



Our Behaviour Policy

Dec 2025 – Dec 2027

Contents

1	School Rules: The Oughti Code	9	Support for staff
2	Positive behaviour management	10	Anti-Bullying Policy
3	Vigilance	11	Pupil behaviour outside school
4	Celebrating our differences	12	Searching Pupils
5	Our trauma informed school	13	Positive Handling
6	Learning about emotions	14	Information Sharing
7	The Stages	15	Final Words
8	Parent & School Partnership		Appendices

Welcome to our Behaviour Policy

Our behaviour policy is designed to ensure all children's enjoyment of, and entitlement to, an excellent education.

It helps children to display excellent behaviour that will equip them well for next week, next year and their whole life.

All staff must conscientiously follow this policy which is designed to maximise learning and promote everyone's wellbeing.

1. School Rules: The Oughti Code



Our school rules are designed to be easy to remember, whilst including all attributes needed for good behaviour.

All staff support the six key rules in our code. They encourage everyone to follow the rules at all times.

Children are taught the 6 principles in assemblies and PSHE lessons.

2. Positive Behaviour management

Great behaviour comes from many aspects of our fabulous school. Whilst we will act when children get it wrong, our starting point is nurturing happy and motivated learners. We do this in many ways.

This part of our policy lists just some of the ways that we promote positive behaviour. Here goes...



An aspirational and exciting curriculum that means children love coming to school.

Marvellously motivated children behave even better.

Note: If you're reading a pdf version of this policy, hover your cursor over photos for extra info.



A warm welcome to parents & families and SOS (who add so much to school life).
Great teamwork with our families helps children to behave even better.



Reward systems that celebrate children doing their best.
Children who know how success feels behave even better.



Expert staff who craft engaging learning and are great role models to children.
Children who are surrounded by positive role models behave even better.



Fabulous chances to get involved in sport and develop active lifestyles.
Happy, healthy children behave even better.



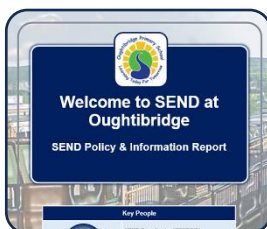
**Clubs and activities where children enjoy their passions and make good friends.
Children who have lots of interests and friendships behave even better.**



**Outstanding outdoor areas where children develop play and social skills.
Excellent environments help children to behave even better.**



**Trips and visitors that add even more awe and wonder to learning at OPS.
Inspired children behave even better.**



Another way we promote great behaviour is by working hard to meet needs of children who have SEND. At OPS, every teacher is a teacher of SEND. So, for example, you might see *visual timetables* that outline the child's routine. This can reduce anxiety and help the child to focus on their work.

Check out the [SEND page](#) of our website to find out about our SEND work.



Finally, sometimes it's just a sentence (or two) that promotes positive behaviour, as the teacher says, in a stage whisper, "We need to be very quiet... We don't want to scare them."

In a flash, the class falls silent as the children excitedly await their new born friends emerging from the incubator to meet the class and peck around.

3. Vigilance

Staff will be vigilant and proactive. That means that staff can reinforce good behaviour and manage any issues at an early stage (e.g. a game of tig becoming rough). This includes every child, not just the children who are in the staff member's class or year group.

Staff are mindful that, in some parts of school, there is not continuous supervision (e.g. toilets) and take this into account (e.g. unless unavoidable, allowing only one child to the toilet at a time).

4. Celebrating our differences

At Oughtibridge, everyone's welcome and everyone's equal.

Children learn acceptance through outstanding teaching and seeing positive staff role models every day. We nurture the values in children that help them grow into respectful and tolerant young people (and then take these same values into adulthood).

Sometimes children use a phrase that is discriminatory and simply haven't understood the meaning or impact. Therefore, a child may benefit from being asked:

- Tell me what you think that word means?
- Tell me, on a scale of 1-10, where 10 is worst, how rude is that word?
- What's the impact on another person when that word is used against them?

