



Chater Infant School

**An exceptionally high performing  
professional and learning culture creating  
excellent achievement for all.**

**Remembered for All the Right Reasons**

# Behaviour Policy

## ***Rights Respecting School Agenda***

*We have the right to go to school  
We have the right to learn.*

Article 3 - The best interests of the child must be a top priority in all actions concerning children  
Article 28 - Every child has the right to an education (from the National Convention on Rights of the Child)

***This policy will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.***

Date agreed: **March 2023**

Date of next review: **March 2024**

## **Rights Respecting School Agenda**

As a Rights Respecting School, there are two articles that are integral to our Behaviour Policy:

Article 3 - The best interests of the child must be a top priority in all actions concerning children

Article 28 - Every child has the right to an education  
(from the National Convention on the Rights of the Child)

These two articles have been simplified for the Charter Infant School Charter for children to follow;

We have the right to go to school.

We have the right to learn.

### **Aims of this policy**

- To ensure that every child has the best possible start in life and the support provide at Charter Infant School enables them to fulfil their potential
- To create a supportive and nurturing culture which enables children to behave well by having their social, emotional, physical and academic needs met
- To provide a clear vision for promoting positive behaviour from the leadership team
- To provide clear guidance within this policy to support staff to support the children to the best of their ability
- To incorporate training and support into this policy to ensure that procedures are clearly understood by all staff
- To develop and sustain a whole school behaviour policy which is supported and consistently followed by the whole school community. This includes pupils, staff, parents and governors
- To support all children to feel good about themselves and consequently behave well
- To support all children to talk about their feelings and to have a voice
- To create a caring, happy, secure and stimulating learning environment where everyone will be inspired to do their very best
- To teach, through the curriculum, values, attitudes, knowledge and skills which: promote responsible behaviour, encourage self-regulation, enable children to use strategies to manage their own behaviour which might be impacted on by emotions, encourage a respect for themselves, other people and school property
- To create a learning environment which enables pupils to make choices and learn from them
- As members of our school community we want children to take responsibility for their own actions through having a better understanding of their emotions and how to manage these

## **Behaviour Principles**

At Chater Infant School we aim to produce a nurturing environment where all children feel safe, secure and respected. Children are supported and encouraged to understand and take responsibility for their own behaviour and make a positive contribution to the school community.

We want our children to learn how to solve the problems that arise as a result of their behaviour and not to feel punished for having a problem because of their behaviour.

Staff enable the children to develop effective learning behaviours as well as social interaction skills. We believe it is important for all staff to understand and follow our whole school approach to promote positive behaviour with clear and consistent expectations. We also actively involve parents in supporting positive behaviour.

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on ensuring that provision supports the needs and interests of our pupils and also recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for and to understand, their own actions and to accept the consequences of their choices. We will adopt a zero tolerance approach to bullying by adults or pupils, and any such incidents will be dealt with promptly and firmly.

Chater Infant School is committed to working with staff, pupils and parents and carers to create and maintain a school community where bullying is not tolerated. The school anti-bullying procedures have been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our pupils and we will take all steps to ensure their safety.

Pupils will be consulted fully when Class and School Charters are being formulated yearly and pupils will be expected to understand and follow these.

This policy takes account of current statutory guidance on exclusions.

## **Relationship to other policies**

This policy is linked to The Teaching and Learning Policy, The Equalities Scheme, The PSHE Policy, The Well Being and Mental Health Policy, The Restrictive Physical Restraint in School Policy and incorporates the school's procedures on anti-bullying.

## **Reinforcing Good Behaviour**

We expect the children to conform to the Class Charters in the classroom, around the school and in the playground. Each classroom has a displayed Class Charter written in consultation with the children at the beginning of each school year. These are reviewed and referred to regularly. Staff are encouraged to use positive behaviour strategies to reinforce good behaviour. Classes in Key Stage 1 use a whole class behaviour chart including a rainbow, thinking cloud and pot of gold. Children will move up and down depending on their behaviour (including behaviour for learning). Children who earn gold rewards in a half term will earn a treat. This treat can be decided by the class at the beginning of the term. We have also introduced house points as a whole school initiative. Each child belongs to one of four houses. They can earn house points for a range of positive behaviour and effort in class. The house points are collated and celebrated at the end of the week by Mrs Bal-Richards in assembly. Our primary focus is

to reduce anxiety rather than manage the behaviour. This also takes into account avoiding sanctions which engender feelings of shame. We believe that behaviour should have a relevant consequence rather than a punishment.

