

| <b>Behaviour &amp; Incentives Policy</b> |
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| <b>Nursling C of E Primary School</b>    |
| <b>Date of Issue: October 2026</b>       |
| <b>Review date: October 2027</b>         |



## **Ethos**

Nursling CE Primary School exists as a place where all children and adults will be safe and treated with respect. We actively promote and praise and reward positive behaviour and applying rules appropriately, fairly and consistently, making our school a place where your child wants to be, where anybody who joins our school feels safe, happy, respected and secure.

We believe that children who feel good about themselves have high self-esteem and will perform better at school and form an important part of the school community.

### **At Nursling Church of England Primary School we...**

- Promote 'Responsibility' as a key message when talking to children about behaviour choices. Children know they are responsible for the things that they do and the things that they say.
- Always treat people as we wish to be treated ourselves
- Use Restorative Justice to allow children to take ownership and overcome issues that occur
- Follow instructions immediately
- Keep hands and feet to ourselves
- Walk quietly in and around the school
- Speak quietly and listen without interrupting
- Take care of our own and other people's property

Our School Values of Love, Hope and Courage support our behaviour policy and the expectations to respect, love and care for one another.

### **We recognise that in order to achieve our aim, these values we must...**

- Create a school community in which mutual respect is the principle for all relationships;
- Ensure that children and adults display high standards of good behaviour and courtesy at all times;
- Cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions, and for their consequences;
- Ensure that pupils develop self-esteem and self-discipline;
- Ensure pupils to take responsibility for their actions
- Prevent aggressive behaviour and bullying;
- Provide clear guidelines to staff, pupils and parents about standards of behaviour and the range of rewards and sanctions that are applied;
- Encourage all to reflect and forgive;
- Fully involve all members of the school community in the application of this policy.

- Reinforce the Daily Act of Worship, R.E. and P.S.H.E to support good behaviour and develop an understanding of Christian values and Christian Ethos.

Our success is tested not by the absence of problems but by the way we deal with them.

### **Guidelines for Implementation:**

As a school we adopt a positive approach to behavioural issues.

- All members of the school community are responsible for ensuring consistently high standards of behaviour at all times.
- The attitude of all staff towards the implementation of this positive policy is of vital importance, for it is the adults within the school who determine the environment in which good relationships can develop.

For example, we aim to:

- Start dialogue positively;
  - Greet pupils;
  - Deal with misbehaviour - to ignore it is to condone it;
  - Set high standards of speech, manner and dress;
  - Build positive relationships with children.
- Developing correct attitudes towards behaviour is an important part of the school curriculum and children should be taught from Year R onwards:
  - how to behave properly in class and towards others;
  - how to recognise bullying and to treat it seriously;
  - how to tell an adult about bullying or other unwanted attention;
  - how not to be victims.
- The general ethos of a class should always emphasise positive behaviour and attitudes towards one another framed within our school context. We aim to create and sustain a positive, supportive and secure environment, which encourages pride in everything the children do. Good behaviour in class is dependent on good teaching. Calling out should be discouraged; letting others have their turn and listening attentively should always be the norm. A calm working atmosphere should be encouraged; talking should always be related to the task. Noise levels should always be under proper control.
- We recognise that some children find it difficult to behave well all the time and for those children it may be appropriate to use additional measures such as a sticker card or good news system to promote good behaviour. Details of any special

arrangements should be recorded in an Individual Behaviour Plan (IBP) with input from a range of sources including: Class Teacher, LSA, SENCo and Primary Behaviour Service. However; we should always promote high standards of behaviour from all children.

- Expectations of behaviour in the shared areas of the school should be the same as those in the classroom. Staff should demonstrate a shared responsibility for addressing behaviour of all children across the school.
- Children using the Breakfast Club and After School Club facility are expected to demonstrate a good level of behaviour and follow instructions given to them by staff. Parents are informed if their child's behaviour becomes too challenging to manage safely in this environment. If three behaviour notices are issued within a half term period, an exclusion from this facility will be applied. Therefore, the school reserves the right to inform parents if the child is unable to use this facility for the safety of the staff and all children attending.
- Good behaviour should be praised and instances of poor or discourteous behaviour must never be ignored.
- Everyone in the school should expect to give and receive respect.
- Staff should always log instances of seriously poor behaviour.
- The duty staff and lunchtime supervisors should properly monitor playground behaviour (See Guidance for Lunchtime Supervisors P12).
- Adults other than the school staff should never be put in a position whereby they are responsible for correcting pupils' behaviour.

