Behaviour Policy
Brewood School

Reviewed by:	Headteacher	**Date:** February 2021
Approved by:	MD Education Services	**Date:** February 2021
Next review due by:	August 2021	
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1. Scope

This policy sets out the expectations of behaviour at our school. Staff, parents/carers and pupils seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. It also sets out the consequences for inappropriate behaviour, should it occur, and reflects guidance provided by the Department for Education.

A school's behaviour and attendance policy should be seen as an integral part of its curriculum, for all schools teach values as well as knowledge and skills. It must be based on clear values – such as respect, fairness, and inclusion – that will also be reflected in the school's overall aims and its social, moral and religious education programmes.

'Advice on Whole School Behaviour and Attendance Policy' DfES, 2003

2. Vision

Whilst it is recognised that a comprehensive list of rules are valuable to ensure expectations of behaviour are met, it has also been noted that staff and pupils can find these overwhelming and over complicated. As a tenet for a whole school vision, the focus will be on introducing, reinforcing and promoting three basic rules:

- 'Responsible, Respectful and Ready to learn'.

These three concepts are suitable to encompass all ideas and thoughts listed in the overall, playground or classroom behaviour expectations, yet remain accessible to staff and pupils.

By exploring:

- Responsibility to yourself and others.
- What respect is and how to give and earn it.
- What the expectations are to be ready to learn.

The school will provide a framework of behavioural expectations that will not only support pupils within school but will also give them tools to cope within other settings.

What the law says:

The headteacher must set out measures in the Behaviour Policy which aim to:

- Promote good behaviour, self-discipline, and respect.
- Prevent bullying.
- Ensure that pupils complete assigned work.
- Regulate the conduct of pupils.

'Behaviour and discipline in schools: Advice for head teachers and school staff' (DfE, Jan 2016)

3. Aims

Our aim is to develop an environment that promotes and recognises positive, socially acceptable behaviour.

Whilst the school has high expectations for all its pupils, it recognises that not all pupils will be able to achieve these expectations immediately due to the complexity of their behavioural difficulties.

In partnership with parents/carers and outside agencies, as appropriate, the school will offer support and guidance, whilst recognising the individual needs of all its pupils.

To this end we strive to:

- Create a welcoming, happy environment that sets realistic expectations for all.
- Work in partnership with parents/carers to promote acceptable behaviour in school.
- Provide a safe, caring, and effective learning environment with a stimulating and relevant curriculum differentiated to meet the needs of all.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of a person's protected characteristics.
- Show appreciation of the efforts and contribution of all.
- Ensure all pupils, parents/carers and staff are clear about the expectations regarding behaviour.

4. Rationale

The school aims to educate its pupils within a moral, spiritual and cultural context which promotes respect for others.

Staff and pupils have a clear sense of what is important, what will be valued and what will not be tolerated. In seeking to define acceptable standards of behaviour it is acknowledged that these goals are ideals to be worked towards.

Pupils bring to school a wide variety of experiences based on differences in home values, attitudes and parenting approach and our aim is to work towards standards of behaviour based on the principles of honesty, respect for ourselves and others, respect for property, consideration, and personal responsibility.

To this end we aim to ensure that everyone is clear about the kind of behaviour that is expected of them and how they can expect others to behave towards them.

The following principles underpin the strategies for behaviour at the school:

- Positive behaviour is recognised and continually reinforced; individual and whole class achievement is celebrated and rewarded.
- Parents/carers' support and contribution is valued and respected. The school works in partnership with parents/carers to promote positive behaviour within school.

- Pupils are encouraged to take responsibility for their behaviour by seeing the natural consequences for their actions. This is supported by plans to support pupils to understand actions and consequences.
- Staff continuously demonstrate appropriate behaviour and responses in their interactions with pupils and each other.
- Pupils are given clear explanations of acceptable behaviour.
- Pupils are given consistent boundaries, and this is reflected in the rewards system, school notices and continued behaviour management actions.
- Pupils are recognised as individuals. The school's structures and systems recognise the need for some pupils to follow individual behaviour programmes which allow the pupils to learn to manage their own behaviour whilst being part of a school community.
- Staff understand that emotional issues can impact on behaviour, however, they will not be recognised as an excuse for poor behaviour. Individual behaviour plans will be developed with appropriate guidance on behaviour systems to implement with a pupil.
- Staff will show disapproval of the behaviour the pupil displays, but never of the pupil themselves.
- Staff recognise that pupils respond best to environments that are happy, fair and equitable to all.

