



**WOHL ILFORD JEWISH
PRIMARY SCHOOL**

BEHAVIOUR POLICY

2017/18

Reviewed: November 2017

Next review: November 2019

NOTE: We are pleased to report that the school's main efforts are focused on encouraging good behaviour as set out below. The vast majority of our students behave excellently all the time.

1 Aims and Expectations

- 1.1 The primary aim of Wohl Ilford Jewish Primary School (WIJPS) is that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We are clear in the expectation that all staff will at all times maintain a duty of care and promote the best interests of children. WIJPS aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 At WIJPS, we uphold our duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; we ensure that staff are aware of their duty to prevent children from the risk of radicalisation.
- 1.3 The school has a number of rules, although this policy is not about rule enforcement. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.4 The school expects every member of the school community to behave in a considerate way towards others.
- 1.5 We treat all children fairly and apply this Behaviour Policy in a consistent way.
- 1.6 This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.
- 1.7 The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than deter anti-social behaviour.
- 1.8 All children have a right to learn and all teachers have a right to teach. We recognise that the quality of teaching, assessment and monitoring are essential ingredients in producing high standards of behaviour.

2 Expectations of Staff

- 2.1 Staff model high standards of behaviour and are positive role models for our students.
- 2.2 All staff are:
 - 2.3 Expected to follow the hierarchy of rewards and sanctions.
 - 2.3 Display the class and community charters and refer to them.
 - 2.4 Make children aware of appropriate behaviour in all situations. Focus on good behaviour and positive reinforcement at all times - catch the positives.
 - 2.5 Use adherence to the school aims and class charters as a measure of good behaviour.
 - 2.6 Be aware of all children's behaviour in class and around school, dealing with every incident appropriately and giving mutual support to colleagues.
 - 2.7 Deal with problems calmly; using the language of a Rights Respecting School. Create a calm working atmosphere in the classroom with well-established routines and work appropriate to match the abilities of the children. Be punctual in collecting classes at the end of playtimes. Escort the children round the school, ensuring all children are monitored - stop the children at regular intervals walking to the middle and back of the line. Never leave children unattended.
 - 2.8 Be as consistent and fair as possible in the use of rewards and sanctions.
 - 2.9 Work in partnership with parents and inform them as soon as possible about what has occurred and how it was dealt with.
 - 2.10 To have a rigorous record keeping system for recording incidents and tracking behaviour.

2.11 Work closely with other staff and outside agencies, implementing advice and strategies for dealing with a child with challenging behaviour.

3 Procedures (Appendix A- recording and reporting forms)

4 Equal Opportunities

4.1 WIJPS is committed to equal opportunities to provide equality for all staff and pupils regardless of colour, race, ethnic origin, gender, ability and special need. We aim to encourage everyone to appreciate that discrimination hurts and that action will be taken to avoid its reoccurrence.

5 Fixed-term and permanent exclusions

5.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the statutory guidance: Exclusions from maintained schools, academies and pupil referral units in England (DFE September 2012).

5.2 Only the Headteacher (or the Deputy Headteacher) has the power to exclude a child from school (in their absence and failing ability to make contact with either the HT or DHT, the Headteacher has authorised the next Senior Leader to take this decision and inform the Headteacher of outcomes). The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

5.3 If the Headteacher excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

5.4 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

5.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

5.6 The governing body has a pupil discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

5.7 When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

5.8 If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

5.9 Where a pupil is at risk of permanent exclusion or repeat exclusions, the pupil may be referred for therapeutic support, to a behaviour centre such as The CUBE, located at the Cranbrook Primary School in Ilford. In extreme cases, where this support is not successful, the child will be referred to New Rush Hall, a specialist school for pupils with SEMH difficulties. (Appendix B - The Cube Referral form)

6.0 Positive Handling Plans

6.1 Reasonable force may be used to prevent a child from hurting themselves or others, from damaging property or from causing disorder. Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm, or restraining a child to prevent violence or injury.

6.2 The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances. Relevant staff should have regular Team Teach training and should be familiar with de-escalation strategies and knowledge of how to hold a child in a way which minimises the risk of harm to the child and themselves.

6.3 The school can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a child behaving in a way that disrupts a school event or a trip or a visit.
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or leads to behaviour that disrupts the behaviour of others.
- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.

7.0 Searching children suspected of having Prohibited items

7.1 If it is suspected that a child has brought a more serious prohibited item into the school, the child will be asked to hand over to a senior member of staff, in the presence of an additional member of staff as a witness. The child will be asked for permission to search their coat, bags etc, if they are not willing to hand over the items. Should they refuse, the Headteacher reserves the right to search their bag without consent; an additional adult should always be present.