**In addition to this Charter there are other whole school expectations to help to keep the children safe and healthy:**

- Children must stay in the playground at playtime or lunchtime unless they have permission to go inside the school
- They must walk when moving around the school and there is an expectation that they will enter the hall for assembly in silence and readiness for this special time
- They must be kind and considerate to others at all times
- They must play safely at all times
- They must use useful, kind language or behaviour (this includes racist language and behaviour)
- No child is allowed to leave the school premises during school hours unless accompanied by an adult
- Correct school uniform must be worn to school and also for P.E.
- Children are expected to eat their lunch quietly, eat vegetables, a large portion of their lunch and not to drop food on the floor
- Everyone is responsible for the care of the school premises and school property

**To support and emphasise this:**

- staff will display children's work to a high standard
- the building will be kept clean and tidy
- the grounds will be kept free of litter and the plants well-maintained
- all staff will be provided with regular training and are expected to adhere to this agreed policy

The school uses values, The Rights Respecting School Agenda and the SEAL (Social and Emotional Aspects of Learning) materials to promote self-regulation throughout the school. Managing and reflecting on managing feelings is explicitly taught in PSHE lessons, assemblies and circle time. Additional teaching on managing feelings may be made through stories and drama in English lessons. The SEAL resources demonstrate SMSC values being taught and promote good behaviour by teaching the children:

- about how to behave – they come to school with a wide range of parenting experiences and expectations
- to feel good about themselves
- how to reduce their levels of anxiety through a variety of techniques
- to identify and manage their feelings
- to empathise with others
- about bullying and how they can respond to it whether they are victims or witnesses
- about ways to improve their own self-esteem
- how to resolve conflicts
- how to manage their relationships with others

## **British Values**

At Chater Infant School the curriculum actively promotes the fundamental British values as outlined by both Ofsted and the Department for Education. This is embedded alongside our focus on the Rights Respecting School Agenda.

Chater Infant School is working effectively in reinforcing and securing the values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect, Respect for (Tolerance of) those with Different Faiths and Beliefs. These values are underpinned by the ethos of the school and taught across the whole curriculum.

## **Rewards**

We believe that when children behave well it is important that it is acknowledged.

Rewards appropriate to the age of the child may include:

- A smile
- Thumbs up
- Moving up to the gold on the whole class behaviour chart (KS1)
- A house point
- Praise - we aim to give 4 positive comments for every negative one
- To use praise strategies as agreed as part of ReadWriteInc Phonics Training – E.g. Firework; Marshmallow Clap; Round of applause – circular quiet clapping
- Responsibilities -Year 2 Buddies
- Showing good work to the Headteacher
- Showing good work in assemblies
- Reward Wristbands and Certificates – each class teacher has the opportunity to nominate a Rights Respecting Star, Star Learner and a Star Writer per week. These wristbands, certificates and pencils are given out in the Friday morning reward assembly and are usually linked to the Class Charters. Teachers write on the wristband the reason for awarding it. This is read out in assembly, the child is applauded and the award is given to the child. Lunch time staff also have the opportunity to reward children with pom-poms for the class jars
- Telling the parents how well their child has managed their emotions/behaviour
- Sending child to the Head, Deputy or other member of staff for praise
- Pom poms for children who eat all their lunch and make sensible choices at lunch time
- We also use “proximal” praise – if a child is misbehaving, we praise a child nearby who is behaving well

## **Buddies**

All Children in Year 2 are provided with the opportunity to be Buddies and to take on some responsibilities such as helping the Reception children return to their playground after lunch and to support children in the playground at play time and lunch time. They are expected to be excellent role models to the other children and to take this responsibility seriously.

## **Playtime Leaders**

Children in Year 2 are trained by the MSA Supervisor to become playtime leaders at lunchtime. These children are involved with supporting children in Year 1 and organising games. This gives Year 2 children additional responsibility at lunchtime.