5. Code of conduct

This code has been agreed by all staff and pupils and is communicated to parents, on admission.

We want everyone to behave in a way that makes all of us feel safe in all parts of the school and when we travel to and from school.

- We will respect and care for others.
- We have the right to be happy.
- We respect that everybody has the right to come to school and learn without being disturbed by others.
- We will take care of our school and the property of others.

6. Roles and responsibilities

6.1 Headteacher and Horizon Senior Leaders

The Managing Director and the Education Operations Director has the responsibility for agreeing the principles and guidelines underlying the standards of discipline and behaviour in the school and reviewing their effectiveness.

The Headteacher has day to day responsibility for implementing the school's behaviour policy but may seek advice and guidance from the Managing Director, Operations Director about specific disciplinary issues.

It is the responsibility of the Headteacher to monitor the consistent implementation of the policy and to report to Director of Education Operations and Managing Director of Education on its effectiveness.

The Headteacher is responsible for keeping records of reported serious incidents and has the responsibility to contact the Managing Director to decide upon exclusions. It is the responsibility of the Headteacher to notify the parents/carers and the Local Authority on these occasions in accordance with Local Authority guidelines.

For very serious acts of anti-social behaviour, the Headteacher, in consultation with Managing Director and Director of Operations, may permanently exclude a pupil.

The Headteacher and staff are responsible for ensuring that all aspects of the school's behaviour policy and its application promote equality for all pupils.

6.2 Staff

Classroom management and teaching methods have a significant influence on pupils' behaviour as pupils need a calm and purposeful classroom environment. Relationships between staff and pupils are paramount in developing mutual respect and trust and in developing a pupil's self-esteem and feeling of self-worth.

The pupils designated TA provides pastoral and learning support for all pupils, develop and maintain relationships with parents/carers and assist with any behaviour plans that have been put in place in liaison with teachers. Teaching assistants provide valuable insight into pupils' behaviour, assisting in the monitoring of individual pupil behaviour as well as providing stability throughout the day.

The role of staff in implementing behaviour strategies and supporting pupils is recognised as being at the heart of the behaviour management systems at the school. Staff will aim to ensure that in the classroom setting:

- Pupils are aware of classroom procedures.
- Using a non-confrontational approach.
- Explanations are clear and concise.
- Work requirements are clearly explained, and progress is carefully monitored.
- Appropriate strategies are deployed to de-escalate inappropriate behaviour.
- Work is set appropriate to pupils' abilities.
- Well-paced lessons start and end on time.
- Classrooms are suited to a particular activity.
- External interruptions are minimised whenever possible.
- Appropriate and sufficient resources are available.
- Utilising the support of colleagues.
- Marking and record keeping is a supportive activity providing feedback to the pupils on their achievements and helping them to plan the next learning steps.
- Promoting and supporting positive behaviour through rewards.

It is the responsibility of the class teacher to inform all adults, including TA's, of any individual or class behaviour plans.

6.3 Parents/Carers

The school believes in working in partnership with parents and carers as they have a vital role to play in fostering positive behaviour. Young people benefit from parent/carer encouragement and support to participate fully and positively in both their school work and in the wider community. The school aims to build a supportive dialogue between home and school and will inform parents/carers of any concerns about their child's welfare or behaviour.

Expectations for pupil behaviour are set out in detail on admission to the school. Parents/carers and pupils are asked to show their agreement to the expectations laid out in the 'Behaviour Guidelines'.

The school develops a positive working partnership with parents/carers through the provision of:

- A welcoming environment for parents/carers and an 'open door' policy
- The school prospectus, newsletter, behaviour guidelines booklet, home-school agreement etc.
- Home-school liaison, contact via home / school books or by telephone, text, email or letters.
- Parents/carer meetings, statutory and transitional review meetings, open evenings
- Invitations for parents/carers to attend special events.
- The hosting of multi-agency meetings for external agencies and parents/carers.
- Support offered to parents/carers around EHCP reviews, behaviour management within the home etc.