7.2 If it is suspected that the child is carrying prohibited items about their person and refuses to hand them over, the school reserves the right to use reasonable force whilst a search takes place. If they are suspected of carrying a weapon or illegal items then the police should be called.

8.0 Dealing with poor behaviour - what the law says (January 2016)

8.1 The law states that teachers can discipline children whose conduct falls below the standard which could be reasonably being expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can reprimand that pupil.

8.2 To be lawful, the decision to reprimand a child must be made by a paid member of school staff or a member of staff authorised by the Headteacher.

8.3 The decision to reprimand a child and how, must be made on the school premises.

8.4 It must not breach any other legislation such as disability, SEN, race and equalities.

8.5 A reprimand must be proportionate and take account of the child's age, any disability or religious requirement.

8.6 Continuing disruptive behaviour might be as a result of unmet educational or other needs, if this is the case, reference should be made to the safeguarding policy and consultation made with outside agencies.

9.0 Rewarding good behaviour

9.1 How do we encourage good behaviour at WIJPS?

9.2 By praising and encouraging achievement and behaviour in all areas of school life

9.3 By sharing and celebrating achievement with other members of the school community and parents

9.4 By being polite and encouraging the children to do likewise

9.5 By being aware of the example we set in our interaction within the school community

- 9.6 By valuing the individual gifts and talents that every member of the school community has to offer
- 9.7 By having high expectations with regard to behaviour, by making these clear to all members of the school community
- 9.8 By having simple rules and expecting children to keep them

10.0 Staff Development

- 10.1 Good practice will be recognised and mutual support encouraged. Staff will be expected to undertake CPD in behaviour management, either individually or as part of whole school training. Lesson observations will be used to identify areas for development or highlight areas of expertise that can be shared amongst colleagues. New Rush Hall training will be provided for staff dealing with children with complex behaviours.

11.0 Managing transitions

- 11.1 Break time and Lunchtime will be managed accordingly:
- Consistent supervision of all areas by adults on duty.
 - Providing a safe, secure, stimulating play environment.
 - Approachable and understanding adults to deal with problems.
 - Adults will diffuse difficult situations by displaying fairness, patience and consistency to everyone.
 - Deal with inappropriate behaviour, discuss and enforce minor sanctions. More serious matters will be brought to the class teacher's attention.
 - It is generally expected that adults on duty will deal with problems in the playground and not leave it to class teachers to resolve during lesson time.
 - Talk with children and help them understand consequences of their actions.

The following sanctions may be used if it is felt a talk is not sufficient:

- Child to walk round the playground with the teacher/ designated adult beside them.
- Child to be diverted to a designated place to provide an opportunity to calm down.
- For serious incidents e.g. a deliberate physical act such as a fight or an individual assault on another child/adult the child to be sent to the HT's office (or DHT in HT absence) and the incident dealt with immediately by a member of SLT.
- For serious incidents, follow the hierarchy listed; it is the responsibility of the member of staff who initially dealt with the incident, to inform the class teacher and refer it to the phase leader and if more serious a member of the Senior Leadership Team.

During Assembly

- Class teachers walk their classes to assembly and make sure they are seated.
- Class teachers remain at the front of their classes and make sure they are quiet before assembly starts.
- Appropriate music is played when the children come into assembly and they are expected to listen to it quietly.
- Children who behave inappropriately are asked to stand up or move place.
- There is a teacher presence during every assembly to monitor behaviour.
- Teachers see children out from the assembly class by class in a quiet and orderly manner. Classes sitting quietly go out first, or in year group order.
- Teachers may wish to award house points for sensible behaviour during assembly.

12 PROCEDURES TO BE FOLLOWED AT WIJPS

Rewards and sanctions

We praise and reward children for good behaviour in a variety of ways:

- Teachers praise children for considerate, positive behaviour in such a way as to underline its value to our school.
- Teachers award house points for particularly good behaviour.
- On occasions, we nominate a particular child from each class to be 'star of the week'.
- Such nominations are recognised with the award of certificates in school assembly.
- We award merits to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All children have the opportunity to share their achievement in assembly where they show examples not only of their best work, but of considerate behaviour towards others.

The school acknowledges all the efforts and achievements of children, both in and out of school. This may also include certificates or trophies from personal endeavour and positive motivational activities outside the classroom.

