

Castle View Primary School

Keswick Road, Lancaster, LA1 3LE

Tel. 01524 67880

Headteacher: Miss Claire Bright



BEHAVIOUR FOR LEARNING POLICY

Date updated:	20.10.20
Written by:	Claire Bright & Kerrie Boardman
Date approved by Governors:	12.11.20
Review Date:	20.10.21

The behaviour policy

Excellent behaviour is central to good learning and high standards of achievement in school. The governing body have set the general principles (See appendix 1) that have informed our behaviour for learning policy. The establishment and maintenance of a positive learning environment is the responsibility of every member of our school community.

It is essential that this behaviour policy is fully understood by all children parents and staff, and that it is applied consistently across the school by all adults.

This behaviour policy will be published in writing for pupils, parents and staff and publicised on the school website. It will be updated annually.

Promoting Good Behaviour, Self-Discipline and Respect in the Classroom

The most effective incentives to good work and behaviour are based around firm, fair, friendly and consistent relationships between all staff and children and ensuring the needs of all the children are met. The aim is always to promote and encourage helpful behaviour by the adult modelling positive behaviour. Children should always be supported in a calm and respectful manner ensuring the minimum disruption to the school and to the other children.

Well differentiated, appropriate, interesting and carefully prepared work is motivational for pupils and less likely to cause frustration or boredom which can lead to inappropriate behaviour. In line with our Teaching and Learning Policy:

“The learning environment should be attractive, celebrate the learner, provide support, stimulus, resources and opportunity for every individual, as well as foster positive attitudes to learning. Learners will be enabled to create and develop their own learning environment.”

The classroom and resources, therefore, should be organised for the maximum pupil independence thus avoiding queues etc. and the frustrations that follow. Lesson objectives and high teacher expectations should be clear and pupils praised for fulfilling them.

We value the involvement of families in children’s learning and part of this is the sharing of values and expectations. These are made explicit in our home school agreement (Appendix 2) which is sent home annually to families. The school will work in collaboration with parents to ensure a cohesive approach.

Regulating the conduct of pupils

Children need to be taught the skills they require to be able to regulate their emotions so that they can effectively control their behaviour. Children will be taught to regulate their emotions and to develop a ‘toolkit’ of strategies that help them to deal with situations effectively through regular PSHE lessons, and work on Zones of Regulation. Some children may need additional support to regulate their conduct; this might include individual support from the learning mentor, or group work with other children who also need additional support.

The standard of behaviour expected at Castle View primary School

Our school rules are:

- 1. Treat everyone and everything with respect**
- 2. Work hard and allow others to do the same**
- 3. Walk around school sensibly**

Our Behaviour expectations

- 1. We expect every child to treat everyone and everything with respect by:**
 - listening to the teacher without talking
 - putting their hand up and waiting for their turn to speak
 - following the teacher's instructions
 - being polite to adults and their peers
 - telling the truth straight away
 - looking after school equipment
- 2. We expect every child to work hard and allow other to do the same by:**
 - Getting on with their work when the teacher tells them to do so
 - Using their independence skills to try and help themselves
 - Taking care with presentation of work
 - Always trying your best
 - Staying in your seat throughout the lesson
 - Not distracting other pupils from getting on with their work
- 3. We expect every child to move around the school sensibly by:**
 - Walking up and down the stairs sensibly, using the handrail
 - Leaving a gap between themselves and the people they are walking near
 - Walking around the school at all times

Rewards and Incentives

We want all children to feel proud of their achievements and to value the intrinsic reward this brings. In order to recognise effort and achievement, we reward in a variety of ways ([Appendix 3](#)). The main strategies used in class are:

Stickers

All teachers will give out stickers to children to reward them for effort or good behaviour every day. A teacher would aim to give out approximately 10 stickers per day. Each time the child gets a sticker, they will receive a house point which will be recorded on a class chart ([Appendix 4](#)). All class charts will be clearly displayed in every classroom.

