

# Ashford CE Primary School



## **Positive Behaviour Management Policy (including Restrictive Intervention, Suspension and Permanent Exclusion)**

**Updated Policy: March 2026  
to reflect new restrictive intervention guidance**

**Approved by FGB: 19 March 2026**

**Next Review: Academic Year 2027-2028**

Signed:     L Bowman      
Chair of Governors

# Positive Behaviour Management Policy

## (including Physical Intervention, Suspension and Permanent Exclusion)

### Our School Vision

We are a caring Christian community where everyone adopts an “I can” attitude; everyone feels valued, safe and loved by God. We celebrate our God-given individuality, achievements and talents and we aspire, with God’s help, to become the best that we can be. We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

I can do all things through Christ who gives me strength.

*Philippians 4v13*

### 1 Aims

Our aims are to:

- Create a positive, encouraging atmosphere throughout the school which embraces our Christian vision and values and helps us to work together in a spirit of co-operation, courtesy, care and consideration
- Build trust and understanding
- Make all pupils and staff feel valued and respected, recognising that each person is individual, unique and special to God and that their contribution to the life of the school is appreciated
- Create an awareness of how our actions impact on others
- Help children develop their understanding and ownership of their behaviour and accept their behaviour as a choice
- Ensure any feedback about behaviour is focussed on the child’s choice of behaviour and not on the individual
- Use appropriate rewards and sanctions fairly and without prejudice ensuring that children will learn about justice and how there is a difference between major and minor issues
- Have positive relationships with parents and a supportive, welcoming attitude to all visitors, which reflects our vision and values as a school
- Have consistent and fair relationships between staff and pupils, demonstrating our school vision and values to each other
- Ensure all staff accept responsibility for behaviour around the school and lead by example - to praise good behaviour and deal with inappropriate behaviour

Within these aims, we strive to promote equal opportunities in everything. Ashford CE Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The governing body recognise that it is unlawful to take into account anyone’s gender, gender reassignment, marital status or civil partnership, pregnancy or maternity, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors’ aim that no-one at Ashford CE Primary School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

## 2 Legislation and guidance

This policy is based on the Department for Education (DfE) [guidance on restrictive interventions, including the use of reasonable force, in schools](#). It also meets the requirements of:

- [Section 93 of the Education and Inspections Act 2006](#)
- Section 93A of the Education and Inspections Act 2006, inserted by the [Apprenticeships, Skills, Children and Learning Act 2009](#)
- [Section 550ZA](#) and [section 550ZB](#) of the Education Act 1996
- [Equality Act 2010](#)
- [Health and Safety at Work etc. Act 1974](#) and associated regulations
- [Human Rights Act 1998](#)
- [Keeping Children Safe in Education](#)
- [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#)

Department for Education guidance on [searching, screening and confiscation](#)

## 3 Rules and Expectations

Our school rules, led by our vision and values, and known and understood by all and on display in classrooms and around the school. These are revisited regularly, including at the beginning of every school year along with setting annual aspirations for each class.

The school rules are:

- We respect each other
- We always try our hardest
- We have high aspirations

These rules are demonstrated, for example, in the following ways:

### **We respect each other by:**

- Maintaining a positive attitude to learning
- Listening without interrupting or 'back-chat'
- Making eye contact with other people, where appropriate and taking account of any additional pupil needs
- Using the other person's name
- Empathising – for example: 'how do you think the other person is feeling' or 'what would you feel like if someone did that to you?'
- Regarding people of all faiths, races, culture, gender and appearance with respect and tolerance and celebrating diversity
- Remembering good manners in speaking, like 'Please'; 'Thank you'; 'You're welcome'
- Ensuring respectful posture – such as hands out of pockets and not shrugging or smirking when reprimanded
- Accepting responsibility for wrong-doing and apologising

- Listen well to others and think carefully before responding
- Working together through the use of restorative conversations to build resilience, reach a better understanding and resolve issues

**We always try our hardest by:**

- Demonstrating positive behaviour for learning through
  - Modelling an attentive and engaged posture for learning, e.g. focused on teacher inputs in lessons, contributing in class discussions, actively taking part in partner/group work
  - Completing all work within a set time, including home learning
  - Concentrating within a given time and remaining focused on work
  - Presenting work with high standards of presentation, including best handwriting
  - Engaging in all lessons and following instructions
  - Ensuring good attendance and punctuality at school and getting started promptly with task in lessons
  - Articulating our learning to others with knowledge and enthusiasm

