



BEHAVIOUR FOR LEARNING POLICY

FULHAM, LANGFORD, QUEENS MANOR, WILBERFORCE & SULLIVAN
PRIMARY SCHOOLS

Reviewed January 2025

Date of next review: January 2026

UNITED LEARNING BEHAVIOUR POLICY
Adapted for Fulham, Langford, Queens Manor, Wilberforce & Sullivan Primary Schools

Date of last central office review:	Summer Term 2024	Review Period:	1 year (minimum)
Date of next central office review:	Summer Term 2026	Owner:	Seamus Gibbons
Date of next school level review:	January 2026		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Spring Term
Policy tailored by individual schools	Annually
School policy ratified by Local Governing Bodies	Annually
Implementation of Group Policy	Annually

Behaviour Policy

Expectations

There is nothing more important to us than pupil learning – there are no excuses or barriers to learning.

Pupils learn best in a safe secure environment, free from disruption.

We believe in early intervention: being pro-active rather than reactive. We believe that praise is the most powerful form of influencing children's behaviour.

We aim for all our pupils to leave us as mature young people, able to act and interact in all social settings in an excellent manner that reflects their core values of integrity and respect. We believe that they will be intrinsically motivated to do the right thing.

All children have the entitlement to learn in an environment that is free from disruption. Clear boundaries that are consistently enforced alongside a culture of high expectations and excellent role modelling help in ensuring that all children understand the behaviours that are expected of them and most importantly why these behaviours will help them to be successful in their learning.

We have a responsibility to ensure that all children develop the ability to regulate their own behaviour. The over explanation of decision making, and expectations plays an important part in helping pupils understanding of why certain behaviours are expected and in turn help them to make positive decisions around their own conduct as we prepare them for life and learning.

Instilling and developing characteristics and values that will allow pupils to be successful learners and result in them leading a rewarding and fulfilling life, is very simply, the purpose of our behaviour systems.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs and how expected behaviour is taught. The school will also have regard to its safeguarding policy where appropriate.

Statutory Framework and other guidance

The Behaviour Policy is written in line with the following areas of legislation and guidance:

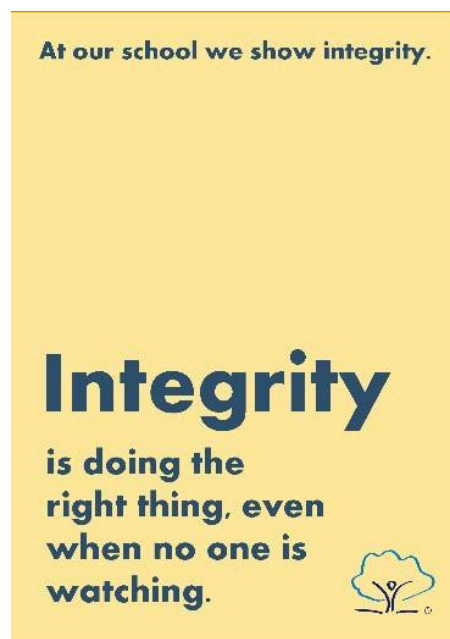
- Education Act 2002
- Education and Inspection Act 2006
- Equality Act 2010
- Education Act 2011
- Behaviour in Schools – DfE Guidance 2022

Policy Implementation: Roles and Responsibilities

Pupils	Expected to take responsibility for their own behaviour, and follow the School Behaviour expectations at all times.
Parents	Work in partnership with the School to maintain excellent standards of behaviour and inform the School about any changes at home that could impact learning or behaviour in School.
All staff	Responsible for ensuring the policy is implemented in a fair and consistent manner. Act as role models in every interaction.
Member of SLT responsible for Behaviour	Responsible for training staff (including volunteers) in the implementation of the policy. Quality assuring the application of the policy in all areas of the School. Tracking and monitoring rewards and consequences systems, and devising and implementing strategies to improve behaviour where required.
Headteacher	Responsible for the implementation and day-to-day management of the policy and procedures Reports records of serious incidents to LGB on a termly basis
Local Governing Body	Responsible for ensuring the Behaviour for Learning policy is in place, meets all statutory requirements, and is clearly communicated to all stakeholders. Governors will support the School with ensuring excellent standards of behaviour through the Governor Behaviour Panel

Behaviour Expectations

Pupils have been involved in creating our school rules which we call '...in Harmony'. Time is dedicated in lessons and whole school assemblies to ensure all children know and understand our school rules. We expect pupils to act with integrity and follow our school rules at all times including when representing the school, travelling to and from school and communicating online.