This is so we can check for naivety and deal with the root of the problem. Even If naivety is an issue, discriminatory words or behaviour are never tolerated and there will be a logical consequence. Other times, we are confident that the child knew what they were saying. Staff will address this with a logical consequence that may be stronger.

5. Our Trauma Informed School

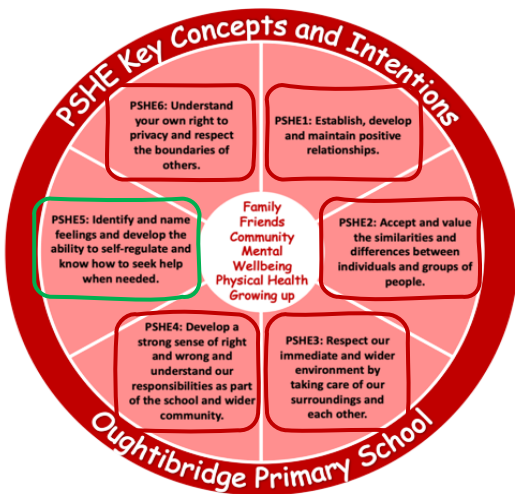
Our values mean that the wellbeing of everyone is a priority. Positive wellbeing nurtures positive behaviour. That is why we became a Trauma Informed School and why all staff have undergone training for this.

Trauma Informed Practice is at the heart of what we do. Typically, when children can recognise and manage their own feelings, they self-regulate better and are more sensitive to the needs of others.

You can find out more about our trauma informed work in our very helpful guide [here](#).



6. Learning about Emotions



This diagram shows our PSHE curriculum wheel. The colour coding tells you that:

Emotions are taught in PSHE lessons. This helps children to feel good about themselves and manage tricky emotions.

PSHE lessons also promote kindness and inclusive behaviours towards others.

Zones of Regulation

The Zones of Regulation is a method for teaching children about their emotions and how to self-regulate these.

How the Zones are used?

Staff give children the chance to self-identify their mood by using the zones of regulation *at least* once a week.

The children learn to identify which Zones they (and others) are in. This is supported by all staff who incorporate Zones into conversation and teaching. In every class, the Zones are on display for children. Sometimes children cannot or do not want to name their *specific emotion* (e.g. worried), but they can still identify which *Zone* they are in (e.g. yellow). Once children understand the feelings in the Zones, they learn ways to help self-regulate using tools, strategies and calming techniques.

We encourage children to be accepting and open about their feelings. This helps us to teach them the best ways to deal with tricky emotions, be more aware of the children's triggers and better learn how we can best support them.

Helping children to self-regulate

- **Calming tools:** Some tools help children feel calmer (e.g. colouring, using stress balls, listening to calming music, going for a walk, yoga, deep breathing, playing with dough or putty).
- **Energising tools:** Some tools help children gain energy/feel less tired (e.g. drinking water, eating a snack, singing to favourite music, exercise (like going for a walk, dancing or doing some jumping jacks)).

The ZONES of Regulation

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone Overjoyed/Elated Panicked Angry Terrified

7. The Stages

Our response to unacceptable behaviour has 6 stages.



Stage 1: Remind

- Calmly, tell the child what they are doing.
- Re-state expectations.
- Give them a simple choice.
- Encourage positive behaviour (e.g. Thank others for doing right thing. Also, when a child has corrected their behaviour, thanking them for now making the right choice).

Stage 2: "That's Twice"

- If the unacceptable behaviour continues, the child will be calmly reminded of expectations/rules and warned that a consequence will be imposed.

Stage 3: Consequence

- If the undesirable behaviour continues a staff member will set aside time to carry out a restorative conversation with the child and a logical consequence will be agreed. These conversations are supported through the use of the school Reflection Book which contains visual word mats to help support children's language and understanding.
- For more serious incidents, the child may be asked to complete a Post Incident Evaluation Sheet (Appendix 2) often with an adult. Parents will be informed. The staff member will also ensure that there is an accurate record on CPOMS, our electronic recording system (including confirmation of contact with parents if appropriate).