**We have high aspirations by:**

- Demonstrating all the positive behaviour for learning listed above in our daily attitudes and conduct at school
- Having high expectations and ambition in one's own learning
- Showing a growth mindset in all learning tasks
- Modelling an attitude of resilience when learning is challenging or tasks are difficult
- Seeking challenge in own learning and showing a commitment to one's own progress
- Demonstrating pride in our learning and being willing to share and celebrate our learning with others
- Looking for opportunities to extend and enrich learning beyond school

Through a shared commitment to our school rules, we have the day to day following expectations of all our pupils:

- Children should walk around the school, not run, lining up sensibly with their class as required
- Children must not engage in any 'rough play' in the playground
- Children must tidy up after themselves, such as picking up coats, putting lunchboxes away, clearing their table at the end of the day
- Sensible behaviour in the toilets at all times
- Children should walk into and exiting from worship quietly and sensibly
- Children may not leave the school grounds during school hours unless written permission is provided by the parent or carer
- PE apparatus must not be used without a member of staff present
- Chewing gum or sweets are not to be brought into school

- Valuable possessions or money must not be brought to school. Any essential money should be given to the class teacher for safe keeping until the end of the school day.
- All pupil phones are to be handed in immediately on entry. Only pupils who have the privilege to walk home alone in Years 5 & 6 should bring a phone to school.
- Behave as ambassadors for the school when on educational trips or at other venues, such as swimming lessons and sporting events

Through a shared commitment to our school rules, we actively discourage:

- Name calling (including racism, sexism and homophobia)
- Play weapons
- Play fights
- Retaliation
- Any form of physical or verbal aggression (e.g. pinching, hitting)
- Any behaviour which causes distress
- Biting and kicking
- Inappropriate and offensive language
- Destruction of other people's or school property

#### **4 Rewards**

A number of rewards are used at our school to celebrate positive behaviour for learning and achievements. Through the following rewards, which are used generously for all pupils, but at each staff member's discretion, we aim to motivate and encourage our pupils onto even greater achievements and successes, with our vision of 'becoming the best we can be' at its heart. It is also understood that rewards motivate different children with different needs in different ways, and so there is flexibility within this list below in how each reward may be used, depending on context.

- A smile or a word of encouragement and praise
- Highlighting pupils who are acting as role models in their behaviour choices
- Sharing the work/behaviour/attitude with the whole class/year group
- Stickers celebrating specific achievements and behaviour choices
- House points given
- Green card added to the 'Good to be Green' behaviour wall in the class (*exceptional: name on the Green Wall*)
- Motivational certificates presented in the class
- Showing achievement (work/behaviour) to Headteacher, or Assistant Headteacher or another member of staff
- Positive 'Good news' memos or phone-call home
- Displaying the child's work on displays in the classroom and across the school
- Recording the child's name in the celebration book, with celebration of achievement or behaviour through weekly 'celebration worship'
- Half termly 'Values Award' certificate given in whole school worship, with parents invited

## 5 Sanctions

Sanctions need to be timely, specific, logical and fair, and the list below outlines our steps, which are used with discretion and flexibility, depending on context. Sanctions should have a clear beginning and end, and a 'new start' can be given in each morning or afternoon, in line with Restorative practice.

The sanctions below are to be applied consistently, whilst allowing for contextual issues, age-appropriate adjustments and the needs of the child (see section 10: Children with additional needs).

- A look or use of child's name to alert them to their wrong choice, or "fly-by" to observe positive behaviour from a nearby child
- Verbal warning from the teacher, with discussion with teacher/TLA where appropriate using the "Good to be Green" language Stop and Think time.
- Yellow card given; 5-10 minutes off breaktime/lunchtime
  - *Examples of a reason for a yellow card may be talking over the teacher, not staying on task, disrupting other children's learning, being unkind to another child.*
- Reflection time with parent informed by class teacher or, in some circumstances, senior leader – restorative conversation completed during lunchtime, discussion with senior leader (pupil to remain in for part or all of lunchtime depending on context)
  - *Examples of a reason for reflection time may be persistently demonstrating any yellow card offence, being disrespectful to a staff member, not following instructions safely, hurting another child or deliberately damaging school property.*
- Internal Suspension for part of day/ half day; letter to parents from Headteacher
- Internal Suspension for whole day; letter to parents from Headteacher
- Fixed term Suspension; formal letter from Headteacher; re-integration meeting held with parents