Procedures for Managing Behaviour

However positive we are, there are going to be occasions when children forget the rules and need to be reminded. Managing behaviour is based on the 'Traffic Light' system/graduated approach and there is a clear process for addressing disappointing behaviour and it must be followed, with the actions taken by the class teacher recorded on CPOMS (school's tracking system). The expectation is that teachers will form good relationships with the children and that most behaviours will be dealt with at classroom level by setting clear boundaries and expectations and following the Traffic Light system if this does not work. CPOMS information will be analysed by the headteacher and monitored by SLT. If a child is in Time Out 3 times in one half-term, or they receive 3 red cards in one half-term, they will be referred to behaviour panel.

Unfortunately there will be occasions when a serious incident has to be 'Fast Tracked' to the Head teacher or SLT (see flowchart below). These incidents are divided into Grade 1 Incidents which should go straight to the Head (or Assistant Head if the Head is unavailable) and Grade 2 Incidents which should go to the SLT. If an incident is Fast Tracked, the adult fast tracking must ensure the member of SLT is aware why the child has been fast tracked and record this on CPOMS. For Grade 1 or 2 Incidents, parents will be informed and may result in more serious consequences such as exclusion (see below).

Supporting Pupils with SEND in Our Behaviour Policy

At our school, we are unwavering in our commitment to maintaining exceptionally high standards of behaviour. We believe that every pupil, including those with Special Educational Needs and Disabilities (SEND), deserves to learn in a calm, focused, and respectful environment free from disruption.

Our school culture is built on the principle that all pupils can achieve and thrive, both academically and socially, when expectations are clear and consistently upheld. We take a whole-school approach

to behaviour that ensures every pupil feels a sense of belonging, while maintaining high expectations for all.

We recognise that some behaviours may be linked to specific SEND needs - for example, a pupil with speech, language, and communication difficulties may struggle to process verbal instructions. However, we do not assume that every instance of misbehaviour is a result of SEND. Behaviour is managed consistently and effectively across the school, regardless of a pupil's background or needs.

Where a pupil is identified as having SEND, we follow a graduated approach: assess, plan, deliver, and review the support provided. The child will be supported by our SENCO and when necessary, a more bespoke approach to managing behaviour considered without lowering expectations or ensuring other children are not negatively impacted.

We take reasonable steps to avoid substantial disadvantage to disabled pupils, as required by the Equality Act 2010. We use our best endeavours to meet the needs of pupils with SEND, as outlined in the Children and Families Act 2014. We secure the provisions in Education, Health and Care Plans and work in partnership with local authorities and other agencies.

To uphold our high expectations while supporting pupils with SEND, we proactively identify and address potential triggers of misbehaviour. Preventative strategies may include:

- Planned movement breaks for pupils who struggle with sustained sitting.
- Adjusted seating arrangements for pupils with sensory or communication needs.
- Reasonable adaptations to uniform for pupils with medical or sensory conditions.
- Staff training focused on understanding and responding to specific SEND profiles.

All support measures are tailored to the individual circumstances of each pupil, ensuring that our inclusive practice strengthens - rather than compromises - our behaviour culture. When required, we will engage with external expertise to support.

Traffic Lights Explained

Step 1 First verbal warning or reminder. Child remains on green.	
Step 2 Child continues to not listen and insists on disrupting learning	Sanction 1 st Yellow card
Step 3 Child continues to be disruptive	Sanction 2 nd Yellow Card 20 minutes time out at lunchtime (record on CPOMS)
Step 4 Disruption continues and there is a lack of cooperation with adults.	Sanction Complete a reflection sheet in partner class (separate sheets for each key stage) – (see appendix four).
Step 5 Child makes no effort to change behaviour pattern.	Sanction If a child has had 3 time outs in a half term or completed 3 reflection sheets over any period, there must be a referral to the Behaviour Panel (see appendix seven).
Step 6 The SENCO has ruled out any learning needs, which may be contributing to the behaviour and the behaviour panel targets have not been successful in improving the behaviour	Sanction Referral to the Head with the following: 3 reflection sheets signed by parents and evidence of behaviour panel referral & targets

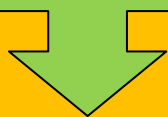
Behaviour Panel

Behaviour Panel is a panel of UKS2 children, supported by a member of SLT, who support children to improve their behaviour. A teacher will fill out a referral form (see appendix) with either the reasons for three lunchtime Time Outs or three reflection sheets. Behaviour Panel will then meet with the child and decide on targets for an agreed amount of time. These will then be reviewed at the end of this time and next steps decided.