## **STEPS Training**

Hertfordshire STEPS training is owned by Hertfordshire County Council and is a therapeutic approach to managing behaviour. Two members of the SLT have been on a course to deliver STEPS training to the school and a refresher in September 2020 and 2021. The trainers have followed strict procedures to deliver STEPS training and work in partnership with Herts County Council. Trainers and staff training will need to be refreshed every year. Active participation of STEPS training will be assessed and staff will be given a certificate on completion. The aims of STEPS is as follows:

- To support settings with developing a therapeutic approach to behaviour
- To promote the inseparable link between teaching, learning and behaviour
- To improve staff confidence and safety
- To support the inclusion of those with difficult or dangerous behaviour
- To reduce exclusions

STEPS defines therapeutic as 'an approach to behaviour that priorities the prosocial feelings of everyone within the dynamic'. In practice, this would mean that all staff and pupils have a positive relationship to enable the best outcomes for all children.

Strategies from STEPS will support children with difficult or dangerous behaviour.

## **Difficult behaviour**

The following behaviours are difficult

- disrupting the teaching and learning at Chater Infant School
- disobedience
- biting, spitting, hitting, scratching, pinching and kicking
- swearing
- comments that cause deliberate offence to others (e.g. name calling, slander)
- humiliating peers (e.g. laughing at others when they make a mistake or hurt themselves)
- damaging school and other children's property
- answering back to an adult, rudeness and showing aggression
- lying
- stealing
- racist comments
- gangs and bullying

## **Dangerous behaviour**

Dangerous behaviour has been defined by STEPS as behaviour that will:

- Imminently result in injury to self or others
- Damage to property that would be considered criminal if the person was the age of criminal responsibility
- Behaviour that would be considered criminal if the person was the age of criminal responsibility (e.g. racist abuse, showing private parts and touching other children's private parts)

## **Reasons for difficult or dangerous behaviour**

When a child repeatedly or seriously misbehaves, teachers should liaise with parents to:

- explore the possible physical causes e.g. deafness, tiredness, hunger, illness
- explore social and emotional causes e.g. events at home, relationships with peers
- explore educational causes i.e. is the work appropriate? Is the child able to achieve success? Are the goals set challenging but achievable?
- explore whether the child might benefit from “Wave 2” support i.e. small group work

Staff are aware that all behaviour is communication and exploring the cause is paramount to reducing children’s anxiety and working together to find a way forward.

## **How we deal with unacceptable behaviour- if a child does not know how to behave we must teach the child to behave**

All staff, including the Midday Supervisors are made aware of any children who may need support or close monitoring with regard to behaviour. If a child does present with difficult behaviour, on most occasions a firm reprimand or warning will be sufficient. The child should be taken aside, away from an audience and a calm but firm voice used. However if this fails the following procedures will be adopted:

### **In the classroom:**

#### Step 1

- The child will receive a verbal reminder

#### Step 2

- The child may need some time out i.e. at a time-out table or mat in the classroom (where the child sits with a timer) or move down to the thinking cloud on the whole class behaviour rainbow chart (KS1)

#### Step 3

- The child may lose some of their Golden Time, choosing time or playtime

#### Step 4

- Time out in another classroom by arrangement with another teacher (Behaviour logged on CPOMS)

#### Step 5

- Class Teacher will speak to parents if this has not happened already (Follow up log on CPOMS)

#### Step 6

- Child will be sent to Headteacher or Deputy Headteacher with an explanatory note or accompanied by an adult if behaviour continues to impact on teaching and learning
- Headteacher will speak to child and parent/carer if necessary
- Child to be clear about making the right choices
- Written apology if this is appropriate

- Headteacher will follow up log on CPOMS
- Plan to be drawn up with parent/carer and Inclusion Leader/SENCO if necessary

### **In the playground:**

- Adult discusses incident with child with reference to class agreements and reprimands if necessary
- Walks around with an adult for five minutes
- MSA will discuss behaviour with Senior MSA
- Senior MSA will log concerns on behaviour record
- Class Teacher to be informed
- The child will be sent to the Headteacher or Deputy Headteacher for serious incidents
- Serious behaviour incidents will be logged on CPOMS

### **De-escalation Script**

Where a child finds it difficult to make the right choices about their behaviour and to take them away from the situation, staff should follow the de-escalation script (**see Appendix 1**). All staff should use a consistent approach using the script. Training for all staff on using the script has been delivered through STEPS training.