### **Rewards & Incentives at Nursling Church of England Primary School**

Rewards and incentives have been divided into three key areas:

- Individual rewards;
- House rewards;
- Attendance rewards.

### **Class Dojo**

Class Dojo is an interactive platform visible to all pupils in their classroom on the interactive whiteboard. It allows any member of staff to award points to pupils for good conduct, teamwork and helping others. Points can be deducted for negative behaviours. The platform encourages a positive classroom culture, enabling the children to achieve individual rewards and house rewards.

Dojo points will be awarded for positive interactions that may include:

- Showing any of the 5 R's (ready, resourceful, resilient, reflective, responsible)
- Portraying any of our 3 Christian values (Love, Hope & Courage)
- Effort
- Polite manners
- Encouraging others
- Being helpful
- Being brave
- Representing the school
- Competitions
- Attendance

Dojo points may be deducted for:

- Not following the school rules
- Refusal to follow instructions
- Lack of effort in their learning
- Rudeness
- Physical violence

#### **Individual rewards:**

Children can instantly see how many Dojo points they have accumulated during the school day.

During Celebration Collective Worship on Friday, children will receive the following stickers, one to wear and one to put on their house team board in the hall.

|                 |                |
|-----------------|----------------|
| 50 Dojo Points  | Bronze sticker |
| 100 Dojo Points | Silver sticker |
| 200 Dojo Points | Gold sticker   |

In each class, the child who has accumulated the most Dojo points by the end of the summer term, will receive a Dojo trophy.

The Headteacher recognises good effort, exemplary work and achievement throughout the week and will give Headteacher stickers as recognition.

#### **House rewards:**

When the children receive their bronze, silver & gold stickers, as mentioned above, they will stick one on their jumper and stick one on their house board in the hall.

The house with the highest number of Dojo points at the end of term, will receive a reward. This might be in the form of a house party or extra play.

## **Cyril Squirrels**

Two children are chosen from each class every Friday who have shown positive learning behaviours. Those children get named in the weekly newsletter and given a certificate in Collective Worship. They also get to sit on a Cyril Squirrel cushion for the week.

## **Stickers**

All adults can reward effort, good learning attitudes and academic achievement in all areas of the school day with stickers given to individuals or on individual pieces of work. Stickers will also be continued to be given for all children doing as they have been asked and following our school rules values.

## **Attendance:**

Striving for good attendance is everyone's responsibility.

Attendance is monitored in a variety of ways

- 1) Through the school office with concerns recorded on CPOMS.
- 2) Through weekly SLT meetings as a point of discussion.
- 3) Through the weekly Newsletter where whole school and class attendance is recorded to promote awareness.
- 4) Through class teachers checking ARBOR accounts if concerned about a child.

Children who have 100% attendance over a term will be invited to a celebration party.

## **Behaviour Expectations**

When dealing with issues, we aim to:

- Avoid confrontation;
- Listen;
- Establish the facts on both sides; each child needs a voice;
- Judge only when certain;
- Target the behaviour, not the child;
- Use sanctions when necessary.

We aim to create and sustain a positive, supportive and secure environment, which encourages pride in everything the children do. Well prepared, stimulating lessons generate good behaviour and earn respect.

**Parents are expected to adhere to the Parent Code of Conduct, signed when your child starts school and shared annually as a reminder. Parents are to:**

- Raise concerns in a timely manner by talking to the class teacher or adult in charge of the After School Club session.

- Treat staff how you would expect to be treated yourself.
- Combat a culture of blame and intolerance by working in collaboration with the school if a concern is raised that involves their child.
- Parents should recognise that the school operates a consistent and positive behaviour culture and therefore when pupils move outside of these whole school expectations, it is important that parents support the school to ensure behaviour is managed effectively and systems can be applied and enforced, without pressure.
- Understand that there are two sides to every story and your child may be embellishing their side to what they want you to hear.