Traffic Light System for Managing Behaviour & Fast Tracking Serious Incidents to the Head or SLT

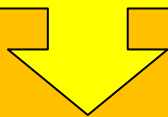
Step One

"Verbal warning"
Stay on green



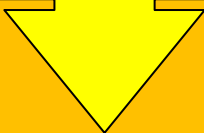
Step Two

Move to first yellow



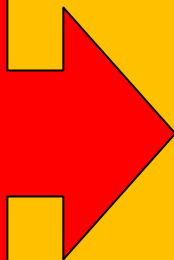
Step Three

Move to second yellow
(20 minutes Time Out at
lunchtime)



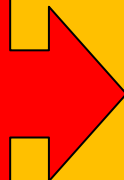
Step Four

Move to Red Card
Reflection Time (Time
Out):
Children and staff
complete
Reflection Sheet (in or
out of class - at
teacher's discretion).
Parents to sign copy.



Three or more
time outs in
one half term
or three red
cards over any
period- referral
to Behaviour
Panel (with
reflection
sheets)

Behaviour
targets shared
with parents



GRADE 1

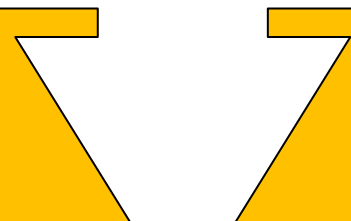
Headteacher

- Discriminatory Behaviour:
*Racially/Religiously Offensive/
Homophobic Language*
- Fighting
- Threatening behaviour
- 'Open Defiance' e.g. "You can't
make me!"
- Theft – serious
- Deliberate Destruction of Property
- Bullying
- Assault
- Child on Child Abuse

GRADE 2

SLT

- Swearing (heard by an adult)
- Damaging property
- Graffiti
- Serious disruption of learning
- Dangerous play



SLT

Parental Involvement

Continual and positive contact with parents is implicit to the successful implementation of this policy. Contact should emphasize positives to build effective relationships and connections. In cases where detailed and regular communication is required then the class teacher will ensure that the behaviour of the pupil in question will be carefully monitored in order that accurate and objective information can be conveyed to parents.

Rewards

We do not reward children for following rules. Instead, we focus on everyone behaving and demonstrating good conduct as it is the right thing to do and contributes to us creating a wonderful learning environment.

Pupils are recognised for their achievements in Star of the Week assembly. The focus of this recognition is learning related and will always link to our Learning Muscles. Those chosen will receive a special badge and attend the Head of School's tea party. In order for children to be chosen in assembly, the school has set a baseline that the children need to meet before they can be considered for selection. Children must have the following in place that week in order to be considered:

- Full school uniform
- No late mornings
- No absence
- No behaviour incidents

On other occasions, children will be rewarded when they go above and beyond what is expected from them. For example, if a child does an exceptional piece of home learning or displays impressive resilience, they can be sent to a member of SLT for recognition.

Lunchtime Time Out

Where Time Outs are used, parents will be informed, however parental permission is not required.

Staff, in making a decision to issue a Time Out, will consider:

- the welfare of the child

Our Time Outs happen during lunch time.

The permitted times for Time Out are:

- any school day when the pupil does not have permission to be absent

A member of the SLT will confirm agreement to any Time Out outside of school hours.

Lunch-time Time Out will allow a reasonable time for the child to eat, drink and use the toilet.

The Behaviour policy beyond the school gate

The behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- taking part in any school organised or school related activity

- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school.

Bullying

- Bullying is a form of anti-social behaviour that the School considers inappropriate and unacceptable in all its forms.
- Bullying is behaviour by an individual or group, repeated over time, that hurts another individual or group either physically or emotionally. It can take many forms, including:
- Bullying can be motivated by actual differences or perceived differences.

What is bullying?

- cyber-bullying via text messages or the internet
- prejudice-based bullying against groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability.
- Physical e.g. punching, kicking, hitting, spitting at another person
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings. Physical or verbal threats might be used to force the person to hand over their property
- Face-to-face or remote e.g. via the internet or text
- By someone known to the recipient or an unknown protagonist e.g. an anonymous email
Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

Bullying will not be tolerated at Fulham, Langford, Queens Manor, Wilberforce & Sullivan Primary Schools

Parents should refer to the schools' Anti-bullying policy for detail on procedures to follow if you are concerned that your child may be involved in bullying activities.