The following actions may also be used to support better behaviour choices, before reaching reflection time or to avoid further escalation:

- Short time out of a situation (which may include removal to another room with a member of support staff or a temporary placement in another class for a short time)
- Withdrawal of privileges e.g. jobs/monitors/playtimes
- Walking with adult on playground (e.g. if time needed after playground misbehaviour)
- Use of de-escalation strategies
- Restorative conversations will be used to help pupils gain a better understanding of their actions and those of others

If the offence is **severe** (for example: violence towards other children, swearing in class, walking out of class, etc)

- The child will be sent directly a senior leader or they will be requested to attend. If possible, the child should be sent with an adult or another responsible child.
- Senior leaders will communicate to relevant staff any incidents they have dealt with and next steps. These will be recorded on CPOMs and the relevant class teacher alerted in addition to DSL team.

Sanctions we do not use:

- We do not shout at individual children as a behaviour management strategy
- No child should ever be sent to sit outside the classroom unattended
- In talking with children about their behaviour, we do not speak to them in a way that will embarrass, humiliate or intimidate them

A one-page summary of rules, rewards and sanctions is available and always shared with supply teachers and visiting staff. *[See Appendix 1]*

## **6 Restorative Practice**

Ashford CE were selected to join a Surrey project on the development of restorative practice during academic year 2023-2024.

Restorative practice in schools:

- Is a whole school teaching and learning approach that encourages supportive and respectful behaviour.
- Focuses on building, maintaining, and restoring positive relationships.
- Holds individuals accountable for their behaviour and emphasises repairing any harm caused to others.
- Includes proactive schoolwide strategies and restorative processes to respond to incidents causing harm.

This project is continued to be developed and embedded at Ashford CE. Each week starts and ends with important connecting circles whereby we all learn proactively about building the relationships and skills we need to support one another and collectively address the challenges we might face.

This practice will continue to develop over the coming years but has already shown a reduction in the need for other sanctions such as yellow cards. The next step is for more work on restorative conversations and to begin work to ensure our whole school community understand the value of this project and the life skills and wider impact it brings to school life.

## **7 Persistent Behaviour Difficulties**

The teacher will discuss any pupil's persistent behavioural difficulties with a senior leader, initially be for advice and support. This may lead to further discussions with the parents and to discussions with outside agencies if further support is needed. This referral could be to the Inclusion Officer, Social Worker (if applicable) or Specialist Teacher Team, depending on the particular need.

In supporting a pupil who is exhibiting persistent behaviour difficulties, and thereby not meeting the school's expectations for behaviour as outlined in this policy, the following steps may be taken, depending on the context and individual situation:

- Discussion with the child's parent or carer between class teacher and senior leader to address areas of concern and plan best ways to support the child make better choices in school
- Informal behaviour charts and sticker charts for the class teacher to track a child's behaviour and celebrate positive choices
- Regular increased contact with parents through phone-calls or discussion with class teacher
- Discussion with the Inclusion Leader/SENDSCO to set time-bonded and specific behaviour targets and support on an Individual Behaviour Support Plan [see Appendix 5]
- Formal daily report card (often after severe offence or giving of internal suspension), requiring Headteacher/ SLT and parent signature each day; weekly meeting between parent and senior leader (maximum duration 3 weeks) [see Appendix 4]
- Liaison with other agencies, including the Local Authority Specialist Teacher Team, to support with individualised strategies for the pupil or work with an ELSA to build resilience, self-esteem, and friendship strategies.
- Use of internal suspension (working away from the class as time to reflect and calm), as outlined in our sanctions

## **8 Behaviour Tracking and Monitoring**

The behaviour incident log, with records of behaviour incidents and any notifications of internal or fixed term exclusions, is recorded on the CPOMs system. The SLT ensure termly tracking of behaviour trends and any common issues or areas for attention that this shows. Behaviour tracking out comes are reported termly to governors as part of the Headteacher Report to governors.

For children who are demonstrating persistent behaviour difficulties, there may be daily logging of behaviour in place for a set time or other on-going monitoring through an individual plan or behaviour report card, with set targets (see previous section).

For any formal meeting with parents regarding a child's behaviour, notes should be kept and updated on CPOMs.