6.4 Pupils

The pupils have a central role in shaping and promoting the school's Behaviour Guidelines and in supporting the staff and other pupils. Unacceptable behaviour can be changed through the concerted actions of all pupils, staff and parents/carers and through pupils taking responsibility for their own actions. Awareness that it is the responsibility of the individual to show self-discipline comes with maturity and time; staff continually reinforce this with pupils.

Incidents of inappropriate behaviour are managed by staff with pupils being given the opportunity to discuss and reflect on their behaviour and its consequences as well as being given the opportunity to resolve and find alternatives to conflict. To this end the staff strive to ensure that pupils have a clear understanding of what is expected of them as a group and individually.

Staff believe that pupils should experience consistent and predictable approaches to their personal and social development. This is reflected in PHSE lessons, 1 to 1 mentoring and all lessons.

7. Rewards

7.1 Positive behaviour management

The school operates a Positive Behaviour Management system. Pupils are reminded of the agreed expectations and encouraged to make the 'right choice' to follow the expectations knowing that there will be a known consequence for continued inappropriate behaviour.

Each Key Stage has a specific plan for managing the behaviour of its pupils in the classroom, lunchtime and playtime. These plans have been drawn up by the staff and have the approval of the Headteacher and the Senior Leadership Team

Pupils are informed of the rewards, sanctions, and expected behaviours in school at the start of each academic year and receive continual updates on its implementation and successes.

Pupils receive a copy of the school's rewards system during their induction.

7.2 Behaviour guidelines for pupils in KS3-5

Overall Expectations

- To follow the schools rights and responsibilities.
- To behave in such a way as to enable teaching, learning and social integration to take place.
- To be in school on time and ready to work in lessons.
- To be dressed appropriately.
- To show consideration for others.
- To have respect for others' well-being and safety.
- To have verbal and physical respect for everyone.
- To walk around the school.
- To show 'good listening' and follow instructions.
- To look after your own possessions and not to take or interfere with those belonging to others.
- To ensure that all mobile phones and electronic equipment are handed in at the start of the day.
- To help to keep the school clean and tidy.
- To show appreciation for cultural and gender differences and individual needs.

These expectations will be communicated to all pupils throughout the week but especially via school assemblies and PSHE lessons.

Classroom Expectations

The following classroom rules have been agreed by pupils:

- Enter the room and go quietly to your place.
- Listen to and follow instructions.
- Put your hand up or ask to speak in an appropriate manner. (In informal situations the teacher may tell you that this rule does not apply).
- Speak without shouting and use appropriate language.
- Leave other people and their belongings alone.
- Ask permission to enter or leave the classrooms.
- Arrive punctually for each lesson. Be ready to work.
- Walk carefully in the corridors.
- No chewing gum in school.
- Daily reward points recorded by Teacher.

- Reinforcement by another adult.
- Positive praise through class-wide rewards such as merit awards, certificates may be used in addition to individual rewards.
- Verbal praise.

All pupils will know when their behaviour is acceptable by:

- A smile, a nod, a 'thumbs up'.
- Verbal positive praise.
- Written positive praise.
- Postcards home.
- A whole school behaviour tracking system enables pupils to earn daily reward points which can be spent in the school Tuck Shop
- Gaining money for own personal pupil pay slip – which they can access weekly in Google Classrooms and build towards termly rewards.

Celebration of good behaviour sometimes occurs during:

- Friday reward activities.
- Celebration assemblies.
- Exam results.
- Work being displayed around the school.
- Letter/Certificate from Teacher/Tutor.
- Letter/Certificate from the Pastoral Manager.
- Letter/Certificate from the SENCO or Deputy Headteacher.
- Letter/Certificate from the Headteacher.
- Letter/Certificate from a representative of Horizoncare.

7.3 Reward schemes at Brewood School

Daily reward – Token

Students will be issued up to 3 tokens per lesson, these tokens will be added up and the following day students will be able to use these Tokens as currency in the tuck shop.

Different about of tokens will allow the students to buy various items.