Behaviour Certificates

When the child gets 10 house points they will earn a behaviour certificate which will be awarded to the child in an assembly. Each certificate will state the number of house points the child has had to earn in order to get the certificate, ie the first certificate will be for 10, the second for 20 and so on. Each new academic year the child will start from the beginning again.

Gems in the jar

Children can earn 'gems' towards a class goal to promote teamwork. Gems can be awarded for individual or groups of children displaying good learning behaviour and effort. These gems eventually fill the jar, triggering a reward for the whole class such as a pyjama day, teddy bear's picnic or film afternoon.

House Points

The house system operates across KS1 and 2. Its purpose is to:

- Motivate children in a team sense
- Provide a grouping basis for school sports, games and other activities

There are 4 houses: red, blue, green and yellow. Children are assigned to a house in Reception. House points are awarded and recorded in each class. House point totals are collated at the end of the week and house point success is celebrated in the weekly whole school Celebration Assembly. The winning house is awarded the house cup tied with matching house ribbons in this assembly. House captains, a boy and a girl, are chosen from Year 6 for each house.

Dealing with Challenging Behaviour

It is the class teacher's responsibility to manage the behaviour of the children within his/her class. Strategies that the teacher may employ to maintain good behaviour in the classroom include the following:

- Praising children who are displaying good behaviour and naming the behaviour e.g. 'well done for putting your hand up'
- Trying to foresee / predict behavioural flare-ups and being proactive in taking steps to avoid them
- Using distraction techniques to nip behaviour issues in the bud
- Moving a child from one seat in the classroom to another, to remove them from a situation they are finding it difficult to cope with
- Giving a child some 'thinking time' in a quiet part of the classroom or a special chair etc

- Giving a child some choices and consequences eg 'When you have done _____, then you can do _____'

The Card System for dealing with poor behaviour in the classroom.

This system is designed to encourage children to make the right behaviour choices through reminders and giving them the time to reflect on their actions. It gives the children a reminder about making the right choice if they are not behaving appropriately, before a sanction is given. If the child makes the right choice then they are praised for making a good choice, however if they do not make the right choice, they get a verbal warning. Children who do not make the right choices will move from a verbal warning, to a first yellow card, to a second yellow card and finally a red card, which would see them excluded from the classroom. Please see [Appendix 5](#) for full details of how to operate the system and example stem sentences to use when talking to children.

Sanctions

The sanction for any child that receives a verbal warning or yellow card is either

- Loss of privileges / class treats
- Staying in for part of their playtime or lunchtime to 'make up' for work not completed due to poor behaviour. Class teachers will manage this.

The sanction for any child that receives a red card is either

- an internal exclusion,
- a fixed term exclusion or
- a permanent exclusion from school

For internal exclusions, the child will work in another classroom the following day with work being set by the class teacher (see Appendix 5). This will be logged on CPOMS as an internal exclusion.

Sanctions should be used alongside positive behaviour management strategies and support the child to make the right choices. It is important that their use is consistent across school.

Children who have an identified SEN behavioural need will have an individual behaviour plan, and accordingly, their behaviour may be managed outside of the card system. When applying sanctions to children their age and SEND will be taken into consideration.

Children who find it hard to behave appropriately at lunchtime should be referred to the lead behaviour professional so that alternative arrangements can be made for them.

Examples of poor behaviour which would lead to a child escalating through the card system:

- Disobeying teacher instructions

- Getting up and wandering about in lessons
- Fiddling / messing about with equipment or resources
- Answering back
- Distracting others from their work
- Shouting out
- Swinging on chairs

The card system should be used to deal with all low level disruption and poor behaviour choices in the classroom. There are times, however, when behaviour may become more extreme and be classed as a serious incident. Serious incidents will be dealt with in a different way.

Time out areas

Each classroom will have a 'time out' area, either inside their classroom, or close by. This area can be used by children who are finding it difficult to regulate their emotions. Children will be able to choose to take themselves away from a situation for a short period of time in order to calm themselves down. Timers will be used by children and when the time is up they must re-join the lesson.