Children returning from a fixed-term suspension, and who thereby could be at risk of permanent exclusion will usually have a specific plan to track and support their reintegration back into school. Where there have been a number of suspensions the school will follow Surrey advice on minimising the risk of permanent exclusion.

## **9 Parental Involvement**

We give high priority to clear communication within the school and to a positive partnership with parents since we believe that these are crucial in promoting and maintaining high standards of behaviour.

Class teachers will speak to parents informally to both celebrate good behaviour and inform about incidents of poor behaviour.

Where there is a greater cause for concern, a teacher may invite a parent in for a more formal meeting to discuss a child's behaviour. A member of the Senior Leadership Team may be involved in this meeting.

In line with our rewards system stickers, certificates and memos for good behaviour may be sent home by any member of staff.

Where a child has been given reflection time, the class teacher will usually inform the parent. Information regarding internal suspension or fixed-term suspension is given in writing to parents.

Each parent and child receives, signs and returns a copy of the Home School Agreement which states that they will support the school's policies and guidelines for behaviour.

**Parents can help to support their child by:**

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- Attending Parents' Evenings, parents' functions, and by developing informal contacts with the school
- Knowing that learning and teaching cannot take place without sound discipline
- Remembering that staff deal with behaviour problems patiently and positively
- Recognising that there is always another side to the story and to find out all the facts before reaching conclusions
- NOT dealing directly with other children and parents and allowing the school to deal with them
- Always speaking directly to the class teacher as a first port of call

## **10 Children with additional needs**

We aim to be fair, consistent and equitable in the application of our behaviour policy at all times. However, within this, we recognise that every child is an individual and some of our pupils have additional needs, which means we need to be mindful of needs and context. Some of our pupils will flourish best with individualised strategies, agreed between school staff, parents and, where applicable, outside agencies.

All background information regarding pupils' SEN is shared between our SENDCO, the class teacher and relevant support staff working with the pupil. This knowledge enables staff to have a full understanding of the child's needs, the possible reasons and triggers for challenging behaviour, and the best strategies to use in supporting them. It is this understanding which enables staff to interact with the child with a sensitive, consistent and considered approach to help them flourish and minimise challenging behaviour as much as is possible. Where applicable, lunchtime staff will also be made aware of approaches and strategies in place to support a child who may be struggling with behaviour choices and requires individualised strategies.

In accordance with the school's Equality Policy and Accessibility Plan, positive attitudes to disability are promoted throughout the school, and strategies are put in place to support children with disability and agreed and discussed with parents and other agencies as appropriate.

We do not tolerate any bullying of any kind at Ashford, whether it be bullying on the basis of ability, culture, race, gender or sexual orientation or any other protected characteristic. All incidents are reported and acted on according to our Anti-Bullying Policy.

## **11 Disciplining pupils for off-site behaviour**

The governing body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

However, "where incidents outside school are witnessed by school staff or reported to the school", the Headteacher will use their discretion. If a sanction is deemed necessary, it will be applied in line with the policy. Staff may give a pupil a sanction for misbehaviour when a pupil is:

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

Pupils may also be sanctioned for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In all cases, teachers can only sanction pupils when the pupil is "under the lawful control of the staff member".

## **12 Restrictive Interventions and the use of Reasonable Force**

It is acknowledged that there may be occasions where the use of physical intervention is necessary when all other de-escalation methods have failed. Any physical intervention is used with the minimum force necessary and where the degree and duration of the force is proportional to the circumstance. Physical intervention is used as an act of care, never as punishment. No form of physical punishment is permitted in the school.

The Headteacher will clearly identify the staff authorised to use physical intervention, bearing in mind that any member of staff is entitled to intervene in an emergency, and 'Positive Touch' training will be provided as appropriate.

The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions (linked to in section 2 of this policy).

**Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

**Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

**Restraint** is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

The circumstances where reasonable force may be required are as follows:

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Physical intervention may take a number of forms, for example:

- Physically interposing between pupils;
- Standing in the way of pupils;
- Holding;
- Leading away from the incident by the hand, shoulder or gentle pressure on the centre of the back.
- Using more restrictive holds (in more extreme circumstances only)

The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstance of each situation. To make the assessment, staff will consider whether there are other more effective, less restrictive ways to manage the situation and evaluate the potential risks of escalating the situation further by intervening physically.