If behaviour that triggers Stage 3 happens regularly:

- Always report it to the head or SLT.
- A report/praise card must be used.
- Always involve parents (unless there is a safeguarding reason not to – see DSL).

Stage 4: Report/Praise card (Appendix 4)

There are five possible reasons why a child may be placed on a report/praise card:

1. If a child **regularly** displays unacceptable behaviour **repeatedly** in class or around school.
2. Bullying
3. Violence
4. Theft

5. Any other incident that was so serious that a lesser stage would not be a suitable response.
- Parents will always be contacted by the school when a report/praise card is put in place. The school will state our concerns about the child's behaviour, explain how the card will be completed and discuss with parents how we can work together to improve their child's behaviour. (The head teacher must be informed but does not necessarily need to be present).
 - The class teacher & parents will discuss any specific targets and potential rewards and consequences to be given at home and school.
 - The card will be for a minimum period of 1 week.
 - Feedback from the card will be sent home on a daily basis by the teacher.
 - If the child's behaviour improves significantly during the week, the child will move off the card at the end of the week. The teacher will inform the head teacher and parents.
 - An *ABC sheet* may also be helpful to identify triggers and reflect on episodes (Appendix 3).
 - A *Positive Behaviour Plan* may be written at this stage (Appendix 5).

Stage 5: Multiple Report/Praise cards

- At this stage (depending on the child's needs) the head and class teacher (with help from the SENDCo if appropriate) will usually discuss any options for referring to support services (e.g. Family Intervention Service (FIS), Educational Psychology, Healthy Minds).
- A letter will be sent to arrange a meeting with parents, child, teacher, any other key workers and the head or deputy head. The views of all parties will be considered.
- A *Positive Behaviour Plan* will be written which will be agreed and signed by child (if appropriate), parent and teacher. (Appendix 5).
- At this stage, consequences may include the child learning away from their class for extended periods.
- Parents and the child (if appropriate) will be asked to come in for further meetings. It is likely that the parent and child will be made aware that, if things do not improve, suspension (or permanent exclusion) may occur.
- Internal seclusion may also be offered for a serious behavioural incident first and followed up by a praise card afterwards. Parents/carers will be notified of any internal seclusion arrangements decided by the Headteacher or a member of SLT.

Stage 6: Suspension / Exclusion

If behaviour persists, or there is a very serious single incident, suspension may be considered.

Very serious incidents can result in a suspension without having gone through the other 5 stages.

School leaders and staff will follow guidance in the Department for Education guidance *Suspension and permanent exclusions from maintained schools, academies and pupil referral units* (Sept 2023).

The school will consult with the Primary Inclusion Panel for advice and support.

If the child's behaviour continues or there is an especially severe event, then a permanent exclusion may be considered, after consultation with the school's Governing Body and the Local Authority.

Parents have the right of appeal to the Governing Body against any decision to suspend or exclude their child. Guidance may also be sought from Sheffield Exclusions and Reintegration Team or Sheffield SENDIAS (if their child has SEND).

Common Questions about our Stages

Q1. Which stage do we start at?

For most unacceptable behaviour, staff start at Stage 1. There are some exceptions:

Go straight to Stage 2:

- If recent warnings have been given to the child or class. When making this decision, a staff member may take into account any SEND and how much time has passed since the warning.
- A direct refusal to do as directed by staff which will not lead to anyone being injured or damage to property.

Go Straight to Stage 3:

- A direct refusal to do as directed by staff which could lead to someone being injured or damage to property.
- Any seemingly intentional physical attack on someone else. This does not include rough play, jostling or snatching (Stage 1).
- Theft or deliberate damage to property.
- Any serious or discriminatory insult or threat made to anyone, for example:
 - "I'm going to get my own back on you" – Stage 1
 - "Your shoes are horrible." – Stage 1
 - "Your shoes are gay, just like you." – Stage 3

Straight to Stage 4 (or above):

Rarely, school leaders may move children straight to Stage 4. This is when an issue is so serious that no earlier stage would be suitable. It may include bullying, violence, theft, absconding, or a serious online safety incident.