1 – 4 Tokens = Penny Chew

5 – 10 Tokens = Packet of crisps

11 – 15 Tokens = Chocolate Biscuit Bar

16 – 21 Tokens = Sausage Roll

3 Tokens can be gained in each lesson for completion of the above targets. 21 Tokens a day can be gained (Monday to Thursday), 18 points can be earnt on a Friday. 102 points can be earnt over the week. Points gained cannot be taken off the pupils, once awarded.

Tokens are gained for the following.

1 for Attendance

1 for Behaviour

1 for Engagement

Weekly reward – Head Teachers Tea Party.

- Respectful to staff & peers

- Following instructions
- Attended the lesson
- Behaviour target (personal)
- Knowledge gained

Half termly reward - pay slip

Pupils can earn up to a maximum of £5.10 a week for positive behaviour in school and during lesson time. Pupils will receive their pay slip on a Friday morning this will also be available for them to see on Google Classroom.

Each token will earn the students 5p and will be added up weekly.

Deductions will be made before students receive their wage slips.

Deductions for negative behaviour are also implemented as follows:

- **Absences:** Going off site/absconding
- **Expenses:** Damage to school property
- **Health & safety:** Being unhealthy, climbing school fences
- **Harassment:** Racism, homophobia, name calling, bullying, low level assault

Money earnt by the pupils is received on a half termly basis. Pupils, who wish to spend the money earnt, will be issued a voucher on the last day of half term. Pupils can also keep the money earnt saved into the School Bank and thus save more money.

Exemplar Pay Slip

horizon education **Brewood School**

Name:	Group:	Week Commencing:	Overview	Total:
Earnings: £		Deductions:£	Weekly Earnings: £	Earnings to date: £
Potential Earnings: £5.10		Absences: Expenses: Health & Safety: Harassment: Total: £	Total Deductions: £	Wages withdrawn: £
			Gross Weekly: £	Total savings: £

8. Sanctions

Staff will always promote a positive working atmosphere. With the onset of undesirable behaviour staff will deploy diversionary tactics, for example highlight a pupil who is displaying the correct behaviour and praise them accordingly. Sometimes this will be sufficient to initiate the desired behaviour.

If measures are not successful, the behaviours and consequences guideline will be followed. These consequences of negative behaviours cover:

- Proper regard to a pupil's welfare and educational needs
- Interventional measures that are most likely to prevent future breaches of school policy on behaviour
- Be proportional to the seriousness and persistence of the breach of school policy

We as a school also need to factor in the following as well as the special needs of an individual, when applying a consequence to negative behaviours:

- The nature of the behaviour
- The severity of the behaviour
- The frequency of the behaviour
- The duration of the behaviour
- The generality of the behaviour

See Brewood School behaviours and consequences guideline for a breakdown of negative behaviours and the possible consequences given, see appendix 3.

9. Playground

- Be polite to your friends and adults - no swearing or name calling.
- Play safely and kindly - no rough play fighting or bullying.
- Stay on the playground areas - ask an adult if you need to leave.
- Walk along paths and corridors.
- Use the patio area for sitting, walking and talking.
- Keep the football in the ball cage.
- Follow all adult requests or instructions.
- Follow end of playtime arrangements.

10. Recording and reporting

Incident and physical intervention forms are used by staff to monitor and track positive and negative behaviour incidents at school. All positive and negative incidents are logged electronically. Physical intervention forms are completed by the relevant staff member/s and then are uploaded once signed off by an SLT member.

Negative and positive incidents are recorded and feed directly into the school's reward system.

Parental/carers are contacted following an incident, this may be by telephone, text or email. Class teachers will ensure that any relevant information about a behavioural incident is communicated promptly.

Incidents are monitored by the Headteacher to identify and target persistent behavioural issues. Individual programmes may be implemented to address these. Pupils causing concern are discussed on a weekly basis during Leadership meeting time.

11. Special cases

The sanctions outlined offer a framework for most pupils. However, rigid sanctions for some pupils can be counter-productive and in these situations an individualised approach is required. individual plans will be devised. These plans will be shared with other staff via staff meetings and will be documented for parents/carers.