The school uses a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to be attentive in lessons. If they are consistently inattentive, teachers may move them to a place in the room where they can be overseen more easily or move them to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task or activity.
- If a child is disruptive in class, the teacher will verbally reprimand them. If a child misbehaves repeatedly, we may isolate the child from the rest of the class, under supervision, until they calm down and are prepared to comply with the teacher's expectations that they will work co-operatively alongside others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is reprimanded by a withdrawal of privileges, such as leisure time. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child, with the full co-operation of the parents.

Each class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

Star of the Week

Every week, each secular class teacher and Jewish Studies' teacher presents a Star of the Week certificate with regard to efforts made in academic work (sometimes it might be the same child receiving the certificates). On Monday, the children are notified that they have been nominated, told the reason why and given a small certificate. During the assembly they are invited up to stand for recognition. Reception are included later in the academic year, when they attend the Achievement Assembly. (Additional certificates are awarded at this time for merit, Ivrit reading, exceptional acts of kindness, citizenship etc.) I've removed a chunk that is not relevant and added the part in brackets, which takes place weekly.

Reception - Traffic Light System (Golden Star Reward Chart)

Reception uses a traffic light system (Gold, Silver, Green, Amber, and Red) as an incentive to award good behaviour and manage inappropriate behaviour. All children's names/photo of each child is placed on Green at the beginning of each day. If a child/children demonstrate exceptional good behaviour, their name/photo may be moved up towards the silver/gold. If a child is on gold at the end of the day, they will receive a golden star sticker.

Key Stage 1 and 2 - Traffic Light System

Key Stage 1 and 2 uses a traffic light system (Green, Amber, and Red) as an incentive to award good behaviour and manage inappropriate behaviour. All children's names/photo of each child is placed on Green at the beginning of each day. Children are expected to behave well (green) and if a child makes the wrong choices, their name/photo may be moved down after appropriate warnings have been given. If a child moves down to amber, they will miss 3/5 minutes of their Golden Reward Time or break (KS2), and if they land on red, an additional 5 minutes /whole break minutes (upper KS2) Teachers will keep a record of behaviour and consistent offenders will be placed on a behaviour monitoring sheet and their parents informed.

Children will be expected to fill in reflection sheet at home with parents/carers when placed in detention, on behaviour monitoring sheet or excluded, and to return their sheet to school signed the next day.

For serious misbehaviour (see referral sheet) a referral to parents will be made and internal exclusion will take place. Only in extreme cases, where safety of pupils and staff is at risk, will pupils be excluded externally.