Use of Reasonable Force

The school will follow the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

It enables teachers and other members of staff in the school, authorised by the Executive Principal, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or amongst its pupils, whether during a teaching session or otherwise.

What Does it Mean to use Physical Intervention on a Child?

Physical intervention is the positive application of force with the intention of protecting the child from harming herself/himself or others or seriously damaging property. The proper use of physical intervention requires skill and judgement, as well as knowledge of non-harmful methods of intervening.

Why Use Physical Intervention?

Physical intervention should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm himself/herself or others. Physical intervention skilfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

Any Physical Intervention will be recorded on the Physical Intervention Incident Report Form.

Prohibited Items and Searches

It is extremely rare, but it may also be necessary to undertake a search of a pupil's possessions to check for prohibited items.

Schools have the statutory power to undertake a search of a pupil or their possessions if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#).

Only the Executive Principal or a member of school staff authorised by the Executive Principal, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness.

The exception to this rule where a search can be carried out on a pupil of the opposite sex and / or without a witness will only occur where the Head of School or member of the leadership team reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions will be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation.

Any such searches will be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

The school should inform the pupil's parents of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Searches Without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

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

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Physical resistance by a pupil to a search for those latter items can itself be subject to behavioural consequences.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with Consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of Search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of Articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students:

The school will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies'

(<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

Drugs

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances, and legal highs. The school should make this broad definition clear.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The consequence is likely to include permanent or fixed term exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Confiscation of Drugs:

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia will be disposed of in a prudent manner.

Use of social media

In using social media relate all forms of social media and that they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

Examples of prohibited use,

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

All incidents of prohibited use of social media should be reported to the class teacher or a member of the school leadership team.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Allegations against staff

The school takes its responsibilities for safeguarding extremely seriously, and any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the Safeguarding Policy.

Malicious accusations against staff

Schools have the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals. This will be in line with the behaviour flow chart.

Specific behaviour issues

Child-on-child sexual violence and sexual harassment

In every aspect of the school's culture sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. All staff know the importance of challenging all inappropriate language and behaviour between pupils.

Behaviour incidents online

This policy applies to all activity online including all forms of social media and to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way.

For example:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

If a pupil commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and everyone should be treated with kindness, respect and dignity.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

Exclusions: explanatory notes

To ensure good order and behaviour for learning it may be necessary to suspend students from attending school or to permanently exclude them. Any form of exclusion is the ultimate sanction. decision to exclude is the Principal's alone or in his/her absence, the designated teacher in charge.

Legislation and Guidance

Note that in applying this policy, the school will adhere to current legislation, including the Equality Act 2010. Acknowledge that the school is obliged to have regard to the DfE guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by **unfairly increasing their risk of exclusion**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Headteacher and governing body will comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example travelling to and from school; on school trips; etc

Types of Exclusion

Suspension (a fixed period of exclusion)

A suspension may apply for a single occurrence of serious misconduct or for persistent misbehaviour. Lunchtime exclusion is equivalent to a half day exclusion.

Repeated use of suspension for children with an EHCP the school will ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

Permanent exclusion

Permanent exclusion will normally be used as a last resort in response to serious or persistent breaches of the school's behaviour policy. It may, however, be an appropriate sanction for a single incident of extreme misconduct.

The Investigation

Any investigation will be conducted in accordance with DfE guidance so as to be fair.

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence;
- The likelihood of re-occurrence;
- The pupils previous behavioural record;
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment);
- Support provided;
- Consider the school behaviour policy, special educational needs policy and equality law obligations.

Executive Principal's Decision

The decision to exclude will be made by the Executive Principal after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Notification

Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Executive Principal, or designated teacher in charge.

Role of the Local Governing Body

Role and responsibilities of the Governing Body in the exclusion process including:

- the duty to consider the representations of the parents and how.
- that the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified)
- that the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.

Name: _____

Issued by: _____

How can you make it right?

This image shows a completely blank white page enclosed by a thin black rectangular border. There are no markings, text, or illustrations on the page.

Parent/carer signature:

Fulham, Langford, Queens Manor, Wilberforce & Sullivan Primary
Schools

KS1 REFLECTION SHEET



Name: _____

Team: _____ Date: _____

Reason for being in time out:

I feel: 😊 😐 😞

Which school rule did you
break?

How will you make it right?