Q2. What do staff consider when deciding on a consequence?

When the Oughti Code has been broken, there should always be a consequence. The consequence will depend on:

- How serious is the incident?
- Have any other incidents been recorded on CPOMs recently?
- Does the child seem genuinely sorry for what they did?
- Was the child honest straight away about what they did?
- Would the consequence matter to the child (e.g. Does a child like staying in at lunch anyway)?
- Does the child's SEND mean that adjusting the consequence will have more impact and still be fair?
- Any other background info (e.g. a family bereavement last night)?

Consequences should happen as soon as possible after the incident. For example, if an incident occurs in a morning lesson it would be appropriate for the consequence to be carried out at break time.

Q3. What types of Logical Consequence are there?

Logical consequences could be any of the following:

- Restorative Conversation: These may use the *Post Incident Evaluation* (Appendix 2) or Big Empathy drawings.
- Restorative conference with member of staff or another child.
- Writing or drawing how they could act differently next time.
- Catching up work in their own time.
- Missing playtime or lunchtime play.
- Supervised *safe play* intervention using The Bridge (a classroom space in the Don building) .
- Apology notes/cards.
- Tidying up mess made.
- Repairing or replacing damage caused.

Q4. What happens when children stay in at playtime or lunchtime?

They should be either:

- in their classroom supervised by an adult.
- in the Head's office if a staff member is there to supervise them.

Q5. At what stage do you contact parents?

We will always talk to parents if a child reaches stage 4.

For lower stages, whether to contact parent will depend on how severe the behaviour is and how much it has affected others. We may also consider how positively the child responds to parents being informed. If we need to do this more than once or twice, we'll talk to parents to so there's a shared agreement about how much we do or don't contact them about lower stages.

"The goal of logical consequences is to help children develop internal understanding, self-control, and a desire to follow the rules."

Responsive Classroom

8. Parent and School Partnership

Parent Role

The parent's role in developing their child's behaviour is crucial. They can help school and their child when they:

- Act as a great role model to their child.
- Sign the Home School Agreement at the start of each school year. This requests close cooperation between the parents and the school in matters of discipline.
- Discuss the Oughti Code with their child, emphasising that they support the rules.
- Let us know of issues that might affect their child's behaviour.
- Work with us when their child's behaviour falls short of the high standards needed.
- Attend parents evening to support their child's education.

Communicating with Parents

The head teacher regularly communicates with parents to:

- State why we have the Oughti Code.
- Create a culture of both high expectations and partnership.
- Inform parents how they help their child by being role models, establishing positive behaviour patterns at home, supporting the school with positive re-enforcement and consequences for unacceptable behaviour.
- Seek their views on behaviour at school.

Teachers regularly communicate with parents in order to:

- Work together to sustain excellent behaviour.
- Raise notable successes or concerns. When we discuss a concern, it should be logged on CPOMs that we've had this discussion.

Teachers communicate with parents through conversation at drop off or home time, phone calls, Class Dojo or letters.

Teachers also provide parents with a termly behaviour and effort grade (Appendix 1). These tell parents exactly how their child's behaviour relates to our high expectations.

Reminder letters for parents

Reminder letters for reading books/records, homework and PE kits are available on the *staff share* drive.

- If a child forgets once, a letter can be sent out, but teachers may prefer a reminder to the child or chat to the parent.
- If a child forgets three times in quick succession, then a letter must be sent signed by both the head teacher and the teacher/TA. The child must take the letter themselves to the head's office to have it signed.

9. Support for staff

Where staff feel that a child's emotional needs go beyond our core offer, they should talk to the Head or SENDCo about it. After this conversation, parents may be contacted to discuss bespoke provision. This might include support services (e.g. FIS, Educational Psychology, Autism Team). The child might be added to the SEND register).