For persistent inappropriate behaviour, parents/carers will be informed, and a meeting will be requested in order to develop a Behaviour Support Plan for the pupil.

12. Emergency procedure

Extreme behaviour will be referred directly to a member of the leadership team.

In the event of a child endangering themselves or others, the child will be escorted using Sherwood positive handling techniques, and if necessary, additional staff will be called to assist using a school code.

13. Physical restrictive intervention

Should a pupil's behaviour be so challenging that it can no longer be managed solely by the school's behaviour management and de-escalation strategies, it may be necessary to use restrictive interventions.

Physical interventions will be deployed as the last option when staff have attempted all other interventions or when a pupil's behaviour is putting themselves, other pupils, staff or others at risk.

The school's policy on restrictive interventions is framed by guidance from the DfE, 'Use of Reasonable Force' Behaviour and Discipline in Schools and Keeping Children Safe in Education, and uses Sherwood's positive handling techniques and strategies.

Whilst it is recognised that some pupils in Key Stage 2 will need to be escorted, it is envisaged that only in exceptional circumstances would pupils in Key Stages 3 and 4 require restrictive strategies. In the majority of cases, it is safe for pupils to run into safe spaces to avoid the need for restrictive interventions. The positive use of touch is considered a beneficial strategy, e.g. help hug, guided walk, reassuring touch.

Physical interventions may be considered necessary in the following situations:

- When a pupil's behaviour is putting other pupils, staff or others in danger of physical harm, for example, if a pupil is attacking another person.
- When a pupil is at risk of harming themselves or putting themselves in danger, for example, running into the road or when two pupils are fighting causing the risk of injury.
- When a pupil's behaviour is causing disruption to the extent that good order and discipline is being seriously affected, for example, if a pupil is causing or is at risk of causing injury or damage, by accident, by rough play, or by the misuse of dangerous materials or objects.
- When a pupil is causing or is on the verge of causing deliberate damage to property.
- When it is beneficial for staff to establish firm and consistent boundaries with younger pupils in order to reinforce pupil safety and the necessary behaviours and attitudes to sustain the pupils' school placement.
- When it is necessary to prevent a pupil from leaving the classroom were allowing the pupil to leave would risk their safety or lead to behaviour that disrupts others.
- When a pupil is behaving in a way that seriously disrupts a school sporting event or school visit. (As part of the preparation for off-site visits risk assessments are undertaken. It may be deemed unsafe or inappropriate to take a child on an activity where there is a significant likelihood of a need for physical intervention).
- When a pupil persistently refuses to follow an instruction to leave a classroom. (It is recognised that in this instance the refusal of a pupil to remain in a particular place is not enough on its own to justify the use of force). However, it may be justifiable where a pupil remaining in a classroom or leaving would entail serious risks to the pupil's safety, (taking into account the pupil's age and level of understanding), to the safety of other pupils, staff or others, or of damage to property; or Lead to behaviour that prejudices good order and discipline, such as disrupting other classes.

Should restrictive intervention be necessary the well-being of the pupil will be of paramount concern and the physical intervention used "will be proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result." Often it may be assessed that a prompt, guided escort away from a situation may prevent the need for a more robust intervention.

The child's welfare remains our paramount concern. However, any occasion when physical restraint is used carries some risk. The following statement has been adopted into this policy and reflects the working realities and possible consequences when individuals are involved in an incident when physical restraint may need to be used:

It must be noted that during and physical intervention scratches, bruises and red marks may occur this does not mean that the procedure has been administered incorrectly but is an occurrence with physical contact.

See additional advice in Horizon Education and Care Restrictive Physical Intervention Policy.

For pupils for whom physical interventions are likely to be required due to their specific needs, a Behaviour Intervention Plan based on Sherwood advice will be devised. This plan will be drawn up in conjunction with parents and carers and where appropriate, with pupils.

All staff are trained in Sherwood Positive Intervention and receive refresher courses to ensure the updating of knowledge. Horizon employ a team of Sherwood PI instructors that are always available for advice on guidance.