#### **Teachers are expected to:**

- Bring the children in from the playground promptly and quietly to begin on time;
- Be prepared for lessons at all times;
- Educate the children on their personal responsibilities, the difference between right and wrong, friendships, bullying and resolution techniques;
- Walk their children in from lunch and settle them;
- Keep everyone on task;
- Queueing is discouraged and instead teachers circulate the classroom picking up misconceptions and live marking.
- Extend and motivate all pupils;
- Encourage confidence in discussion;
- Keep an attractive, clean and tidy learning centred classroom;

#### **Restorative Justice**

If an issue occurs between children in school all parties will be spoken to individually to ascertain what occurred and why by a member of staff. The main parties involved will agree on a suitable resolution to the problem.

Depending upon the nature of the problem parents may or may not be contacted. This is to encourage children to become better communicators and to take responsibility for their actions.

Restorative Questions used include:

- What's happened?
- What were your choices at the time?
- Who else has been affected by what has happened?
- How do you think they are feeling?
- What needs to be done to make things right?
- How can we do things differently in the future?

Children understand, through messages given frequently in class and Collective Worship, that they have a responsibility to inform a member of staff on the day of the incident so it can be dealt with immediately.

To ensure the children feel comfortable in doing so, all children are familiar with the adults who support their class every day due to consistent staffing and care. Alternatively, the children can write a note and put it into the 'Chatterbox' box on the wall outside the Senior Leaders office.

The teacher's day is extremely busy, and the child's learning remains priority. We ask that parents trust in the school and know any issues will have been dealt with in line with the Behaviour Policy.

### **Steps for Dealing with Basic/'low level' Misbehaviour**

Basic misbehaviour may also be described as 'low level' and should usually be dealt with by the class teacher in the first instance. Types of 'low level' misbehaviour may include general disruption e.g. talking on the carpet at inappropriate times, wilfully distracting other learners or a misunderstanding at breaktime.

**Step 1:** Dojo point deducted with explanation as to why a point has been deducted, giving the child time to adjust behaviour choices.

**Step 2:** Another Dojo point deducted with explanation. Time out of class, either with LSA or to another class to adjust behaviour choices and complete work expected.

**Step 3:** Another Dojo point deducted and child sent to a member of the Senior Leadership Team to discuss behaviour choices. If the child is deemed to not be able to keep themselves or others safe, they will not be allowed out for free play time. Steps 1-3 will be repeated as necessary throughout the day.

**Step 4:** Parents will be made aware if their child has got to step 3 through a discussion by telephone or in the classroom.

Alternatively, parents might receive a Parent Mail message 'Your child has been involved in a physical incident today, demonstrating poor behaviour choices. This matter has been dealt with in line with our Behaviour Policy. We are informing you so that you can reiterate school's behaviour expectations with your child at home.' This message is sent out when a child has pushed, kicked or chosen to use other physical methods during free play. Rest assured parents will be contacted if injury has occurred.

Continual low-level disruption/misbehaviour does not necessarily have to reach Step 4 before parents are made aware. We want to work closely with our families in order to address and resolve any concerns as quickly as possible.

If at any point, the child adjusts to more positive behaviours, they will receive Dojo points in recognition.

Staff will make an A, B, C Entry on CPOMS.

***We aim for a fresh start on return the following day.***

However, it is at school's discretion that if low-level behaviour occurs towards the end of lunch play or the school day (prior to handover to parent/carer), then the child may miss some or all of their play the following day. It is imperative that children understand there are consequences to poor behaviour choices.

**Steps for Dealing with High Level Misbehaviour**

This type of behaviour could involve:

- Refusal to cooperate and do what is asked;
- Physical aggression towards an adult;
- Destruction of school property;
- Verbal abuse, swearing;
- Extreme behaviour choices such as choosing to leave the school site;
- Violence & unsafe behaviour choices;
- Theft;
- Vandalism towards school or staff property.