Staff should proactively seek knowledge of how to meet the needs of individual children. Whilst this may come from a member of SLT, it can also come from:

- Positive behaviour plans, SEND Support plans or EHCPs.
- Other staff in the year group.
- Staff in the previous year group.
- The child's last school/setting (e.g. Coumes Spring Nursery).
- Other staff in school who've worked with similar needs.
- Reliable online info (e.g. [Shire Teaching & Managing ADHD guide](#)).

Staff also have CPD on issues that affect behaviour (e.g. mental health).

Staff should be aware of their own wellbeing when managing behaviour. It is important that staff recognise when *they* feel anger, overwhelmed or vulnerable. If staff recognise these feelings, they should:

- Re-direct the child(ren) to a different task or safe place and follow the school's behaviour policy once they are more emotionally regulated.
- Seek immediate support from a colleague.
- Ask for guidance or supervision from a member of SLT.

More broadly, if managing behaviour is affecting a staff member's wellbeing, they should always speak to a member of SLT. Staff can also talk to one of our mental health first aiders. Also, wellbeing support can be accessed via our staff insurance and wellbeing offer.

Pastoral care for staff accused of misconduct

Our Allegations of Abuse against Staff policy tells you how we manage any such events.

10. Anti-Bullying Policy

We will not tolerate bullying at Oughtibridge Primary. It is against everything we are working towards. Bullying is always wrong.

The aim of this anti-bullying section of our behaviour policy is to raise awareness of bullying and further develop an anti-bullying culture throughout school.

What is bullying?

Bullying has three parts to it:

1	2	3
It's targeted	It's deliberately hurtful	It's repeated over a period of time.

What forms can bullying take?

Type of bullying	Examples
Emotional	Being unfriendly, excluding, tormenting, threatening behaviour.
Verbal	Name calling, sarcasm, spreading rumours, teasing.
Physical	Pushing, kicking, any use of violence.
Online/Cyber	Sending nasty messages, altering images of another child.
Sexual	Unwanted physical contact, sexually abusive comments.

Bullying can have a racial, religious, gender, sexual orientation (or perceived sexual orientation) aspect to it. This is always an aggravating factor.

Bullying is **NOT**, however, when two people have an occasional fight or fall out or disagree.

Proactive strategies

We talk to children about bullying in lessons and assemblies. We also have high expectations of behaviour and this is communicated to children via the Oughti Code. Children are taught that bullying is always wrong and this helps them to avoid bullying in the first place.

Whilst the best approach to bullying is preventing it happening, we also need to identify when it may be happening and tackle it when it happens.

To prevent, identify and tackle bullying, **everyone** has their part to play.

Children

If you ever feel bullied or threatened at school, you must:



Walk away.



Tell the teacher or lunchtime supervisor straight away.

If you cannot do this, tell someone else - a staff member, a child or your parent/carer that evening.

Always report bullying: people who bully carry on bullying, unless their behaviour is brought out into the open. Bullying is always wrong.

If you know another person is being bullied, follow these *Dos* and *Don'ts*:



- ✓ Tell the child who is bullying to stop.
- ✓ Try and tell the child who is bullying that you disapprove of what they are doing.
- Join in the bullying. Ever.
- ✓ Tell a member of staff (the victim may be too scared to tell).
- ✓ Encourage the bullied child to join your group.

Staff

How all staff *prevent* bullying:

- Consistently enforce the attitude that bullying is always wrong and will not be tolerated.
- Make conscious efforts to develop positive and co-operative behaviour through the curriculum e.g. co-operative games, discussion about caring attitudes, respect for one another.
- Help to create a calm and orderly school (in classrooms, dining pod, cloakrooms etc) to reduce opportunities for bullying.
- Be aware of areas which could be prone to bullying e.g. playground, toilets, cloakrooms.
- Be vigilant – it can happen here – by seeing and dealing with small issues, bullying can often be stopped from happening in the first place.
- Reflect on any incidents so that we can learn and better prevent them in future.