All incidents of physical intervention will be reported to the Headteacher, recorded on the incident record form (appendix 5) and recorded on CPOMs. An incident report will be shared with parents on the same day as the intervention (appendix 7) and parents will be offered a follow up meeting with a member of the Senior Leadership Team.

We believe that some use of appropriate, positive physical contact with pupils can contribute to our development as a safe and friendly school. Physical contact may be necessary when working with younger children who may need encouraging or guiding; children with SEND who may need physical prompts; children requiring first aid; children receiving coaching in sport or other curriculum activity

or pupils in distress. Staff will make professional and sensitive judgements about the nature and extent of their physical contact with pupils.

### **13 Seclusion**

Seclusion is a non – disciplinary intervention where a child is prevented from leaving a space in school. This is only used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. If a pupil is secluded, the space will be safe and not feel threatening to them. The pupil will be supervised at all times and allowed to leave the space as soon as the immediate risk of harm has reduced.

Any incidents of seclusion will be reported to the Headteacher, recorded on the incident report form (appendix 6) and recorded on CPOMS. An incident report will be shared with parents on the same day that the seclusion took place. (appendix 7).

### **14 Suspension or Permanent Exclusion**

Suspension or Permanent Exclusion may be used:

- In response to serious breaches of school's policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school

The Headteacher may suspend a pupil on disciplinary grounds as detailed below. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluding. A fixed period suspension does not have to be for a continuous period. The law does not allow for extending a fixed-period suspension or 'converting' a fixed-period suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

Pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period.

The behaviour of a pupil outside school can be considered grounds for a suspension.

There may be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to suspend or permanently exclude a child for a first or 'one off' offence.

The reason/s to suspend/permanently exclude might include:

- Serious actual or threatened violence against another pupil or a member of staff. The definition of serious would take account of individual circumstances at the time of the incident and likelihood of a serious injury being sustained
- Prejudice related abuse
- Sexual abuse or assault

- Supplying an illegal drug
- Carrying an offensive weapon. An offensive weapon is anything made or adapted to cause injury, or any implement not used for its intended purpose but as a weapon. Almost any item can be considered to be an offensive weapon if the person carrying the item intends to use it to cause injury.
- Serious damage to or destruction of property
- Theft
- Persistent disruptive behaviour and not following instructions which places the pupil's safety or the safety of others at risk
- Leaving the school site without appropriate permission
- Climbing fences including boundary fences in order to abscond, accessing non-pupil areas or school roofs

Suspensions may not be given for an unspecified period. For example, a suspension will last until a meeting can be arranged but must be of a fixed duration.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using suspension as a sanction where it is warranted. The Headteacher has the authority to permanently exclude a pupil. However, this will be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Headteacher will follow the procedures set out in law and statutory guidance (including Surrey Exclusion Guidance) if the decision is taken to exclude a pupil. Further guidance for parents on exclusion can be found at: <https://www.gov.uk/government/publications/school-exclusion> .

## **15 Monitoring of this Policy**

This operational policy will be monitored on an on-going basis by the senior leadership team. All aspects of the policy are reviewed in consultation with teachers, support staff and the wider staff team. It is made available widely to parents on our school website and through other channels, such as newsletter updates.

The impact of the policy is also reviewed regularly through comments and feedback from visitors to the school, seeking the views of parents, pupil voice monitoring and governor visits and learning walks.

## Appendix 1:

### One Page Behaviour Policy Summary

#### **Rules**

- We respect each other
- We always try our hardest
- We have high aspirations

#### **Rewards**

- A smile or a word of encouragement and praise
- Highlighting pupils who are acting as role models in their behaviour choices
- Sharing the work/behaviour/attitude with the whole class/year group
- Stickers celebrating specific achievements and behaviour choices
- Housepoints given
- Green card added to the 'Good to be Green' behaviour wall in the class (*exceptional: name on the Green Wall*)
- Motivational certificates presented in the class
- Showing achievement (work/behaviour) to Headteacher, Deputy or Assistant Headteacher or another member of staff
- Positive 'Good news' memos or phone-call home
- Displaying the child's work on displays in the classroom and across the school
- Recording the child's name in the celebration book, with celebration of achievement or behaviour through weekly 'celebration worship'
- Half termly 'Values Award' certificate given in whole school worship, with parents invited

#### **Sanctions**

A look or use of child's name to alert them to their wrong choice, or "fly-by" to observe positive behaviour from a nearby child