**Step 1:** An ABC entry will be made on CPOMs alerting HT (DSL) & DDSL's of incident and actions taken.

**Step 2:** Investigation instigated which may involve witness statements and CCTV checks if appropriate.

**Step 3:** Parents informed in a timely manner, when all the facts have been gathered. A suspension or exclusion may occur at this point at Headteacher's discretion.

**Step 4:** Parent invited to formal meeting with Headteacher, Senior Leader, Class Teacher, staff member.

**Step 5:** A formal letter regarding the child's behaviour, summarising the meeting with parents is issued.

If a child chooses to leave the school site without permission, Police and parents will be contacted immediately. Staff will observe the direction the child has gone and will remain on school grounds as giving chase may put the child at further risk.

**Consequences**

Children move through the steps for repeated bad behaviour and the majority enjoy a 'clean slate' at the end of every day. However, patterns of behaviour are monitored and if considered appropriate, a child may lose part of their free play the following day if deemed necessary.

Any behavioural incident that has occurred during the school day is recorded, alerting the Headteacher (DSL) and Deputy DSL's.

Headteacher's measures are at the discretion of the Headteacher and may include exclusion.

### **Suspensions & Exclusions Policy**

It is the Policy of Nursling C of E Primary School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies to avoid such issues reaching the point of exclusion.

Our policy follows the guidance from Department of Education 'Suspension and permanent exclusion from maintained schools' 2024 where it states:

'For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected. In this policy, the word 'suspension' is used to refer to what legislation calls an exclusion for a fixed period.'

If the need for a suspension or permanent exclusion arises, following a sustained period of unacceptable behaviour or a single case of an extremely dangerous and/or violent act, the school will adopt the following recommended approach.

- The child will be suspended, initially for a fixed period of 1 - 4 days.
- Parents/guardians will be notified immediately by telephone and asked to remove their child from the school.
- *Homework will be set for the first five days of any suspension period.*
- They will be given a formal letter outlining the reason for the suspension, the process and details of procedures they may wish to adopt e.g. appeals procedure.
- The Chair of Governors will be notified at the time the suspension, as will the appropriate agencies of Test Valley Council e.g. Inclusion, Behaviour Team. If deemed appropriate, an exclusion will be discussed and considered at this stage.
- The school will also work to put in place a "rescue" programme for the pupil on his/her return be this fully agreed after the 4 days or for staged return.
- The package will include input from staff at the school, parents, School Support Team, Psychology department, Attendance Service and, if deemed appropriate, the child.

Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a Child Protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an exclusion, the child will be able to return to school and that the rescue programme will promote in him/her a more positive attitude and a subsequent improvement in behaviour. If not, then PHIG (Primary Heads Inclusion Group) protocols will be used in order to obtain a fresh start for individuals.

### **Referrals:**

If the behaviour of the child continues to cause concern over a period of time and there is little impact from the strategies and approaches used by the school, the school may decide to refer to other agencies for support. These include; Primary Behaviour Support and the Educational Psychology service.

At Nursling CE Primary School, we work closely with these agencies in order to secure the best outcomes for your children. Any referrals are only made with parental agreement and through discussion with you.

### **When dealing with issues, we aim to**

- Avoid confrontation;
- Listen;
- Establish the facts;
- Judge only when certain;
- Target the behaviour, not the child;
- Use punishment sparingly.

### **Specific Guidance for Incidents of Bullying**

At Nursling Church of England Primary School we define bullying as;

Deliberately hurtful behaviour, repeated over a long period of time, where it is difficult for those being bullied to defend themselves. The three types of bullying are:

- Physical e.g. hitting, kicking, theft.
- Verbal e.g. name calling, sexist & racist remarks or disability abuse.
- Indirect e.g. spreading rumours, excluding from social groups.
- Homophobic, transphobic and religious based abuse.

Prejudice-based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

We take this type of behaviour seriously and we actively seek to reduce its recurrence and impact by adhering to the following principals:

- Promote in our children responsibility and a sense of self-worth and respect for others.
- Promote a culture where children are willing to report incidents of bullying.
- Use the curriculum to raise children's awareness of bullying and to provide opportunities to discuss issues related to bullying.
- Work with parents to give clear messages and have a consistent approach towards acceptable and unacceptable behaviour.