How all staff *identify and tackle* bullying:

- Watch for signs of distress in children (e.g. deterioration of work, isolation, desire to remain with adult, illnesses).
- Listen carefully to children, looking fairly at both sides. Take what the children say seriously and ensure privacy if necessary.
- Report issues on CPOMs.
- Involve another staff member, the head or deputy if appropriate.
- Use other children or the rest of the class in countering bullying, encourage them to support the victim and reject the *behaviour* of the child who is bullying.

Parents

If you are a parent, you play a vital role.

How parents help **prevent** bullying:

Do

- ✓ Encourage your child to be kind to others & not to be aggressive.
- ✓ Teach your child positive ways to resolve conflict. Model these in your home.
- ✓ Watch for signs of distress in your child (e.g. reluctance to attend school, feigned illness, isolation, damaged clothing).
- ✓ Encourage your child to talk to you about school, friendships, and the journey to and from school.
- ✓ Monitor and involve yourself in your child's online use and regularly talk to them about being safe online. Ask school for advice or services you can turn to if you need more help.

Don't

- Promise to keep bullying a secret.

How parents help **identify and tackle** bullying:

Do

- ✓ Contact school as soon as possible if you have concerns that your child is being bullied or acting as a bully.
- ✓ Remember it can be a shock or upsetting to find out your child is being bullied or is bullying others. It's often useful to take 10 minutes out to process that information so you can deal with it in a composed way.

Don't

- Rush to conclusions about your own child's or other children's behaviour.
- Automatically dismiss the suggestion that your child has bullied another child.

Do

- ✓ Work positively with school if further action is needed.
- ✓ (If your child is bullying others) Support consequences and make your disapproval clear.

Remember that, every time there is bullying or suspected bullying, school wants the same outcome as you: For every child to feel safe and happy at school. **Bullying is always wrong.**

Supporting victims of bullying

A staff member will talk to the child and will:

- Ask the child about when and how they feel vulnerable to bullying.
- Ask the child about any fears they have of telling adults about the bullying.
- Reassure the child that the school will not stop acting until the bullying stops.
- Ask the child if there is any staff member they'd like to talk to for support.

The child's teacher(s) and other staff, including lunchtime supervisors, will be informed about the bullying. Parents will be informed.

Possible Strategies (depending on the victim's needs):

- Daily check ins so parents can be informed about how the child's day has gone.
- Arranging a meeting between the victim and the child(ren) who have bullied.
- Creating (formally or informally) a circle of friends for the victim.
- Giving the child strategies to help prevent future bullying.
- Providing activities or strategies which help build the child's self-esteem.
- Providing support re: online safety.
- Offer parents advice or support to help deal with any issues (or signpost to support services).

Whenever possible, the victim and their parents will be informed of any action taken against the child who did the bullying. When sharing this information, no personal information about the child who has bullied is shared without the permission of their parents (e.g. a child's SEND). Any such permission must be recorded.

Supporting perpetrators of bullying

We recognise that children who bully do so because of a range of different factors (e.g. learnt behaviour, home circumstances, medical and neurological conditions). Children who bully can often be distressed or confused themselves. Sometimes, none of the above apply and the child was simply doing wrong. Whether we can or can't identify a reason for the bullying, there will be consequences.

We will:

- Talk to parents and explain what we found when we've investigated.
- Encourage, if necessary, parents to take the bullying very seriously.
- Encourage a 'joined up', partnership approach between home and school.
- Ask if parents can share any info which might help us understand and tackle the causes of the bullying.
- Discuss what consequences, rewards, and preventative measures could be used to help stop all bullying behaviour.
- Offer support to parents to help deal with any issues raised.

Monitoring bullying

Reported incidents are logged on CPOMS and coded as bullying to ensure an accurate account is kept. This helps leaders to monitor the nature and frequency of any bullying. All bullying, homophobic, gender-based and racial incidents are reported to our school governors.