Teacher signature:	Student signature:	Parent/carers signature:

Fulham, Langford, Queens Manor, Wilberforce & Sullivan
Primary Schools
KS2 REFLECTION SHEET



Name: _____

Team: _____ Date: _____ Time: _____

Write in detail what you did wrong:

Which school rule did you break?

How can you make it right?

Signature – Child _____

Signature-Teacher _____

Signature - Parent/Carer _____

Fulham, Langford, Queens Manor, Wilberforce & Sullivan
Primary Schools
BEHAVIOUR PANEL REFERRAL SHEET



Date: _____

Name: _____ Class: _____

Member of staff referring: _____

Reason(s) for referral:

(Please include details of specific incident(s) leading to Behaviour Panel referral and attach the three reflection sheets)

Signed: _____



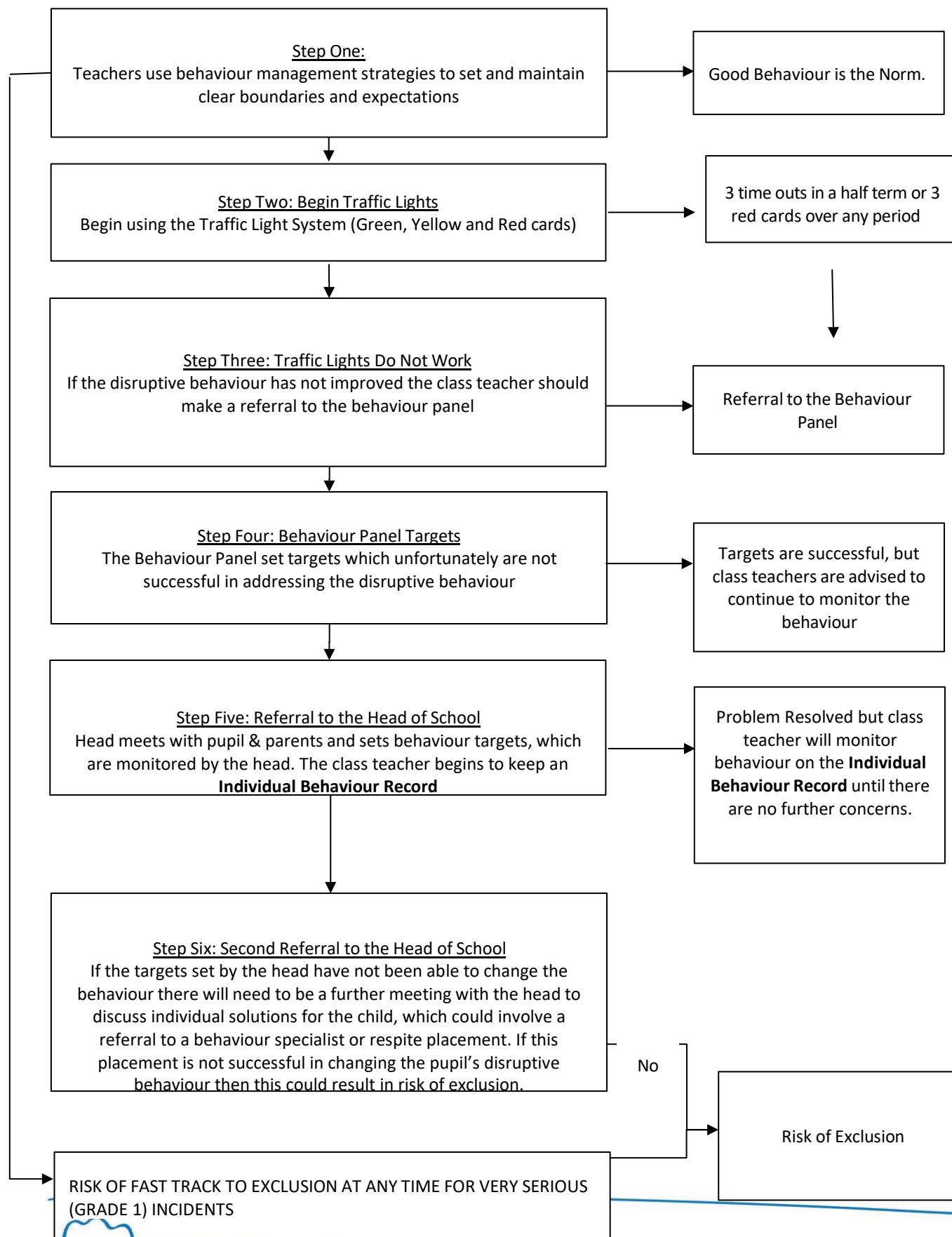
Positive Behaviour Ideas

Thank you not please	Concluding your statement with a 'thank-you' closes the dialogue.
Catch them being good	Focus first on pupils who are being compliant, 'I really like the way you are sitting.'
Physical presence	Stand near the pupil and they will usually stop misbehaving.
One to One	Approach child from the side or front and whisper, 'you're doing really well today John, now try and sit up straight.'
Use body language (Non-verbal communication)	A glance, a stare, a point, a gesture to communicate your desired intention for their behaviour.
Diversion	'You alright there Jack? Come down off the roof thank you.'
Refocus	'Adam, what should you be doing?'
Use of role models	'Do you notice how well the rest of the group put their hands up? Can you do the same thank you?'
Depersonalisation	'I like you, but four times now you have been fiddling with your pencil case.'
Rule reminder	'Tom, what's our rule about talking when I am talking? (Answer comes from Tom) 'Please do so thank you.'
Assertive instruction	'Amy – pen down – thank you. (Establish eye contact, mean business)
Partial Agreement	'I hate you Mr. Bangbala!' 'Maybe you do, but.....', (Agree and diffuse)
Choice and consequence	'If you choose to do X, then Y will happen.'
Smile therapy	Simply smile at the child misbehaving.
Humour	'I've told you 3,334,001 times to tuck your shirt in. One more time and you will be on the next stage of the consequences chart.'





BEHAVIOUR MANAGEMENT FLOWCHART





Behaviour Panel

Pupil has 3 red cards (and has completed three reflection sheets) or 3 Time Outs in one half term

Class teacher completes behaviour panel referral sheet

Referral sheets are submitted to the panel via SLT.

Pupil is invited to attend a meeting via letter

Behaviour panel meeting takes place (targets are set)

Pupil is invited back to behaviour panel two weeks later to review targets

Targets achieved- pupil no longer needs targets

Targets not achieved- referral to Head of School