### **Persistent Difficult Behaviour**

Children who persist with continued difficult behaviour may go on to a behaviour chart (**see Appendix 2**) that will monitor the child's behaviour on a daily basis. This behaviour is shared with parents at the end of the week (copy made for parents). The behaviour chart will be continued until the behaviour of the child improves. It is important to keep copies of the behaviour charts as this can provide evidence if the child with challenging behaviour is referred to Chessbrook Education Support Centre. Health and safety issues may lead to temporary exclusions as the last resort if a child has injured someone or damaged property.

### **This is the Chater Infant School script (update with Emotion Coaching information and Steve Peters – 10 helpful habits) for managing challenging behaviour:**

- Deep breath
- Calmness
- Kneel down at child's height
- Eye contact
- Remember our de-escalation script
- Reduce language
- Explain what desired behaviour is
- Use visuals
- Use precise praise – good looking, listening
- Ask for help
- Communication between adults working with the same child



## **Special Educational Needs**

Some children will exhibit serious or repeated unacceptable behaviour. For those children, a support plan will be drawn up with targets which apply specifically to behaviour. This will be done in consultation with parents. It will include a consistent strategy of behaviour management involving both sanctions and rewards.

For children who require further support and advice will be sought from Chessbrook Education Outreach Service or the Educational Psychologist.

## **Mental Health and Behaviour**

STEPS and the behaviour policy is linked to the Mental Health and Wellbeing Policy. STEPs training has taken the DfE's guidance into account (Mental Health and Behaviour in Schools, Nov 2018). As directed in the The SEND Code of Practice (2015) 0-25 years, schools need to be alert to how mental health problems can underpin behaviour issues in order to support pupils effectively. Mental health problems are categorised as:

- Emotional disorders
- Conduct disorders
- Hyperkinetic disorders
- Developmental disorders
- Attachment disorders
- Trauma disorders
- Eating disorders
- Habit disorders
- Somatic disorders
- Psychotic disorders

## **Attachment Disorder**

Occasionally in school we have children who exhibit extremely difficult or dangerous behaviour and who do not respond to the usual behaviour management systems we have in place.

We recognise that each child and their circumstances are different and they may need different approaches to managing their behaviour. If a child has attachment disorder, there are some key points to note:

- The child needs at least one safe place and one safe adult.
- We are at risk of appearing punitive if we over-emphasise firm structure but we are at risk of leaving the child without necessary boundaries if our main focus is nurture. (Be strong with your gentleness and gentle with your strength.)
- Give the child choices e.g. "You need to either a) sit by Josh b) sit by Mrs A or c) sit in front of me. (remaining standing is not an option)
- If child goes against instructions be FIRM, SUPPORTIVE and EMPATHETIC. Use an explicit statement, matter of fact tone and empathy
- Use of non-threatening assumption e.g 'I wonder if.....'
- "Time out" may be an option but we need to be aware that this could be very difficult for a child who has experienced abandonment or neglect so "time in" may be preferable i.e. in a place where the child can still see the adult
- If serious conflict arises one person should be involved. Use direct commands such as "Stop" or "No" in a firm neutral and low voice. Avoid direct, sustained eye

contact and keep some physical distance. Try distracting the child with a change of activity, moving into a different space or offer a drink of water. Try to stay connected using voice or a repetitive activity such as sorting, counting etc

- After a while quietly talk through what has happened. Commentate on what you observed and give possible interpretations especially around feelings the child may have been experiencing e.g. “I think that you were upset because...”
- Be clear that the child will need to repair things as close to the incident as possible (e.g. write a “Sorry” note)
- Then reassure child with a pat on the back or a word of support. Offer hope that you will help them practise not letting the incident happen again. Use phrases such as “You need practise at...” “You need to get stronger at.....”