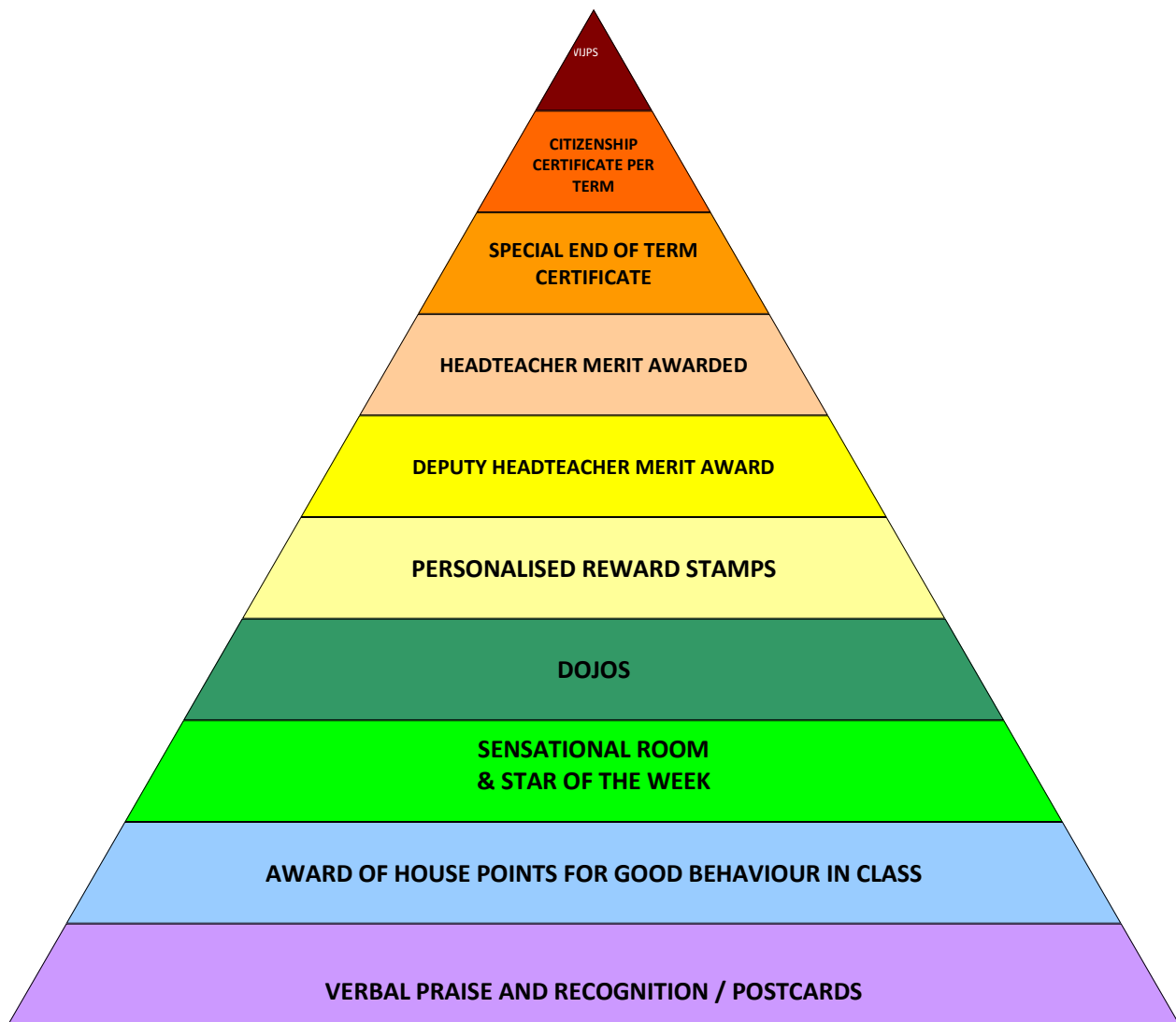
Postcards

Teachers send home motivational postcards on a personal level to encourage and support positive choices and accelerated progress - 6 are issued each term.

Dojo Points

Two forms of Dojo points are issued - class points for good behaviour (sanctions for wrong choices) and Jewish Studies staff elect children as role models to receive class dojo points and certificates.

If a child has misbehaved during the week, they may have lost part of their Golden Reward Time. If this is the case, the child sits away from the rest of the children until the specified time period has elapsed.



REWARD SYSTEM WIJPS PRIMARY SCHOOL

Pupils' Responsibilities

- Treating all members of our community with respect by being polite, considerate and co-operative to everyone you meet;
- Listening carefully and following instructions that are being given;
- Behaving in a calm and orderly fashion when moving to and from school, walking quietly to the left within the school building between lessons;
- Taking care of your own property, the school and the property of others;
- Keeping the school environment clean and tidy;
- Only eating and drinking in designated areas of the school and ensuring these remain clean and hygienic;
- Maintaining a high level of attendance and cleanliness;
- Arriving on time for school, lessons and all other scheduled activities in school;
- Striving to do your best at all times using your talents and allowing others to do the same;
- Ensuring that you have all the necessary books and equipment required for lessons and clubs;
- Completing all class work, homework and project work to the best of your ability;
- Wearing the correct school uniform with pride, so that you are smartly presented and a credit to yourself, our school and your family. Cardigans worn properly, top buttons done up and shirts tucked in;
- Keeping your hair tidy and not dying/colouring your hair or having elaborate haircuts and styles (using simple ribbons, bands or clips in basic school colours of blue, black or white);
- Jewellery should not be worn. However, should you have pierced ears you are permitted to wear SIMPLE studs - please remember to remove or cover these on days you have PE;
- Valuables are prohibited (i.e. should remain at home) and pupils are reminded not to bring large sums of money to school. This includes electronic equipment: i-pads and any belongings that are of personal value (unless requested to do so by a member of staff for a particular lesson or topic); Year 6 may leave a mobile phone in the office for safekeeping during the day but are not permitted to keep a phone with them.
- No derogatory, offensive, or unkind remarks should be made to others, especially those of a sexist or racist nature;
- Difficulties or problems should always be reported to an appropriate member of staff. Always attempting to seek a satisfactory resolution;
- The highest standards of behaviour and conduct on public transport and in public places is expected at all times;
- No dangerous or illegal items should be in school;
- Letters and other communications should be taken home and delivered promptly and safely;
- Fulfilling our responsibilities enables us to be proud of our school.