Serious incidents of poor behaviour

For serious incidents of poor behaviour, the child will immediately receive a red card.

Serious incidents can include:

- Any throwing of furniture
- A child posing a serious threat to their own or someone else's safety eg violent aggression towards another child or adult such as biting, punching & kicking
- Damage to school resources or property
- Spitting
- Swearing (must be either heard by an adult or admitted by the child)
- Rough play / play fighting
- Any physical grabbing, scratching, strangling,
- Inappropriate language eg racist, homophobic or sexualised language

Once a child has received a red card they should be removed from class and taken to see the Behaviour Lead Professional or headteacher. Depending on the seriousness of the incident, the headteacher may decide to exclude the child from school. If an internal exclusion is the sanction, any whole sessions out of class will count towards their internal exclusion time.

External exclusion

The headteacher has the right to exclude any child displaying serious incidents of poor behaviour from the school. There are two types of exclusion:

- Fixed Term exclusion – a temporary exclusion for a set number of days. After the fixed term exclusion days have been served, the child may return to school

- Permanent exclusion – the child cannot return to the school again.

Ensuring that pupils complete assigned work

At Castle View Primary School we aim to educate all of our children to a high standard by teaching a rich and varied curriculum which stimulates children's natural curiosity. We expect all children to work hard and pay attention in lessons so that they can reach their full potential. A calm, orderly and purposeful working classroom environment is paramount to the success of children being able to learn effectively. Any child disrupting learning for other children needs to be removed from the situation in order to let the other children focus on their education. Any children removed from the classroom environment are still expected to complete their learning tasks. They may need to miss breaks or lunch times in order to do this.

Recording Behaviour Incidents

All school staff will use CPOMs to record behaviour incidents and tag the nature of the incident accordingly. Some incidents will require to be written up in an ABC format (Antecedent, Behaviour, Consequence) (Appendix 6). This includes bullying behaviour, in addition to racist and homophobic incidents. Racist incidents are also logged on a Lancashire proforma and reported to Full Governors.

Report Cards

Once a child has had a red card, they will be on report for the following week. This will mean that their class teacher will comment on the child's behaviour during the morning and afternoon session each day and the child will have to show their card to the lead behaviour professional each day. If the child has had a successful week then they will no longer be on report. If the child has not had a successful week, the lead behaviour professional will meet with the class teacher to write or review an individual behaviour plan, which will be shared with parents.

Other children who frequently get yellow cards and reach the trigger points will be placed on report for the following week and follow the same process.

If a child is behaving in a way that is unsafe, and is endangering either their own safety or that of other children, the class TA should be sent to ask the Lead Behaviour Professional for support.

Preventing Bullying

Castle View Primary School is committed to providing an environment where everyone has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness. The prevention of bullying is a key focus. Through an up-to-date curriculum and a variety of teaching and learning strategies. Castle View Primary School actively promotes values of

respect and equality and works with children and families to ensure that difference and diversity is celebrated across the whole school community.

Definition of Bullying

bullying is defined as repeated “bullying” behaviour against a person or persons, which causes hurt, fear, intimidation, exclusion from a group, extortion or physical attack.

Within the spectrum of bullying behaviour there is overt bullying, such as direct physical behaviour e.g. hitting or kicking, direct verbal behaviour e.g. name calling, threats, extortion or sneering and direct social bullying e.g. exclusion or ‘stealing’ friends. There is also covert bullying such as indirect physical behaviour e.g. pushing, knocking, snatching or swinging a bag at someone, indirect verbal behaviour e.g. gossip, telling tales, threats to tell lies or lying and indirect social behaviour e.g. ignoring or excluding someone. This also includes any form of covert or overt cyber-bullying e.g. by text, e-mail, messaging or use of social media.

What Bullying isn’t

Bullying is not, for example, hurting someone accidentally, a ‘one-off’ fight between equals, a ‘falling out’ between friends, borrowing things and forgetting to return them.