### **STEPS Strategies and Techniques**

STEPS include a range of strategies and techniques to support staff with managing difficult or dangerous behaviour. These strategies and techniques will provide staff with a toolkit to identify and manage difficult or dangerous behaviour, analyse patterns in behaviour,

These have been shared with staff during the training and include:

- Inclusion circles
- Anxiety mapping
- Predict and prevent
- Roots and Fruits
- Risk Reduction Plan (individual risk assessment)

### **Language**

STEPS training has been provided to ensure that there is a consistent approach to support staff managing difficult behaviour. This includes avoid using negative phrasing, providing the child with no choice or an open choice, disempowering the behaviour and using the de-escalation script.

### **Teaching Behaviour**

Behaviour will be modelled by all staff at Charter Infant School and high expectations of are expected of all pupils. Behaviour will be taught in assembly and class particularly through PSHE lessons.

As part of the therapeutic approach to manage behaviour, some children may require additional support to learn how to behave. This can be developed by developing positive relationships with the child, role modelling, consistency, using scripts and routines, positive phrasing, planning, reward, feedback and recognition, comfort and forgiveness. This may include the use of social stories, role play with dolls or soft toys, emotional coaching techniques, circle time, signing or signalling, use of visuals and emotion cards.

## **CPOMs**

Behaviour concerns about a child are to be recorded onto CPOMs. Staff inputting onto CPOMs will need to follow the checklist (**see Appendix 3**) and make sure that the details are accurate and professional. Staff will need to tick the relevant subheading (e.g. behaviour, injury, bullying etc) and inform the Headteacher, Deputy Headteacher or Assistant Headteacher. If the child concerned has a SEN, the SEN subheading needs to be ticked and the SENCO also needs to be informed.

## **Use of Restrictive Physical Interventions at Chater Infant School**

Restrictive Physical Interventions will only be used when all other strategies have failed, and therefore only as a last resort. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. However there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds. (See Restrictive Physical Intervention In Schools Policy)

## **Bullying and Racist Remarks**

### **Definitions**

'People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.' (Safe to Learn, DCSF 2007)

It should be noted that racist incidents are required to be defined by all schools as 'any incident which is perceived to be racist by the victim or any other person.' Some of this will constitute racist bullying but not all.

All staff will be alert to signs of bullying and racial harassment and will deal firmly with it – other staff will be alerted to such problems.

A record of all incidents of bullying or racial harassment is kept by the Headteacher and all incidents are reported to her.

A report of incidents is given termly by the Headteacher to the Governors.

Bullying can take place between pupils, between pupils and staff or between staff, and can

include:

- name-calling, taunting, mocking and making offensive comments
- offensive graffiti
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumors
- kicking, hitting, pushing
- taking belongings
- cyber bullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites.

Pupils can be bullied for a variety of reasons including:

- ethnic background, religion or culture

- disability, special educational needs or being particularly able, gifted and talented
- sexual orientation
- gender (including sexualised bullying)
- size, appearance or health conditions
- social or economic status (poverty, class)
- age/maturity
- home circumstances – certain groups such as pupils in public care, or young carers, or those with same sex parents/carers or whose parents/carers have mental health difficulties may be particularly vulnerable

### **How do we recognise harassment or bullying?**

- we use the SEAL and JIGSAW materials which teaches children to recognise bullying
- we have regular circle times which give the children the opportunity for children to tell us about bullying incidents and to discuss their response
- we watch for children who do not want to go out to play or are particularly clingy towards the adult and we try to ascertain the reason
- we take seriously any report from parents (e.g. that their child does not want to come to school or that they fear that their child is being bullied). We investigate and take appropriate action
- we watch for non-verbal messages that the children may give us i.e. their body language
- we monitor, talk and follow up concerns with children who have put a note into the 'Worry Box'

### **What do we do about it?**

Following legal requirements we take steps to:

- Safeguard pupils
- Promote wellbeing
- Promote equality between different groups
- Promote community cohesion

### **How do we do this?**

- An anti-bullying ethos is actively promoted in assemblies and also in classes
- The headteacher talks to the child who is bullying and informs parents.
- The headteacher monitors unacceptable behaviour and responds to findings
- Appropriate sanctions such as a letter of apology and loss of privileges will be decided upon
- Incidents are built into circle time discussions and assemblies, emphasising the feelings experienced by the child who is being bullied and praising any child who has alerted adults to the problem. Persona dolls may be used, comic strip conversations or social stories may be used

### **Roles and responsibilities of headteacher, other staff, governors**

The **headteacher** is responsible for ensuring that this policy is implemented and for reporting to governors on its impact. The headteacher will:

- inform the pupil's parent(s) or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary

- carry out an investigation to identify the reasons for the exclusion
- advise the parent/carer that they may make representations about the exclusion to the governing body's discipline committee
- advise the parent/carer how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided
- notify both the local authority and the Chair of Governors of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

The **governing body** will establish a Pupil Discipline Committee of three members and ensure that they receive training to fulfil their role. The headteacher will not be a member of this committee.