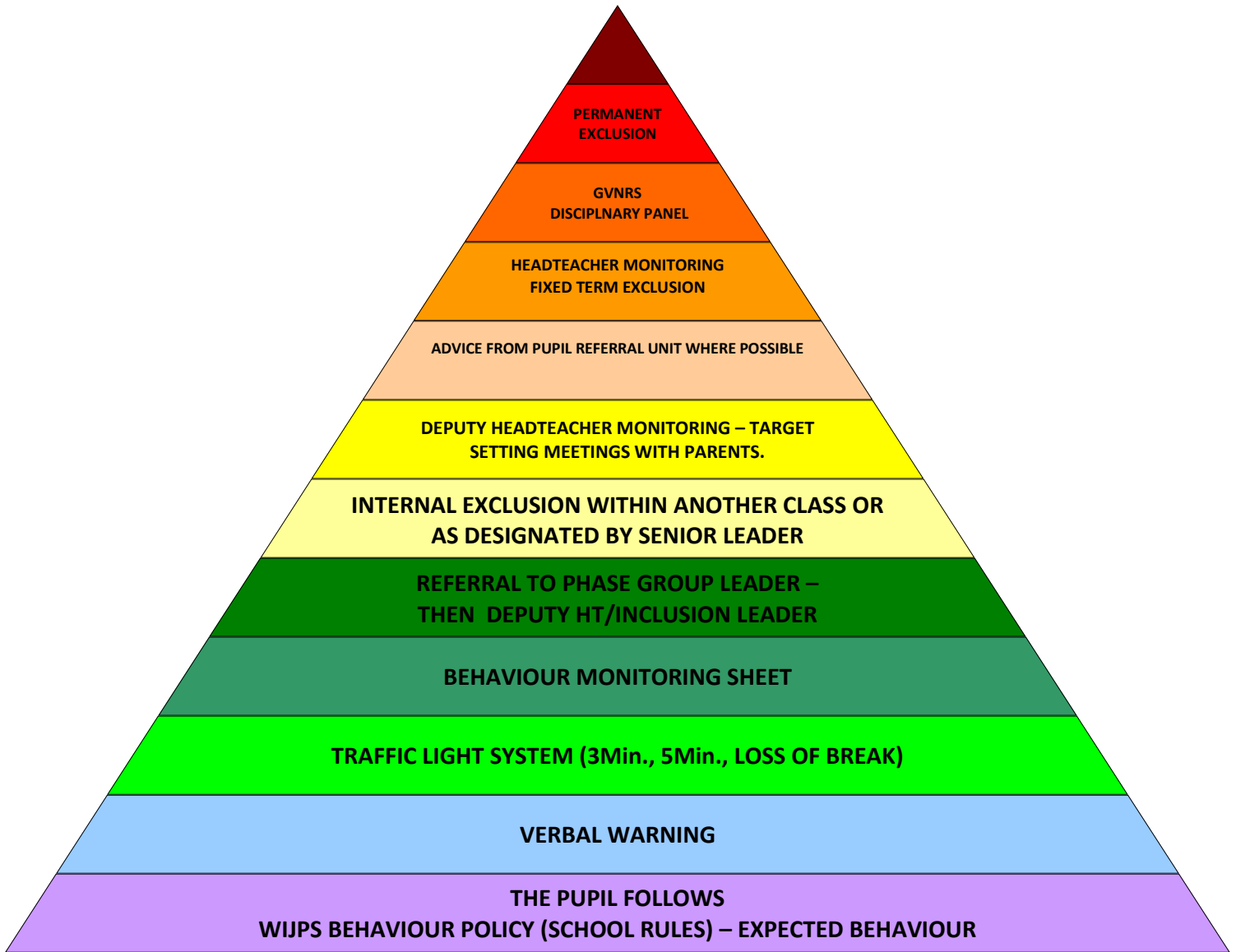
The school has a policy of no shouting and staff will not use raised voices with children when dealing with behaviour issues.

Any pupil behaviour which disrupts or impacts on the learning of other pupils and the maintenance of health, safety and discipline within the school community is unacceptable. This includes low level disruptive behaviour, bullying and incidents of verbal abuse, physical violence or assault.