Although these do cause upset, they are not considered to be bullying.

Restorative Approaches

Within our Behaviour for Learning policy, all staff will endeavour to deal with inappropriate behaviour positively and allow the child time to try to ‘restore’ the situation by involving all parties concerned and discussing the impact of the child’s behaviour on those around them and looking for a way to make amends. This would always take place in a quiet area when everyone was feeling calm – often some time after the event.

When to work with other local agencies

We model positive behaviour and support the children, using clear, unambiguous directions and language. We have worked closely with Stepping Stones PRU to develop a range of strategies to promote good behaviour ([Appendix 7](#)).

When a child is experiencing difficulties in regulating their behaviour, the class teacher will implement a range of strategies to support the child. If these strategies are not having a positive impact on the child’s behaviour, support will be sought from the pastoral team or SENCO. If the child is regularly receiving yellow or red cards, the lead behaviour professional will work with the class teacher to create an individual behaviour plan. If the behaviour plan does not improve the child’s behaviour, we may contact other local agencies for support.

It is our duty to recognise any issues or barriers, and hence a potential requirement for alternative provision, as early as possible, and carry out a thorough assessment of the pupil’s needs. Early assessment and identification of a pupil’s needs will be carried out before his or her behaviour has deteriorated to the extent that exclusion is the only option.

If a child is experiencing emotional or behavioural difficulties, including problems with anger, mental health issues, and school phobia/refusal, the behaviour lead will contact the PRU for advice and support and this may result in a referral for a fixed term placement at the PRU.

Screening and searching pupils

The Governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), to use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:

- Taking part in school organised or related activity
- Travelling to or from school
- Wearing school uniform or in some other way identifiable as a pupil

The use of Reasonable Force:

The Governors expect the Use of Reasonable Force Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact. At all times the use of force should be a last resort but governors agree it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006):

- in self-defence or when safety is an issue
- where there is a risk of significant damage to property
- to search pupils for weapons / stolen property.

The Governors expect that 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques.

There is a statutory duty to record and report all significant incidents including all use of force. Where a risk has been identified an individual pupil 'Behaviour Management Plan' may specify a particular physical intervention technique for the pupil concerned.

A 'Use of Reasonable force' form ([Appendix 8](#)) will be completed by the school and the parent will be informed by either the Lead Behaviour Professional or the Headteacher.

Teachers' power to discipline children outside the school gates

Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable' Section 90, paragraph 21 of the Education and Inspections Act 2006

In line with DfE guidance Castle View may discipline a pupil for any misbehaviour when the child is:

- Taking part in any organised activity or school related activity or travelling to or from the school.

- Wearing the school's uniform or in some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply, that:
 - o Could have repercussions for the orderly running of the school or
 - o poses a threat to another pupil or member of the public or
 - o could adversely affect the reputation of the school.

Pastoral care for school staff:

The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation.

The Governors would, however, expect the Headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment so long as it is reasonable in the circumstances.
2. Power to search without consent for prohibited items including any article that is illegal and/or inappropriate in the school environment.

Section 35 of DfE Behaviour and Discipline in Schools, January 2016

Staff will work collaboratively to ensure the school is a safe and secure learning environment where all children receive the support they need. Staff may need to work with members of the SLT, including the SENDCo, the pastoral team and the LBP (Lead Behaviour Professional).

As a nurturing school, we will work together with our families and community to best support the children in their learning. All behaviour is communication and we understand that children who have experienced ACE (Adverse Childhood Experiences) will need nurturing approaches from the minute they enter the building.

Our Lead Behaviour Professional will gain the views of school staff, children and community in order to promote good behaviour throughout the school.

The Headteacher is responsible for establishing the guidelines for behaviour standards and all staff are responsible for carrying out the policy.

Concerns about aspects of behaviour should first be raised with class teachers, then the Headteacher if necessary. A full copy of our complaints procedure is available from the school office.