Although it would be envisaged that restrictive interventions would be used in situations where a plan had been it is important to recognise that there will be times when circumstances dictate immediate responses to a situation in order to keep the pupil, other pupils, staff and others safe. At these times it is assumed that staff will act in good faith and that their responses will be proportionate to the consequences that they are intending to prevent. Pupils running off and leaving the school premises causes significant anxiety for staff. Staff should share that responsibility by informing Office Staff and Site Managers. Once it is established that a pupil has left the school site then a dynamic risk assessment will be carried out to ensure parents or carers and if necessary, police are informed. A timeline will be maintained to ensure all parties have accurate information and the situation will be monitored by a member of the SLT. Following an incident of a pupil absconding from school behaviour plans will be amended to include this identified risk.

Following an intervention where positive physical restraint has been necessary, the incident will be recorded on an incident form.

In the event of a incident involving an injury to a member of staff then the staff member should also complete the school's accident book.

All PI's are reported to Horizon SLT and are checked against historical data to ensure overuse of PI's trends and mis use.

14. Truancy

Regular attendance is always encouraged, as outlined in the Attendance Policy.

Because of the strong home/school links and transportation to school, truancy is an unusual occurrence. All unsatisfactory patterns of attendance will be dealt with through the structures outlined in the Attendance Policy.

15. Bullying

Bullying can take many forms, but it usually includes the following four types of behaviour:

- Physical – hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack.
- Damage to or taking someone else's belongings may also constitute as physical bullying.
- Verbal – Name-calling, insulting, making racist, sexist or homophobic jokes, remarks or teasing, using sexually suggestive or abusive language, offensive remarks. This is the most common form of bullying.
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.

- Cyber – any type of bullying that is carried out by electronic medium.

For further information see the school's Anti-Bullying Policy in line with Section 89 of the Education and Inspections Act 2006.

16. External support services

The advice and assistance of external services is highly valued in dealing with pupils' behaviour and supporting staff training. Practically this may mean involvement in one or more of the following:

- Education Welfare Office and Educational Psychologist
- Regular Continuing Professional Development (CPD) for staff on behaviour related topics
- Social services / respite care
- Local community services
- Youth Offending Team (YOT), Children and Adolescent Mental Health Services (CAMHS), Minority Groups

Additional support available to parents/carers includes:

- 'Open Door' policy at the school
- Parent/carer workshops
- Signposting to other agencies
- Advice and guidance from school staff.

17. Review

This policy will be reviewed annually. Key elements will be brought to the attention of staff at the beginning of the Autumn Term, and through a rolling programme of inset on a need driven basis.

Appendix 1: Serious incident protocol

Protocols for all Staff following a Serious Incident involving aggressive behaviour towards Staffing the event of a Serious Incident involving an injury to a member of staff:

- Remove pupil from the incident.
- Reassure the other pupils and ensure all other pupils are safe. Get back to normal lessons as quickly as possible.
- Offer support to the member of staff and take them away from the scene of the incident.
- Inform a member of the Leadership Team (SLT) who will assess the situation and take the following steps, as necessary,
- Offer the member of staff medical assistance and make a First Aider available to see them.
- Ensure any injuries are recorded in the Staff Accident Book.
- Provide the member of staff with a quiet space to go and offer colleague support. Arrange cover as required.
- Following the First Aider assessment and in consultation with the member of staff ascertain whether further medical assistance or support is required. If this is required, arrange for appropriate transport to hospital.
- Organise for a Serious Incident Form to be completed and take witness statements from other staff and if required, other pupils.
- Take a statement from the pupil, when calm. This may not be possible immediately and may need to be done at a later date.
- In consultation with Assistant Heads / Head Teacher decide whether the pupil should go home. This will be based on the information gathered and individual circumstances.
- Inform the pupil's parents/carers of the incident and any decisions that have been made. If it is required, arrange for the pupil to go home.
- Leadership Team (LST) to collate witness statements and staff account before making a decision about further sanctions.
- Head Teacher to inform relevant staff of any decisions that have been made and this to be cascaded.
- Head Teacher /Deputy Head to inform parents/carers of these decisions.

Follow Up

- Individual Behaviour Plan for the pupil to be written or amended in consultation with the Class/Form Teacher and Behaviour Team and shared.
- A Risk Assessment to be completed if required.
- Restorative Justice to be offered and facilitated where appropriate and relevant.
- In the light of long-term absence, a staff buddy will maintain regular contact.
- Staff member to be offered contact details of the confidential staff counselling service and guided to the supported services for staff booklet.