Implementation

These aims will be achieved by:

1. Striving to implement WIJPS ethos and mission statement;
2. Acknowledging, encouraging and rewarding good work, behaviour and attendance;
3. Promoting these aims in all lessons and assemblies, times of collective worship, during religious education provision (Jewish Studies lesson), and components of personal, social and health education and citizenship;
4. The work of pastoral care which includes spiritual and academic leadership and guidance and support for pupils, parents and staff when things go wrong;
5. A range of sanctions to discourage poor work, behaviour and attendance;
6. Publishing and promoting a clear Code of Conduct;
7. Having a structured and effective system of pupil supervision;
8. A commitment to the school's Health and Safety policy;
9. Encouraging as many pupils as possible to join in the wide range of activities offered (both curricular and extra-curricular), to promote a sense of ownership and pride in the school;
10. Providing continuous professional development for staff to support ethos of all staff being responsible for the behaviour of individuals;
11. Regularly reviewing and evaluating policy and practice involving all staff and stakeholders of the community of WIJPS where appropriate.



SANCTION SYSTEM WIJPS PRIMARY SCHOOL

Parental Involvement with the behavior management policy at WIJPS

We work with parents in partnership to ensure good behaviour throughout the school.

Parents have a right to expect from their children's school:

- High quality education, whatever their child's learning needs, including full information on their progress.
- Detailed information on how they can promote positive behaviour and what they can do to help the school and;
- The facility to discuss and resolve any concerns.

Parents have a responsibility to support their children's school by:

- Being supportive of the school aims.
- Encouraging their children to recognise the importance of education and learning.
- Backing the application of the school's behaviour policies and their systems of incentives, rewards and sanctions (School Code of Conduct) as necessary.
- Insisting that their children pay proper respect to teachers and all support staff/adults working in the school.
- Preparing their children for school, including providing breakfast and the conditions for a good night's sleep.
- Taking all reasonable steps to ensure that their children carry out work set for them.
- Modelling respect of staff, pupils and the school environment.
- Not behaving aggressively (including verbal comments) or violently towards staff.
- Establishing and maintaining positive relationships with the staff of WIJPS.
- Being supportive of the school dress codes in relation to their children.
- Helping their children to maintain high standards of punctuality and attendance.
- Informing the school of their child/children's absence from school and explaining reason(s).
- Requesting in writing any time off required during term time, with the understanding that permission in term time is no longer allowed for holidays etc. and is subject to investigation.
- Showing an active interest in the work and progress of their child/children.
- Endeavouring to support the level of homework required and providing the right conditions for completion of this work.
- Reading all correspondence from the school and responding promptly where necessary.
- Attending the Annual Parent's Evenings and New Parents' Evening and any special meetings when invited.
- Encouraging their child/children to achieve high standards in all aspects of school life.
- Encouraging their child/children to respect the environment in and beyond the school and within the local and wider community.
- Sitting with child when doing reflection sheet.

A Home-School agreement is signed by parents when their child/children join(s) the school and signed annually thereafter at the beginning of the academic year.

*** PLEASE NOTE WIJPS IS A SMOKE, GUM AND MOBILE FREE SCHOOL, PLEASE RESPECT THIS AND REFER TO THE HOME/SCHOOL AGREEMENT FOR CODE OF DRESS WHEN VISITING THE SCHOOL IN KEEPING WITH THE ETHOS AND ORTHODOXY OF OUR FAITH SCHOOL.**

Individual Pupil Record Sheet

<i>Individual Record Sheet</i>		
Name:	D.O.B:	Year Group:
Class:	Teacher:	Year:
Date:	Incident	Action

APPENDIX A



WOHL ILFORD JEWISH PRIMARY SCHOOL REFERRAL SLIP DATE..... TIME.....

PUPIL NAME/ Signature:	CLASS:	STAFF NAME:

PLEASE CIRCLE THE INCIDENT:

Serious physical assault on a staff member or pupil with the intention to harm

Intimidation or threat to a member of staff

Breaking UK law in reference to illegal substances /weapons or behavior.

Serious intimidation of another pupil or adult

Sexualised behaviour towards any member of staff or another pupil

Serious abuse/damage made to school property e.g. graffiti, wanton vandalism - this includes misappropriate use of toilet facilities...

Fighting or physical confrontation

Any form of abuse (racial, sexual, physical, mental)

Verbal abuse or offensive comments to staff.