- Verbal warning from the teacher, with discussion with teacher/TLA where appropriate using the "Good to be Green" language. Stop and Think card.
- Yellow card given; 5-10 minutes off breaktime/lunchtime  
*Examples of a reason for a yellow card may be talking over the teacher, not staying on task, disrupting other children's learning, being unkind to another child.*
- Red Card with parent informed by class teacher or, in some circumstances, senior leader – reflection sheet completed during lunchtime, discussion with senior leader (pupil to remain in for part or all of lunchtime depending on context)  
*Examples of a reason for a red card may be persistently demonstrating any yellow card offence, being disrespectful to a staff member, not following instructions safely, hurting another child or deliberately damaging school property.*
- Internal Suspension for part of day/ half day; letter to parents from Headteacher
- Internal Suspension for whole day; letter to parents from Headteacher
- Fixed term Suspension; formal letter from Headteacher; re-integration meeting held with parents

## Appendix 2:

### Ashford CE Primary School



### Review of expectations January 2023

#### Green Cards

- Every child will receive a green card each day unless their behaviour has resulted in a yellow or red card.
- Card pockets will be empty each morning and green cards will be given throughout the day.
- Green cards are awarded for
  - Responding positively to expectations
  - Making good choices
- A 'half green card' can be given if behaviour has not warranted a full green card. This will be shown by the card being placed vertically in the pocket rather than horizontally.

#### Yellow Cards

- A yellow card will be given for not responding to expectations using the following system;
  - **Verbal warning**
  - **Second warning and 'stop and think card' put into card pocket as visual reminder**
  - **Third time – yellow card given.**
- Sanction for yellow card
  - 5 minutes missed playtime and reflection discussion with class teacher

#### Red Cards

- Following a yellow card, the following process will be followed if a child continues to make poor choices:
  - **Verbal warning**
  - **Second warning and 'stop and think card' put into card pocket as visual reminder**
  - **Third time – Red card given.**
  - **Violent behaviour or use of abusive language directed at another child will lead directly to a red card.**
- Sanction for red card
  - 30 minutes with member of SLT at lunchtime.
  - Reflection sheet to be completed
- Teacher to add red card to CPOMS and inform parent.

If yellow or red card sanctions have not been served, card to be removed so next day is a fresh start. Sanctions to be served as soon as is practically possible.

Appendix 3:

Behaviour Report Card



ASHFORD CE PRIMARY SCHOOL **BEHAVIOUR REPORT CARD** for week beginning \_\_\_\_\_

Week: 1 2 3 \_\_\_\_ (please circle or add)

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

Target(s) agreed: \_\_\_\_\_  
 \_\_\_\_\_

	8.45 - 10.40	break	11-12	lunch	Signed (lunchtime supervisor)	1 – 3.10	signed (teacher)	signed (Headteacher / senior leader)	signed (parent)
<b>Mon</b>									
<b>Tues</b>									
<b>Wed</b>									
<b>Thurs</b>									
<b>Fri</b>									

each session:

- X** target not achieved
- ✓ target achieved
- ☺ target exceeded

Appendix 4:

**Behaviour Support Plan Template**  
**Ashford CE Primary School**  
**Behaviour Support Plan**



**Child's name:**

**Date:**

Behaviour	Function of the challenging behaviour	Strategies to support
<b>Appearance</b> – what the behaviour looks like/ what the person did	<ul style="list-style-type: none"> <li>• To gain attention</li> <li>• To escape/ avoid something/ someone</li> <li>• To get an item or object they want</li> <li>• To get sensory feedback</li> <li>• Other – please describe</li> </ul>	<ul style="list-style-type: none"> <li>• Regular positive feedback and encouragement</li> <li>• Use simple clear language</li> </ul>
<b>Frequency</b> – how often the behaviour occurs		
<b>Severity</b> – how severe the impact of the behaviour is		
<b>Duration</b> – how long the behaviour lasts		

**My difficult situation...**

**My early warning signs...**

**If the situation escalates...**

**Afterwards...**



## **Appendix 5**

### **Incident record – Restrictive Intervention**

#### **Pupil Information**

- Pupil Name: \_\_\_\_\_
- Date of Birth: \_\_\_\_\_
- Year/Class: \_\_\_\_\_
- SEN / EHCP:  Yes  No

#### **Incident Details**

- Date: \_\_\_\_\_
- Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_
- Location: \_\_\_\_\_

#### **Staff Involved**

- Staff directly involved: \_\_\_\_\_
- Witnesses / other staff present: \_\_\_\_\_