11. Pupil behaviour outside school

From time to time, schools are made aware of issues that happen outside school (e.g. on the way home from school). The Department for Education (DfE) expects schools to have a policy on this. Schools do have the authority to use rewards or consequences for children's behaviour outside of the school premises, as long as this is reasonable.

We follow the DfE [guidance](#) (*Behaviour in schools: Advice for headteachers and school staff, Sept 2022*). This outlines that schools may provide sanctions to pupils for misbehaviour:

- When taking part in any school-organised or school-related activity.
- When travelling to or from school.
- When wearing school uniform.
- When in some other way identifiable as a pupil at the school.
- That could have repercussions for the orderly running of the school.
- That poses a threat to another pupil.
- That could adversely affect the reputation of the school

Staff who are made aware of incidents should CPOMS them to raise them with SLT. If the matter is urgent, they will find a member of SLT to discuss what school's response will be.

12. Searching Pupils

The use of legal search powers is uncommon in primary schools. Nevertheless, the DfE ask schools to outline their approach to this.

Our school policy follows the DfE [guidance](#) which says that:

- School staff can search a pupil for any item if the pupil agrees
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item:
 - knives or weapons
 - alcohol
 - stolen items
 - tobacco and cigarette papers, illegal drugs, fireworks
 - Inappropriate sexual images
 - any item that is reasonably suspected has been, or is likely to be, used to:
 - commit an offence,
 - cause personal injury to any person (including the pupil).
 - damage to the property of any person (including the pupil).

Head teachers and authorised staff can also search for any banned item, as long as it had previously been explained that this banned item might be searched for.

Any use of search powers will be recorded on CPOMS, including the reason for the search and who was present. Parents will be informed if a child has needed to be searched. The reasons for searching the child will be explained, as well as any outcome.

13. Positive Handling

Positive handling is when an adult uses some force to prevent a child from moving or to move a child. Use of positive handling is rare. The vast majority of children go through their whole school careers without the need for positive handling.

Schools have a duty of care to all their children. DfE [guidance](#) on using reasonable force states that this means that positive handling can be used to:

- Prevent a child from hurting themselves or others.
- Prevent a child from disrupting a school event, trip or visit.
- Prevent a child from running away.
- Prevent a child from damaging property.
- Prevent a child from causing disorder.

Any positive handling must be **reasonable** and **proportionate** and **necessary**.

Despite schools having the legal powers to use force in this way, staff will always endeavour to de-escalate situations and only use force when no other option is appropriate.

The decision whether or not to physically intervene is down to the professional judgement of the staff member(s) concerned and always depends on the individual circumstances.

Lawful use of these powers is a defence to any legal action.

Schools do not require parental consent to use positive handling. However, whenever positive handling is used, the parents will be informed. Also, where a child is believed to be at high risk of needing positive handling, a positive behaviour plan will be written in case positive handling is needed. This will be written in partnership with parents.

The power to physically intervene applies to any member of our school staff. Not all staff are trained but if, for example, on a school trip, a child was about to put themselves in physical harm, it may be in the child's best interests to physically intervene (e.g. prevent a young child running into the road). The head teacher will ensure that the level of staff training (e.g. Team Teach training) is appropriate for the level of need in our school.

At an appropriate time, soon after the incident, a child who has needed positive handling will have opportunity to discuss their actions and their feelings about the event with a member of staff. This discussion is a chance to check on the child's wellbeing and to help them to reflect on the event.

Written records of all incidents of positive handling will be made on the day, or as soon as is reasonably practicable, using CPOMS software and tagged as 'Positive Handling Intervention'. This will include:

- Reason(s) for use of positive handling.
- Member(s) of staff using positive handling.
- Names of any adults (and children or classes) who witnessed the positive handling.
- Description and approximate duration of positive handling used.
- Location(s) of incident.
- When/how parents were informed.
- Any reflection and consequences for the child (this is important to help reduce the use of positive handling over time). Also, any post-incident reflection with staff (e.g. 'J seemed to calm quicker once in the Bridge than when we previously moved other children out of class).