DETAILS OF ACTION TAKEN SO FAR: Date of receipt by office staff	
Reprimand/verbal warning <input type="checkbox"/>	Written Imposition <input type="checkbox"/>
Community service (e.g. litter picking, tidying books etc.) <input type="checkbox"/>	



Diary

Date: _____ Time: _____

Place: _____ Who with: _____

What led up to it? _____

What were you thinking? _____

Your body signs... _____

How did you react? _____

How angry were you (Circle which one)

1 Slightly annoyed	2 Annoyed	3 Angry	4 Very angry	5 Furious
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How did you feel afterwards (What were the consequences?) _____

Could you have handled it differently? _____

APPENDIX A

Reflection sheet

Date:

What wrong choice did I make?	Why I did it?
What should the right choice have been?	How can I put this right?

My name: _____

Teacher's signature: _____

APPENDIX B - REFERRAL TO THE REDBRIDGE PRIMARY BEHAVIOUR PANEL (RPBP)

For use from June 2016

School details

<u>Referring School</u>	_____
<u>Contact name</u>	
<u>Telephone Number</u>	
<u>Email address</u>	

Pupil Details

<u>Name:</u>					
<u>Sex (M/F):</u>	<u>Male:</u> Please tick		<u>Female:</u> Please tick		
<u>Date of Birth:</u>					
<u>Year Group:</u>					
<u>UPN Number:</u>					
<u>Address:</u>					
<u>Postcode:</u>					
<u>Is the pupil entitled to Pupil Premium</u>	<u>Y</u>	<u>N</u>	<u>Is the pupil entitled to Free School Meals</u>	<u>Y</u>	<u>N</u>
<u>Health needs</u>	<u>Y</u>	<u>N</u>	<u>Care plan</u>	<u>Y</u>	<u>N</u>
<u>Pupils overall attendance percentage this academic year</u>		<u>Pupils number of lates this academic year</u>		<u>Does the pupil have a designated LSA</u>	<u>Y</u> <u>N</u>

Parent/Carer Details	
<u>Parent/ Carer name (1):</u>	
<u>Parent/ Carer name (2):</u>	
<u>Contact telephone number</u>	
<u>Emergency telephone number</u>	
<u>Family details including child's numerical position in family:</u>	

<u>Any relevant family circumstances:</u>	
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Social care Involvement			
	<u>Please tick</u>		<u>Please tick</u>
<u>Is the pupil a child looked after? CLA</u>	<u>Yes:</u>		<u>No:</u>
<u>Is the pupil subject to a child protection plan?</u>	<u>Yes:</u>		<u>No:</u>
<u>Is the pupil a child in need?</u>	<u>Yes:</u>		<u>No:</u>

Special educational needs					
<u>SEN Support</u>	<u>Yes:</u> <u>Please tick</u>		<u>No:</u> <u>Please tick</u>		<u>Documentation attached</u> <u>Please tick</u>
<u>Education Health Care Plan / Statement</u>	<u>Yes:</u> <u>Please tick</u>		<u>No:</u> <u>Please tick</u>		<u>Documentation attached</u> <u>Please tick</u>

Ethnicity

- White British Black Caribbean Indian
 White & Black Caribbean
- White Irish Black African Pakistani
 White & Black African
- Traveller of Irish Heritage Any other Bangladeshi
 White & Asian
_____ Black background
- Gypsy/Roma Any other White Any other
Asian Any other Mixed
_____ background
_____ background
- Any other ethnic group Information not yet obtained Chinese
 Refused

Fixed Term Exclusion information

<u>Reason</u>	<u>Number of $\frac{1}{2}$ school days lost due to fixed term exclusion</u>

Referral information

Why are you referring this pupil to the Panel?
(please explain presenting behaviours)

Interventions / strategies used to date to combat behaviours

Adjusted timetable Involvement of SENCO

Learning mentor

Liaison with parents Life skills programme

Nurture group

Pastoral support plan Peer mentor support

Reflection time

School monitoring School sanctions/rewards

Social skills group

Strategies tailored to individual need (please specify)

Other (please specify)

Support

**Please give a description
of the support the child
receives.**

Services working with this pupil

	Yes Please tick	No Please tick	Contact Name	Contact Telephone Number	Report attached Please tick
Child & Adolescent Mental Health Services					
Education Welfare Service					
New Rush Hall Outreach Service / Early years					
Educational Psychologist					
Troubled Families					
Early Intervention & Family support service					
Speech and Language Therapy / Health services					
Any others					

Academic Details

<u>Is the child</u>	<u>Working toward the year group expectation</u> Please tick	<u>Working at the year group expectation</u> Please tick	<u>Working beyond the year group expectation</u> Please tick
<u>Maths</u>			
<u>Reading</u>			
<u>Writing</u>			