#### **Reason for Restrictive Intervention**

(Please tick all that apply)

- Risk of injury to self
- Risk of injury to others
- Serious damage to property
- Preventing pupil leaving safe area
- Other: \_\_\_\_\_

#### **Behaviour Before Intervention (Antecedent)**

Brief description of what happened before the incident:

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#### **Description of Behaviour**

What the pupil did (factual, objective):

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**De-escalation Strategies Attempted**

- Verbal instructions
- Calm reassurance
- Distraction / redirection / Change of Face
- Offering space / time out
- Change of activity / Low demand approach
- Other: \_\_\_\_\_

**Type of Restrictive Intervention Used**

- Guiding / escorting
- Physical hold / restraint
- Removal from room
- Other: \_\_\_\_\_

**Duration of Intervention**

Total time: \_\_\_\_\_

**Injuries / Damage**

Pupil injury:  No  Yes (details): \_\_\_\_\_

Staff injury:  No  Yes (details): \_\_\_\_\_

Property damage: \_\_\_\_\_

**Outcome / After Incident**

How the situation ended and pupil's state afterwards:

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**Notifications**

Parent/Carer informed:  Yes  No Time/Date: \_\_\_\_\_

Senior Leader informed:  Yes  No

**Recorded By**

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

Role: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Reviewed By (SLT / DSL)**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Appendix 6**

**Incident record – Seclusion**

**Pupil Information**

- Pupil Name: \_\_\_\_\_
- Date of Birth: \_\_\_\_\_
- Year/Class: \_\_\_\_\_
- SEN / EHCP:  Yes  No

**Incident Details**

- Date: \_\_\_\_\_
- Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_
- Location: \_\_\_\_\_

**Staff Involved**

- Staff directly involved: \_\_\_\_\_
- Witnesses / other staff present: \_\_\_\_\_

**Reason for Seclusion**

(Please tick all that apply)

- Risk of injury to self
- Risk of injury to others
- Serious damage to property
- Preventing pupil leaving safe area
- Other: \_\_\_\_\_

**Behaviour Before Intervention (Antecedent)**

Brief description of what happened before the incident:

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**Description of Behaviour**

What the pupil did (factual, objective):

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**De-escalation Strategies Attempted**

- Verbal instructions
- Calm reassurance
- Distraction / redirection / Change of Face
- Offering space / time out
- Change of activity/ Low demand approach
- Other: \_\_\_\_\_

**Duration of Intervention**

Total time: \_\_\_\_\_

**Injuries / Damage**

Pupil injury:  No  Yes (details): \_\_\_\_\_

Staff injury:  No  Yes (details): \_\_\_\_\_

Property damage: \_\_\_\_\_

**Outcome / After Incident**

How the situation ended and pupil's state afterwards:

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**Notifications**

Parent/Carer informed:  Yes  No Time/Date: \_\_\_\_\_

Senior Leader informed:  Yes  No

**Recorded By**

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

Role: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Reviewed By (SLT / DSL)**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **Appendix 7**

### **Incident report to parents**

Dear parent / carer,

As discussed with you, today there was an incident in school which led to an adult intervening in order to keep your child and other children safe.

Please see the incident report below. The school office will contact you to arrange a meeting with a member of the Senior Leadership Team to discuss this further and answer any questions which you may have.

Yours sincerely,

Mrs Bailey

Headteacher

#### **Pupil Information**

- Pupil Name: \_\_\_\_\_
- Date of Birth: \_\_\_\_\_
- Year/Class: \_\_\_\_\_
- SEN / EHCP:  Yes  No

#### **Incident Details**

- Date: \_\_\_\_\_
- Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_
- Location: \_\_\_\_\_

#### **Reason for Intervention**

- Risk of injury to self
- Risk of injury to others
- Serious damage to property
- Preventing pupil leaving safe area
- Other: \_\_\_\_\_

#### **De-escalation Strategies Attempted**

- Verbal instructions
- Calm reassurance
- Distraction / redirection / Change of Face
- Offering space / time out
- Change of activity /Low demand approach
- Other: \_\_\_\_\_

**Type of Intervention Used**

- Guiding / escorting
- Physical hold
- Removal from room
- Seclusion in a safe place
- Blocking / barrier

**Injuries / Damage**

Pupil injury:  No  Yes (details): \_\_\_\_\_