to school unaccompanied) to ensure the welfare and safety of their child whilst at school
  - support my child in homework and other opportunities for home learning and sign the Link Book each day/week
  - attend termly parents' evenings and discussions about my child's life at the school
  - organise family holidays during holiday periods so that they do not interrupt my child's education
  - organise medical and dental appointments outside of the school day or during the holidays wherever possible
  - inform school whenever my child is absent either by telephone or letter or a note in the Link Book by 9.00am
  - act as a positive role model by using social media responsibly e.g. by not sharing photographs or video of the children or staff taken on school premises
  - support the school's policies to ensure good behaviour, working collaboratively with the school on any behaviour targets to support their child
  - encourage consideration for the local community and the environment
  
2. The School will:
  - treat all parents and carers in a polite and courteous manner
  - contact the parents if there is a problem with attendance, punctuality, equipment or uniform
  - let parents know about any concerns or problems that affect the child's work or behaviour
  - send home regular assessments and an annual record of achievement
  - arrange parents' evenings during which progress will be discussed
  - keep parents informed about school activities through regular newsletters and letters or notices about special events
  - encourage children to develop respect for others and positive attitudes towards their learning and relationships
  - have high expectations of what each child can achieve to ensure that they do their very best
  - seek to involve parents closely in their child's education and work collaboratively with outside agencies to support as appropriate
  - provide home learning activities for children to complete at home with parental support
  - deal quickly, sensitively and fairly with any concerns of parents
  - celebrate children's achievements
  - encourage the children to be resilient learners who understand that making mistakes is a crucial part of the learning process

My child will try his/her best in school and follow our rules:  
Be Ready, Be Respectful, Be Safe

**Appendix 3 (Behaviour Incidents and interventions and consequences)**

Stage	Behaviour	Interventions and consequences
1	<p><b>Low level inappropriate behaviours for example:</b>                      calling out                      interrupting when the others are talking                      ignoring minor instructions                      making inappropriate noises</p>	<p><b>Apply positive strategies to encourage appropriate behaviours in- line with the school's ethos for example:</b>                      catch them being good                      notice with a look – happy face                      pre-empting the situation reminder of school expectations talking quietly to children                      restorative approaches                      give an object to fiddle with</p>
2	<p><b>Mediumlevel inappropriate behaviours for example:</b>                      petty theft                      persistent disruptive behaviour                      deliberately creating a disturbance                      general refusal to follow requests                      offensive or abusive language</p>	<p><b>Apply positive strategies and consequences to encourage appropriate behaviours in- line with the school's ethos for example:</b>                      class teacher to talk to parent and pupil                      record incidents/log – star analysis/ RAG                      give choice/expectation with timescale                      use visual timer                      lose time at lunch time</p>
3	<p><b>Higher level inappropriate behaviours for example:</b>                      serious challenge to authority                      harming someone                      repeated refusal to do tasks                      harmful or offensive name calling                      continuing to leave the class without permission                      fighting and intentional physical harm to others                      malicious allegations against staff</p>	<p><b>Apply positive strategies and consequences to encourage appropriate behaviours in- line with the school's ethos for example:</b>                      Behaviour Plan in place advice from outside agencies upon targets, strategies and interventions                      Response plan, highlighted RAG charts, risk assessment and continuum                      involve parents in weekly monitoring of behaviour log</p>
4	<p><b>If strategies from number three do not have an impact then we move on to 4.</b></p> <p><b>Serious inappropriate behaviours for example:</b>                      bullying – physical and emotional                      deliberately throwing objects with the intention of harming someone                      repeated challenge to authority                      persistent refusal to follow instructions                      extreme danger of violence                      leaving school premises                      bringing banned substances or items into school</p>	<p><b>Fixed term exclusion – length is dependent on the severity and frequency of the incident/s and the child's ongoing behaviour and will increase as a response to serious and persistent inappropriate behaviour</b></p> <p>HT (or Deputy Head/Assistant Head in her absence) needs to decide on the length of exclusion</p> <p>Involvement of outside agencies, BST and CAMHS</p> <p><b>After 3 fixed term exclusions within a half term then permanent exclusion will be considered</b></p>

**Appendix 4**

**Overton CE Primary School Restraint Incident Form**

Name of pupil (s) involved

Location of incident

Date incident occurred

Staff involved

<b>Details of events leading up to the incident</b>	<b>Reason for Intervention (tick)</b>	<b>Description of physical restraint used</b>
	Physical safety of the pupil was at risk Physical safety of another pupil was at risk Physical safety of a member of staff was at risk The pupil was attempting to harm him/herself Prevent/interrupt absconding Behaviour disrupting safe and secure learning environment	Standing Sitting Kneeling Safe hold Restrained in quiet room Single person escort Two person escort
<b>Steps taken to diffuse the situation (tick)</b>	<b>Pupil(s) response and outcome of the incident</b>	<b>Details of any injury suffered by anyone and damage to property</b>
Verbal advice and support Reassurance Calm talking Humour Distraction Step away Options offered Time out offered Negotiation Other (specify)		

Form completed by

Signature

Witnessed by

Signature

Any statements from any witnesses (included on separate sheet)

## Appendix 5

### Playtime and lunchtime expectations

**These expectations need explicit teaching at the beginning of each school year and children need reminding about them frequently.**

- We expect all children to do as they asked by the adults on duty at all break times- this includes teachers, learning support assistants, admin and site staff

There are guidelines to exemplify our school rules which all children must follow.

### General Guidelines

- Stay safe - Play on the playground, not the grass
- Stay safe - Make sure a teacher can see you at all times
- You may sit in the shelters to talk/read. Be respectful - books can be taken from class for this and a box of comics / magazines will be provided
- Stay safe - Children must only go inside to use the downstairs toilets and should not be in classrooms at all unless they have permission from a teacher (they must have a 'Permission Card')
- Stay safe - If a ball goes over the playground or field fence an adult must be told. Children must not climb over the fence
- Be respectful - Play nicely and do not spoil other children's games
- Stay safe - Play sensibly with others, do not play rough games or play fight
- Be respectful - Be polite at all times

### Football / Basketball / Trim Trail Guidelines

- Be respectful of others and keep others safe - only play football in the area at the end of the playground nearest the climbing frame
- See Football / Basketball / Climbing frame/Trim Trail Rota for particular year group days

### End of playtime

- A whistle will be blown to signal the end of playtime
- Be ready - All children must stop playing, walk quietly to their class line and remain quiet
- When the class teacher is ready, they will lead the class into the building quietly and sensibly

### On the field

- Stay safe - only enter the building through playground doors if they need to use the toilet
- Stay safe - Children must walk up the steps to get on to the top playground
- Stay safe - Children can play between the tree lines and not go into the tree areas
- Stay safe - All children must remain in sight of a learning support assistant
- Stay safe - Children must not climb trees or walk through bushes/pathways through stinging nettles
- Be respectful - Football will be played according to the rota

### **Rough play anywhere**

- Stay safe - Any rough play where children get hurt will result in the children concerned walking with an adult for the remainder of the playtime.
- Stay safe - All play fighting games and British Bulldog are not allowed

### **Children inside**

If a child needs to be inside for any reason, they must have a "Permission Card"

This will cover all reasons i.e Medical, library, Year 6 responsibilities, children with broken bones who have to sit quietly

### **The Consequences**

- Children who do not keep the rules will be asked to walk with a teacher on duty for the remainder of the playtime or midday supervisor at lunchtime.
- Serious breaches of Playtime and lunchtime expectations must be dealt with and recorded as serious incidents