The committee will have regard to any guidance given by the Secretary of State.

In particular the committee shall convene meetings in accordance with the guidance in "Statutory Guidance on School Exclusions from September 2012".

If the Pupil Discipline Committee decide that a pupil should be reinstated they will give the appropriate direction to the headteacher (who is under a duty to comply with it) and inform the parent and LA of their decision.

If they decide that a pupil should not be reinstated, they will inform the parent, the headteacher and the LA of their decision. In the case of a permanent exclusion they will notify the parent in writing of their decision and the reasons for it within one day. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

The **headteacher and staff** will apply the principles identified above when implementing the following whole-school approaches to positive behaviour.

**All staff will:**

- treat children equally, irrespective of gender, race or religion
- focus on the positive and not the negative behaviour
- use positive phrasing
- deal sensitively with children in distress, make time to listen to them and deal with any incidents appropriately – this will be done using the school agreed de-escalation script
- strive to reduce anxiety for all children
- use a nurturing approach
- play an active part in building up children's sense of responsibility towards the school community and will apply consistently the agreed standards of behaviour
- support children and provide opportunities to help them to feel good about themselves

**Teachers will:**

- Use Inclusion Circles resource to identify children who may require additional support to manage their behaviour or their social and emotional needs
- Put together Individual Risk Management Plans with the Inclusion Leader (SENCO) if necessary
- Ensure that any child who presents with particularly challenging behaviour has a designated advocate in school
- set Class Charters with the children as to how they expect them to behave in the classroom and also around the school
- hold regular Circle Time/discussion to help develop children's social behaviour and responsibility towards the community. Aspects of these discussions will be used in assemblies as appropriate.

**Parents**

Parents have a vital role in promoting good behaviour in school; effective home/school liaison is very important. Parents are signposted to relevant workshops on behaviour and where behaviour is very challenging, will have meetings with the Headteacher or be signposted to work with the Family Support Worker.

We expect parents to:

- keep us informed of behaviour difficulties that their children may be exhibiting at home
- inform us of any trauma which may affect the child's performance or behaviour at school e.g. death or serious illness in the family, parental separation, moving house
- let us know if their child does not want to come to school
- demonstrate positive support for the school's Behaviour Policy
- model appropriate behaviour at all times within the school grounds
- report to the school any concerns regarding pupils involved in bullying
- support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination
- respond to requests from the school to provide feedback on the Behaviour Policy and procedures

**Arrangements for monitoring and evaluation**

The governing body will evaluate the impact of this policy by receiving information from the headteacher on a termly basis.

Appendix 1: De-escalation Script

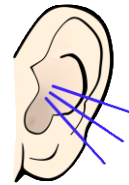
- Hi

- I can see something is wrong



- I am here to help

- Talk and I will listen



- Come with me







Appendix 2: Behaviour Chart (example)

Name: \_\_\_\_\_

Week Beginning: 25.02.2022

Target:



I will listen carefully and follow instructions.



I will concentrate on my work and not distract other children.



I will use gentle hands

	Monday		Tuesday		Wednesday		Thursday		Friday	
Morning										
Afternoon										

### Appendix 3: CPOMS checklist

<b>CPOMS checklist (and tips)</b>
1. When? (date and time)
2. Where?
3. Who?
4. What?
5. Keep it factual
6. Use bullet points if necessary
7. Keep it in chronological order
8. Add any actions that have been carried out
9. Good use of English (grammar, punctuation, spelling)
10. Tick the correct box(es)
11. Inform relevant staff members
Remember once the incident has been saved, it cannot be easily edited or changed. It is a professional document that parents can ask for (GDPR) and may form part of a report to external agencies and other professionals