PHYSICAL RESTRAINT INCIDENT REPORT FORM

1. Your name:					
2. Name of person restrained:					
3. Date and time of incident					
Date		Time		Location	
4. Location of incident					
Please specify:					
5. Why was it necessary to restrain?					
☐ Harm to self		☐ Harm to others		☐ Damage to property	
☐ Other – Please specify					
6. Was any verbal reasoning / de-escalation used prior to the need to restrain?					
☐ Yes			☐ No		
Please expand below:					
7. Were any weapons involved?					
☐ Yes			☐ No		
If 'yes' please stipulate what type of weapon was involved:					
☐ Knife	☐ Glass/Cup	☐ Stick	☐ Bottle	☐ Screwdriver	
☐ Other (please specify):					
8. Did you rate the risk posed by the person restrained as:					
☐ Low		☐ Medium		☐ High	
9. How would you rate the amount of force applied by you:					
☐ Low		☐ Medium		☐ High	
10. How did you feel prior to, during and post the restraint?					



11. What technique/s position of restraint did you use?	
(Please refer to Annex A and circle the technique / position used)	
12. Who else was involved in the restraint?	
Name:	
13. Please list any injuries to you	
1	
2	
3	
14. Please list any injuries to the person restrained	
1	
2	
3	
A first aider must see the child even without any visible injuries. Name of first aider who saw the child: Details of any first aid given:	
15. Your statement – what occurred in your own words	
Your statement must set out what happened; give details of your part in the use of force, any holds/locks you applied and how the incident was finally resolved. It must give details of any attempts made to de-escalate throughout the incident. Your statement should be completed independently of other staff involved in the incident.	
The use of force must only be used when it is: i. Reasonable in the circumstance, meaning: ii. You believed that it was absolutely necessity, and iii. Proportionate to the seriousness of the situation When restraint was used, please tick your primary role: ☐ Right arm ☐ Left arm ☐ Supervising	



Please provide as much detail as possible below, including:

Before the incident (i.e. what lead to the incident, any de-escalation techniques used), during the incident (i.e. what types of force were employed and why), and after the incident (i.e. where person was relocated to and any injuries sustained).

[illegible]

*insert more pages if necessary

Name	

Signed	
--------	--

Date	
------	--



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- Enthusiasm
- Determination

Annex A – Restraint Techniques / Positions Used

1. Single-Person Escort / Prompt



2. Two Person- Holding Technique 1



3. Two Person Holding Technique 2



4. Straight Arm Immobilisation



5. Cupped Fist



6. Seated Position



7. Kneeling Position



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