Appendix 1

Governing Body's statement of behaviour principles

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Castle View Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.
- The Governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the School Council and in consultation with staff and parents.
- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

Appendix 2 – Home School Agreement



Castle View Primary School Home-School Agreement

As a Pupil of Castle View Primary School I will:

- Try my best in everything I do
- Help other pupils and members of staff
- Aim for 100% attendance and try to be on time
- Listen in lessons
- Accept and welcome new people to our school
- Not tolerate or accept racism or bullying in our school
- Respect the school staff and other pupils
- Stick to the school rules
- Tell an adult if I have a problem or am upset

We would like our parents, guardians and family to:

- Encourage children to do their best in school
- Try to bring children to school on time every day
- Help children to get their homework in on time
- Support the school
- Listen to children's problems and tell a teacher
- Let school know when children are absent
- Talk positively about our school in the community

We would like all the staff to:

- Treat all the children with respect
- Keep the children safe
- Help children make good progress with their work
- Treat children from different cultures and of different abilities equally
- Set children a good example
- Inform parents of children's progress
- Contact parents to discuss problems
- Reward children for good work, behaviour, attendance and punctuality
- Arrange interesting educational trips
- Provide work at the right level
- Help the children get on well with each other

Appendix 3 - Rewards

Rewards in school include:

- Superstars assembly
- Bench/special chairs ready for superstars to sit on in assembly
- Superstars pictures displayed over the week and on school media
- House points
- Golden time
- Gems in jar for whole class reward
- Respect raffle
- Behaviour certificates

Appendix 4 - House Points and Behaviour Certificates

	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Appendix 5 – Behaviour Management

Behaviour management in class through the card system (not suitable for children with a IBP)

<p>Verbal Warning</p>	<p>If a child is misbehaving they are given a reminder that their behaviour is unacceptable (using the school rules language) and asked to make the right choice. If the behaviour continues, a verbal warning is given.</p> <p>Use the stem sentences for reminding the child that they need to make the right choice, then for giving the sanction if they make the wrong choice</p> <p><i>Reminder: I need you to _____, if you don't choose to do that, then you will get a verbal warning</i> <i>(Praise the child if they make the right choice)</i> <i>Verbal warning: I asked you to _____, but you have chosen not to do it, so I am giving you a verbal warning. I need you to _____.</i></p>
<p>1st yellow card</p>	<p>If a child is still misbehaving they are given another reminder that their behaviour is unacceptable (using the school rules language) and asked to make the right choice. If the behaviour continues, a first yellow card is given.</p> <p><i>Reminder: I need you to _____, if you don't choose to do that, then you will get a 1st yellow card</i> <i>(Praise the child if they make the right choice)</i> <i>1st yellow card: I asked you to _____, but you have chosen not to do it, so I am giving you a first yellow card. I need you to _____.</i></p>
<p>2nd yellow card</p>	<p>If a child is misbehaving they are given another reminder that their behaviour is unacceptable (using the school rules language) and asked to make the right choice. If the behaviour continues, a second yellow card is given.</p> <p><i>Reminder: I need you to _____, if you don't choose to do that, then you will get a 2nd yellow card and this means that I will have to speak to your parents.</i> <i>(Praise the child if they make the right choice)</i> <i>2nd yellow card: I asked you to _____, but you have chosen not to do it, so I am giving you a 2nd yellow card. I need you to _____.</i></p>
<p>Red card</p>	<p>If a child is misbehaving they are given one reminder that their behaviour is unacceptable (using the school rules language). If the behaviour continues, a red card is given.</p> <p><i>Reminder: I need you to _____, if you don't choose to do that, then you will get a red card and you will have to see the headteacher and you will be excluded from your classroom the next school day</i> <i>(Praise the child if they make the right choice)</i> <i>Red card: I asked you to _____, but you have chosen not to do it, so I am giving you a red card.</i></p>

Children must follow the progression of cards and cannot jump from verbal warning to red, as the card system is designed to give the children thinking time to make the right choices.