In any cases of racial remarks a Racial Incident Form must be completed and returned to the Local Authority.

### **Guidance for dealing with incidents of bullying**

Find out the details and facts of reported incidents and ensure that they are recorded fully, do this by:

- Taking the incident or report seriously - Inform Senior Leadership Team.
- Taking action as quickly as possible.
- Listening to the victim -alone – recording the incident.
- Speaking to the bully –alone- then explaining that this behaviour is unacceptable to pupils and staff.
- Obtaining solutions to the problem, including ideas from all involved in the incident.
- Monitoring the success of the solutions.
- Informing the parents/carers of all actions.
- In some cases it may be necessary to seek advice from specialists in this area via the Local Authority Inclusion Group.

## **Systems which will support our ethos**

### **Preparing to enter the school**

To allow for a controlled and calm entrance, the school gate is opened at 8:30am. Children can be dropped off / arrive at their classroom door between 8:40 – 8:50am.

Children then enter their classrooms calmly and get started straight away with a morning task prepared for by the teacher. This may include; a read and respond exercise, small group intervention work or quiet read. Parents can use the Reading Journals to message the teacher. More urgent messages should go via the school office.

Teachers are not responsible for children until 8:40am unless they have been booked into Breakfast Club or express written permission has been given and a plan agreed with the Senior Leadership Team.

Families, including pupils, are not permitted to play football in the playground before school or use the Castle play equipment. The castle is only to be used when school staff are supervising pupils that attend Nursling CofE Primary School. Parents are advised to read the warning signs for the play equipment and take notice of information sent out in the newsletters.

Pupils are required to dismount from scooters and bikes before entering through the school gates. To prevent an accident from happening, pupils must not ride scooters or bikes in the playground. The only time bikes can be ridden on the playground is when 'Bikeability' is being taught under the supervision of an appropriate adult.

At the end of playtime and at the end of lunch, the children line up and will be expected to walk in a quiet, calm and controlled manner, behind the teacher, back to class. Teaching staff will monitor this.

### **Lunchtime Behaviour**

Lunchtime is managed in two sittings, by lunchtime supervisors. Sandwiches and dinners all eat in the hall.

The Lunchtime supervisors and catering staff reward positive behaviour in the dining hall and play areas. These rewards then feed into the class house point system.

It is expected that there is a mutual respect between lunchtime supervisors and pupils of Nursling Church of England Primary School. Adults and children will talk politely to each other and the supervisors will follow the schools' reward system.

Lunchtime supervisors inform the class teachers of the names of children who misbehave or show a lack of respect. These children are then dealt with as if they have reached step 1.

In cases of continued and repeated poor behaviour choices, consequences will be applied and may include lost free play time and being spoken to by a member of the Senior Team.

### **Guidance on Restrictive Interventions including Use of Reasonable Force.**

#### **Restrictive Interventions**

There will be times when school staff may need to use restrictive interventions, and they know this option may be available to them. All staff will minimise the need to use restrictive interventions by using prevention and de-escalation strategies. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation.

The member of staff should consider the following:

- Is it necessary?
- Is it appropriate?
- Is it proportionate?
- Has the pupil's welfare been considered?

#### **Use of Reasonable Force**

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise.

In reading the following guidance we should never forget that the number of situations which require the use of some physical control or restraint are extremely small.

There are a wide variety of situations in which reasonable force might be appropriate or necessary to support a pupil. These fall into three broad categories:

- where action is necessary in self-defence or because there is an imminent risk of injury;
- where there is a developing risk of injury, or significant damage to property;
- where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations that fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to result in injury;
- a pupil absconds from a class or tries to leave school. (This will be assessed and applied dependent on a pupil's size, age and strength so not to cause injury to members of staff) Staff will never give chase to pupils who choose to leave school site as this can put them more at risk.

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an order to leave the classroom;
- a pupil behaving in a way that is seriously disrupting a lesson.