Behaviour Incident Log

This record should be completed as soon as possible after the event, at least within 24 hours.

Pupil name		**Date of incident**	
Location		**Duration of incident:**	
LAC (Y/N):		**Start time of incident**	
		End time of incident:	

Staff/Pupils Involved		
Name	**Sherwood Trained (Y/N)**	**Witness (W) or Physically Involved (I)**

Antecedent Events

Where was the pupil?

What were they doing prior to the behaviour that resulted in the incident?

What do you think triggered this behaviour?

Category of incident (please tick all that apply)

☐	Bullying	☐	Damage to school property
☐	Swearing	☐	Drugs/alcohol use
☐	Not following instructions	☐	Attempted arson
☐	Derogatory language	☐	Vandalism
☐	Refusal to complete work	☐	Fighting
☐	Physical assault staff	☐	Setting off the fire alarm without reason
☐	Physical assault other	☐	Absconding
☐	Other (please state)		

Description of Incident

Describe the incident, giving a factual account of what happened. Explain what actions were taken by staff in the best interests of the pupil.

Outcome of Incident

How was this incident brought to an end? What help and support was given to the pupil?

Medical Attention

(all children must be offered medical attention after an incident, even if they do not appear to be injured)

Was the pupil offered first aid?	☐Yes	☐No	
Did they decline this?	☐Yes	☐No	
Injury suffered by child?	☐Yes	☐No	Details:
Treatment required?	☐Yes	☐No	
Injury suffered by staff?	☐Yes	☐No	Details:
Treatment required?	☐Yes	☐No	
Injury suffered by others?	☐Yes	☐No	Details:
Treatment required?	☐Yes	☐No	
Accident book required?	☐Yes	☐No	Ref:
Absconding form required?	☐Yes	☐No	Ref:
Bullying form required?	☐Yes	☐No	Ref:
Body map required?	☐Yes	☐No	Ref:
Racism form required?	☐Yes	☐No	Ref:

Other form required?	□Yes	□No	Ref:

Records

	Y/N	By who:	By when:
Does the behaviour support plan need to be reviewed because of this incident?			
Does the individual risk assessment need to be reviewed because of this incident?			
Was the pupil debriefed?			
Were staff offered a debrief?			
Was it taken up?			

Communication (where appropriate)

Parents/carers informed?	□Yes	□No	Date:	Time:
			By Whom:	
Social worker informed?	□Yes	□No	Date:	Time:
			By Whom:	
Police informed?	□Yes	□No	Date:	Time:
			By Whom:	
Safeguarding informed?	□Yes	□No	Date:	Time:
			By Whom:	
LEA informed?	□Yes	□No	Date:	Time:
			By Whom:	

Signature of Author		**Date**	

Other relevant signatures signing to confirm this is a true representation of events, including the pupil, where appropriate.

Name	Signature

Signature of Senior Leader	
Name of Senior Leader	
Date	

Brewood School Behaviours & Consequences

All consequences will be challenged by staff and any incidents will be reported to Parents and Carers by SLT where appropriate.

As well as the issues below, pupils can be given a consequence that relates to their actions.

These should be logged in Integris by the end of the day.
These will be discussed in the meeting and SLT will identify when they are sufficient to be logged on Integris
These are expected behaviours of students and positive encouragement following school rules should be used.

Issues	Expectations	Consequences/Action
No fizzy drinks	No fizzy drink apart from fizzy water	Encourage the pupil to hand in the items and if they do then there is no further consequence Reported to Parents/Carers if continued Deducted earnings form banking system
No Sweets	Sweets should be of minimum only from tuck shop	Encourage the pupil to hand in the items and if they do no further consequence Deducted earnings from banking system Reported to Parents/Carers if continued
No Money	Money should not come into school	Encourage the pupil to hand in the items and if they do no further consequence Deducted earnings form banking system Reported to Parents/Carers if continued
Absconding	Pupils to remain under supervision & in site of staff	Pupil will remain on-site for the next activity Deducted earnings form banking system Possible on/off site-based education Possible Police action Reintegration meeting with Parents and/or Carers
All people to be treated with respect	All staff to be respected	Individual tutorial meeting Verbal apology to be made Loss of tokens **Deducted earnings form banking system**
Discrimination	All people to be treated equally	Phone call home