14. Information Sharing

Staff should be aware of children who have behaviour difficulties or who have been identified as having SEMH (social, emotional & mental health needs) on the SEND register. Staff working with such children on a regular basis should be informed prior to working with these children wherever possible.

Staff should use CPOMs to share information about any serious behaviour issue.

All serious incidents or discriminatory words or behaviour must be recorded on CPOMs.

15. Final Words

The success of our policy depends on:

- All staff implementing it in a consistent and fair way.
- All staff committing to the ethos behind it.
- Senior Leaders supporting staff who follow the policy and intervening in the rare event that the policy is not followed.

We will publish this policy on our school website.

Updates to this policy can be approved by:

- The head teacher, or
- A member of SLT that has been delegated the task by head teacher.

Appendix 1

Oughtibridge Primary School

Autumn 2023



Child's Name		Class	
--------------	--	-------	--

Attendance up to Friday 15th December	
---	--

	Working Below Age Related Expectations	Working Towards Age Related Expectations	Working at Age Related Expectations	Working at Greater Depth
Reading				
Writing				
Maths				

Attendance	Behaviour	Effort
Attendance is 99% or higher. Always in school on time.	A role model for other pupils due to their excellent behaviour.	Goes beyond expectations in lessons and with home learning.
Attendance is 96% or higher. Very rarely late to school.	Usually meets expectations for behaviour at Oughtibridge.	Usually good effort with all work set.
Attendance falls below 96% or occasionally late to school.	Occasionally misses learning opportunities due to behaviour.	Effort is sometimes good, but not always consistently applied.
Attendance is below 90% or frequently late to school.	Incidents of unacceptable behaviour cause disruption for other pupils.	Frequently not on task; Unwilling to try; Lack of interest & engagement.

Class Teacher Signature	Headteacher Signature

Parent/Carer Comment: Please return this comment slip to your child's class teacher.

I have seen my child's end of term report. My comments are:

Appendix 2

ABC sheet

For Individual or Class Behaviour Monitoring



Week beginning:

Name/When	Antecedent	Behaviour	Consequence
E.g: Bertie Smith Monday Lesson 3	Trying to get more room for himself on carpet.	Elbowed another child	Moved carpet space. Made a sorry card

Oughtibridge Primary School

My week at school



Name	
Class	
Week Beginning	

My Targets	e.g. I will follow instructions from adults in school.
	I will have safe hands & feet in school.

	Session 1	Play	Session 2	Lunch	Session 3	Play	Session 4	My best moment!	Headteacher Comment
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									



Child's Name		Date		Review Date	
--------------	--	------	--	-------------	--

When does the child do well? What does a good day look like for this child?

--

What does their behaviour look like?

Stage 1: Anxiety Behaviours	Stage 2: Defensive Behaviours	Stage 3: Crisis Behaviours
Looks like:	Looks like:	Looks like:
Best response(s):	Best response(s):	Best response(s):

What are common triggers?

--

Diversions and distractions / Praise points (what is a success for the individual)

--

De-escalation

Tick the strategies that we expect to be **most effective**. Use the notes column to add any extra helpful info.

✓	Strategy	Notes
	Verbal advice and support	
	Reassurance	
	Simple listening	
	Distraction	
	Choices	
	Negotiation	
	Reminder of consequences	
	Reminder of success	
	Acknowledgement	
	Apologising	
	Humour	
	Planned ignoring	
	Take up time	
	Time-out	
	Removing audience	
	Transfer adult	
	Supportive touch	
	Other...	

Any medical conditions to be taken into account before using positive handling?
Any factors to consider when debriefing? E.g. Using strategies such as Big Empathy Drawings
How must we record incidents and who should we inform?
• Complete Serious Incident Report Form & upload to CPOMS • Inform Parent/Carer • Inform other agencies as appropriate

Head teacher	Helen Adams
Name of parent(s)	
Name of others (e.g. class staff, support services)	