Before intervening physically an adult should, wherever practicable, tell the pupil who is misbehaving to stop and what will happen if he or she does not. The adult should continue to attempt to communicate with the pupil throughout the incident, and should make it clear that physical contact will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and adults should never give the impression that they have lost their temper, or are acting out of anger or frustration.

Sometimes a teacher should not intervene in a situation without help (unless it is an emergency). In those situations, an adult should remove other pupils who might be at risk, and then summon assistance from a colleague or colleagues.

Physical intervention can take several forms. It might well involve staff:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;

- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back.

Staff will NEVER:

- hold a pupil around the neck, or by the collar, or in any way that might restrict the pupil's ability to breathe;
- slap, punch or kick a pupil;
- twist or force limbs against a joint;
- trip a pupil;
- hold a pupil by the hair or ear, or face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

### **Seclusion**

Seclusion is used to keep a pupil confined to a place away from others and prevented from leaving.

Seclusion is never used as a punishment and only used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

The place in which the pupil is confined will be a safe place and not feel threatening to the pupil. In this instance, the pupil will be supervised at all times. As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

**All incidents of seclusion are to be reported on CPOMS.**

### **Recording Incidents**

It is vital that there is a detailed, contemporaneous, written report of any occasion where force is used. There will be a record kept on CPOMS of all incidents. All incidents of the 'Use of Reasonable Force' will be reported to the Governing Body in the Headteachers report to FGB.

Immediately following any incident, the member of staff concerned should tell the Headteacher, or member of the Senior Team. Incidents must be recorded as soon as practicable after the event and should endeavour to do this no later than the same day. The report should include:

- the name(s) of the pupil(s) involved.
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability.
- Time, date, location and approximate duration of the incident.
- Brief account of the incident including what led up to the incident, identified or potential triggers if known, any preventative de-escalation strategies used and, where relevant, what type of reasonable force was assessed as necessary in that instance.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

It is also essential to inform parents of any incident involving the use of force or restraint involving their child and give them an opportunity to discuss it.

Parents must be informed of the following details:

- Time, date, location and approximate duration of the intervention
- Brief account of why the intervention was assessed as necessary in that instance
- Brief account of what type of force was applied, and the degree of force
- Details of any physical injuries sustained, if applicable.

**Governing Body Approved:** FGB Autumn Term 2024

S&P and FGB Summer Term 2025

S&P and FGB Autumn Term, October 2025.

FGB Autumn Term, October 2026

| <b>Date</b>    | <b>Removed / Changes made</b>                                                                                                                                                                                                                | <b>Added</b>                                       |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| October 2025   | Behaviour Board information removed                                                                                                                                                                                                          | Class Dojo rewards                                 |
| September 2026 | Recording Incidents updated. (P16/17)<br><br>Class Dojo points changed. (P5)<br><br>'Guidance on the use of force to control or restrain pupils' changed to 'Guidance on Restrictive Interventions including Use of Reasonable Force'. (P14) | Restrictive Interventions (P14)<br>Seclusion (P16) |

## Appendix

All staff use CPOMS to record any incidents using the ABCC format. This paper copy is provided in the instance that CPOMS is unavailable.

### ABC (Antecedent, Behaviour, Consequence) Chart Form

Name of child \_\_\_\_\_

Class \_\_\_\_\_

|                                                                                 |  |      |
|---------------------------------------------------------------------------------|--|------|
| <b>Date/Time</b>                                                                |  |      |
| Date and time when behaviour occurred.                                          |  |      |
| <b>Activity</b>                                                                 |  |      |
| What activity was going on when the behaviour occurred.                         |  |      |
| <b>Antecedent</b>                                                               |  |      |
| What happened right before the behaviour that may have triggered the behaviour. |  |      |
| <b>Behaviour</b>                                                                |  |      |
| What the behaviour looked like.                                                 |  |      |
| <b>Consequence</b>                                                              |  |      |
| What happened after the behaviour, or as a result of the behaviour.             |  |      |
| Child Signature                                                                 |  | Date |
| Staff signature                                                                 |  | Date |