		Outbound learning around discrimination. Meeting with Deputy Head and/or Head Teacher Meeting with Parents and/or Carers Loss of tokens Deducted earnings form banking system
Mobile phones	No mobile phones in school or during lessons. Mobile phones to be handed in at the beginning of the day	Parents and/or Carers to support not bringing in phones if phone is a problem Reported to Parents/Carers if continued Deduction on payslip Letter home if problem persists **Possible off-site education**
Aerosols	No aerosols in school roll on is acceptable	Parents and/or Carers will be notified Aerosol to be handed in Deduction on payslip
Smoking	No smoking during school hours	Parents and/or Carers will be notified Deducted earnings form banking system Smoking materials will be handed in at the beginning on the day. Possible offsite 1-1 inclusion lessons
Lighter	Lighters are not allowed in School	Parents and/or Carers will be notified Lighter to be handed in Work to be completed based around fire safety Possible offsite 1-1 inclusion lessons
Fire setting	Fire setting is not tolerated	Possible emergency services dependent upon seriousness Individual tutorial meeting Work to be completed based around fire safety Reported to Parents/Carers Meeting with Parents and/or Carers Possible offsite 1-1 inclusion lessons Possible exclusion
Lesson refusal	Attend all lessons	Non award of tokens for lesson Give pupils time limit to turn around refusal Possible intervention plan to be put in place if persists Possible offsite 1:1 catch up lessons/mentoring
Damage to property	To respect property/displays	Pupils can pay for damage by various jobs around the school agreed by Deputy Head and/or Head Teacher Pupils to fix the property damaged in their own time (lunch time) Parents and/or Carers to support this Loss of tokens Deducted earnings form banking system Possible exclusion

		Possible police action
Failure to tidy up own mess	To put own rubbish in the bin and do not litter school or community	Reminder of school rules and responsibilities Loss of tokens (respect) Deducted earnings form banking system
Bullying	Bullying is not tolerated in school	Key worker sessions PSHE, assembly, Restorative justice conference, Follow bullying procedure meetings at school. Possible off-site education Possible on-site 1-1 inclusion lessons Individual tutorial meeting Meeting with Parents and/or Carers Enforce behaviour and bullying policies Liaise/refer to safeguarding Loss of tokens Deducted earnings form banking system Possible exclusion Possible police involvement
Safety in cars including seat belts	To ensure Pupils follow car safety rules	Reported to Parents/Carers Possible on-site 1-1 mentoring Allocated seats during travel Public transport to be used Car ban for a period of time for activities
Kitchen	Mis-behaviour in kitchen	Reported to Parents/Carers Ban from the kitchen including practical food technology – loss of tokens Theory lessons to replace practical
Refusal to leave area/classroom/office	Pupils to be mindful of health and safety. Pupils to follow instructions by staff when instructed to leave area	Reward other Pupils for ignoring negative behaviour Meeting with teachers Loss of tokens Reported to Parents/Carers Deduction on pay-slip
Climbing	Pupils are expected to keep themselves safe	Encouraged to come down Planned ignoring **Deduction on payslip** Reported to Parents/Carers
Assault on staff /pupils	Pupils to understand assaults are not permitted	Reported to Parents/Carers Reminder of school rules and responsibilities

		Loss of tokens
		Deducted earnings form banking system
		Possible off-site education
		Possible on-site 1-1 inclusion lessons
		Possible Police involvement
		Enforce behaviour policy
		Possible physical intervention
		Individual tutorial meeting
		Letter of apology/verbal apology
		Meeting with Parents and/or Carers
		Restorative meeting
		Possible exclusion
Unacceptable behaviour in public	Pupils to be made aware of what is acceptable behaviour in public before leaving	Reminder of school rules and responsibilities Risk Assessment to be reviewed – possible removal from future outbound activities Possible intervention programme put in place Deducted earnings form banking system