Pupils interests / skills / talents

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Risk assessment

Risk Assessment *(If pupil has been risk assessed please attach latest document)*

Date of Assessment

Declaration		
<u>Has the referral been discussed and agreed with parents/ carer:</u>	<u>Y</u>	<u>N</u>
<u>Signature of Headteacher:</u>		
<u>Date:</u>		
Please return the completed referral form and supporting documents to Bal Matharu Email address: bal.matharu@redbridge.gov.uk		

N.B Please ensure all supporting documents are included

Reporting templates for physical restraint

(Sample only – many schools will have established processes to reflect on incidents where restraint has been used, and have good reporting processes)

Instructions

1. Attach the debriefing forms and any other relevant form (eg, Injury Form) to the Physical Restraint Incident Form.
2. Place copies of these forms in the student's file. Make the copied forms available to the student's teacher/s and the student's parents or caregivers.
3. Share data on physical restraint incidents with the Board of Trustees via the Principal's report. Only share this data in a session that excludes the public.

1. Physical restraint incident report (staff)

The staff involved in restraining the student should complete this as soon as possible and within 24 hours.

The incident report should be signed off by the staff involved, any staff who witnessed the incident, and the Principal or Principal's delegate.

Note: If the Principal applied the restraint, a delegated senior management team member should sign off the report.

2. Physical restraint debriefing form (staff)

Within two days of the incident, a debriefing with the staff involved should be held by the Principal or Principal's delegate. Another member of staff who was not involved in the restraint should attend.

If a behaviour specialist from the Ministry or RTLB service is supporting the student's team, they should be part of the debriefing process.

Notes: The Principal is responsible for facilitating the debriefing unless they are the person who applied the physical restraint. If this is the case, a suitable senior leader in the school should take this role. If police have been involved they should be invited to the staff debriefing too.

3. Physical restraint debriefing (parents or caregivers and, if appropriate, the student)

The parents or caregivers should be notified and involved in discussion about the incident with the Principal or Principal's delegate as soon as possible so they can monitor their child's physical and emotional wellbeing at home.

The parents or caregivers should be given the opportunity to discuss the incident and invited to become active partners in exploring alternatives to restraint.

Note: The staff member who applied the physical restraint should not be part of this meeting.

Physical restraint incident report

Report completed by	Date of incident		Date of report	
Name of student				
Date of birth		Gender M <input type="checkbox"/> F <input type="checkbox"/>		
Ethnicity				
Time restraint started				
Time restraint ended				
Name/s of staff member/s administering restraint				
Trained in safe physical restraint?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Other staff /adults who witnessed				

Place where restraint occurred

Classroom	
Corridor	
Assembly hall	
Outdoor area	
Toilet block	
Administration area	
Other (identify)	

Behaviour directed at

Staff member – name	
Student – name	
Self – describe how they intended self-harm	
Property – describe potential injury to self or others	

Reason restraint was considered necessary

Imminent danger, serious risk of injury – describe	
Actual injury – describe and attach injury form	

Please turn over and complete the reflection section.

Reflection

Events leading to the incident

Describe what was happening before the behaviour started to escalate. What was the student doing? What do you think might have triggered the behaviour? How were other students reacting to the student?

Behaviour of the student

What did you notice about the student's behaviour that alerted you that they were struggling to cope? Think about the way they looked, for example facial expressions, physical signs, language.

What did you try before the restraint?

Describe the alternative techniques and interventions tried to prevent the emergency, including a description of the de-escalation strategies you used. What was the response from the student?

The restraint method used

Describe the nature of the physical restraint. Include the type of hold and number of people required.

Monitoring

Describe how the student's physical and emotional distress was monitored while they were restrained.

After the restraint ended

Describe the mood of the student following the restraint. What help and support were they offered?

If there's a next time

What could be done differently in the future to prevent the need for restraint?

How about you?

How are you feeling and what support do you need?

Signature of person who applied the restraint

Signatures of any staff witnesses

Debriefing form for staff involved in physical restraint incident

Date of incident	
Date of debriefing	Time of debriefing
Names of the people at the debriefing	
Findings of debriefing	
Next steps/actions	
Head's or Deputy Headteacher's signature	

Physical restraint debriefing form – parents or caregivers, student

Date of incident		
Date of debriefing		Time of debriefing
Names of the people at the debriefing		
Findings of debriefing		
Parent or caregiver – comments and suggestions		
Student – comments and suggestions		
Next steps/actions agreed		
Signatures		
Principal or Principal's delegate:		
Parents or caregivers:		
Student:		