If a second yellow card is given to a child, the teacher will inform the parent so that they know their child has come close to an internal exclusion.

If a serious incident occurs (serious attack etc), do not use the card system, refer to it as a serious incident and use the system outlined in the behaviour policy.

If a red card is given to a child, the teacher sends the child to the Lead Behaviour Professional with their TA. An internal exclusion may be given to the child for the next day, However, if the incident is very serious, the Headteacher may decide to exclude the child from school.

The lead behaviour professional must tell the parents about the sanction for the following day.

Behaviour management outside through the strike system

All staff outside to report children who aren't following rules to the yard 'leader' who will record names on a notepad. If a child is reported 3 times during 1 session, they will be sent in to a playtime / lunchtime exclusion room.

Appendix 6

ABC Behaviour Chart

An extended ABC chart enables us to gain a picture of what function challenging behaviour is serving. Generally behaviours achieve the following:

- Social Attention
- Tangible Reward
- Escape/Avoidance
- Defence (from threats to safety and or self-esteem)
- Sense of control
- Sense of Safety (which may lie behind some of the above)

The chart can also indicate patterns of behaviour associated with days of the week, times of the day, particular lessons etc.

For example:

Day, Date, Time	Antecedent	Behaviour	Consequence		Function
			Response from staff or pupils	'Reward'	

A. Pupil causes problems during out of class/ unstructured times of the day

Have you:
 Reviewed the supervision arrangements and zoning

Y N
 Reminded all staff and pupils of the agreed rules and routines for out of class

Y N
 Given the pupil a job/ role/ responsibility for out of class time. Encouraged the use of lunchtime clubs/ sports

Y N
 Met with the parents in school

Y N
 Observed the child's behaviour to identify the ABC of behaviour

Y N
 Ensured that all staff have the skills to manage the behaviour and know the strategies to use

Y N

Additional support:
See sections 2,3,4,5 6e, 6f, 6h

B. Pupil regularly disturbs learning in the classroom

Have you:
 Completed the ABC process

Y N
 Met with the parents in school

Y N
 Ensured that all adults consistently use proactive strategies to prevent behaviour problems and use agreed systems to address issues

Y N
 Identified any unmet needs such as speech and language support, EAL, reading catch up, ASD

Y N
 Reviewed the curriculum to ensure that it is appropriate and accessible? Checked pupil groupings?

Y N
Does my school behaviour system allow me to identify pupils with a behaviour concern at an early point before the behaviour has become habitual?

C. Pupil fails to respond to additional support strategies

Have you:
 Arranged for an observation from an external support e.g. EP, PRU intervention worker, behaviour consultant, SEND traded behaviour support

Y N
 Linked to external providers such as Childrens' Centre, Family Support, Lancashire Parenting, Emotional Health and Wellbeing support, Domestic abuse team, Early support and help team

Y N
 Considered specialist interventions e.g. counselling, play therapy

Y N
 Considered if CAMHS involvement is needed

Y N
 Shared expertise with local schools

Y N
 Developed a PSP/ BSP

Y N

D. Pupil at risk of fixed term or permanent exclusion

Have you:
 Considered the use of a managed move

Y N
 Considered the use of alternative provision

Y N
 Discussed the case with your school adviser or LA Alternative provision?

Y N

Appendix 8



Record of the use of force

Details of the student(s) on whom force was used	
Name and class:	
Date time and location:	
Name(s) of staff involved directly or as witnesses:	
Names of other students involved either directly or as witnesses including whether any of the students involved were vulnerable for SEND, medical or social reasons.	
Description of incident from the staff involved including any attempts to deescalate and warnings given that force might be used.	
Reasons for using force and description of force used	
Any injury suffered by staff or students and any first aid / medical attention required	
Follow up including post incident support and any disciplinary action against students.	
Any additional staff or external agencies be informed of the incident and why?	
When and how those with parental responsibility were informed and any views that they have expressed.	
This report has been compiled by: (name and role)	

