



Wooddeaton Manor School Behaviour Management Policy

September 2016

Woodeaton Manor School

Policy: Behaviour Management Policy Safeguarding A

Policy Date: September 2016

Review Date: September 2017

Governor responsible for policy: Matthew Phelps

Woodeaton Manor School **Behaviour Management Policy**

A Positive Way Forward

Woodeaton Manor School's Behaviour Management Policy should be read and adhered to alongside the school's Positive Handling Policy, Touch Policy, Anti Bullying Policy, Safeguarding Policy and Complaints Procedures for both children and adults.

A successful behaviour management programme is helpful for a number of reasons.

- It ensures the safety and well-being of the individual pupil, other pupils, staff and the general public.
- It protects the pupil from self-abuse or injury.
- It diverts a pupil from an inappropriate to an appropriate behaviour.
- It acknowledges a culture which rewards and promotes good behaviour.
- It curbs or diverts obsessive behaviour in order to allow learning to take place.
- It teaches pupils to have self-control, and subsequently to take responsibility and be accountable for their actions.
- It teaches pupils that actions and choices have consequences.
- It allows pupils to develop and demonstrate positive abilities and attitudes.
- It protects the environment.

Woodeaton Manor School Ethos

Woodeaton Manor School aims to provide a safe environment where pupils can develop their full potential and become valuable citizens in the communities in which they live. They will be encouraged to develop self-confidence and respect for themselves and others, with a genuine sense of pride in their achievements, in a setting which actively encourages listening and communication.

We seek to consider the causal factors underlying poor behaviour, and to positively foster emotional health and well-being.

We actively work to build high morale by celebrating and sharing success, and by accessing opportunities for pupils to engage in a very broad spectrum of academic and non-academic activities.

We aim to develop teaching and learning styles to minimise behavioural issues so that pupils make progress. This will be supported by early intervention to resolve problems.

We seek to involve parents and carers in the education of their children, in a culture which promotes success through positive behaviour management applied consistently by all staff members.

This will be managed as a whole school approach, as this is key to its effectiveness.

We believe that pupils who feel safe, valued, cared about and successful, tend to respond in a more positive and appropriate way, and are able to reflect on their choices and behaviours constructively. When pupils are treated consistently, they are able to distinguish between desirable and undesirable behaviour. They also begin to feel safe, and to trust in the dynamic, yet structured environment we provide, enabling them to take risks in their learning. If the ethos of the classroom and the school is positive, there will be an atmosphere of mutual respect and enhancement of self-esteem, pupils will behave in a positive manner, and teaching and learning will lead to achievement.

We also believe that good discipline can be clear and firm, yet supportive.

We aim:

- To create a warm, caring, calm, orderly and stimulating atmosphere of belonging in the school, that positively promotes learning and a sense of community.
- To model and develop positive, respectful relationships with pupils and staff.
- To achieve consistency of attitude and response from staff, which gives a sense of security and safety.
- To promote and encourage the continual development of all staff in the understanding of children with social, emotional and behavioural difficulties, as well as learning difficulties, and to review our practice regularly.
- To promote in all pupils, a sense of self-discipline, self-regulation, self-calming and an ability to take responsibility for their actions.
- To create a climate of mutual respect between all pupils, staff and visitors and a proper concern and respect for the school environment.
- To help pupils change their anti-social behaviour, that causes them so much unhappiness.
- To create an environment that is safe, physically and emotionally, for everyone in the school.
- To develop a partnership with parents/carers which recognises and respects important factors in the home life and experience of the child, and, through dialogue, supports parents to take a proactive and confident role in the management of their children's behaviour and needs.
- To aid restitution, rather than retribution.
- To aid reconciliation rather than revenge.

Behaviour Management

The management of behaviour is an integral part of the curriculum within the school day and throughout the residence. All behaviours are communications, all in response to a feeling, experience or stimulus. Behaviour is also an individual's personal response to their own perception and or interpretation of a situation or event. Everything we do, all our words, actions, postures, planning, organisation, and also what we do not do, contribute to behaviour management. It is therefore crucial that staff consider their own behaviour at all times. We are the positive role models for our pupils. At Woodeaton Manor School we understand that this is where behaviour management begins. We endeavour to create an exciting dynamic learning environment and draw upon a wide range of creative ideas to place social, emotional growth, development and awareness at the centre of all we do. All staff develop ways to support children in becoming increasingly more able to regulate their emotions and manage their feelings safely, thus allowing them to participate fully in the life of the school, residence, their homes, their local and wider communities.

The statements below, we feel are extremely pertinent.

“Any behaviour management policy will only be as effective as the work of the staff who put it into practice.”

As the Elton Report (1989) points out, there are no simple remedies. It is the totality of the responses the child receives and the quality of teaching and environment that will ultimately affect their behaviour for good or ill. So any policy has to be applied with humanity, sensitivity and consistency.

“As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised”.

Haim Ginott

“...many of the problems of control that arise in the classroom are a direct consequence of the way in which the teacher acts (or reacts) toward the children concerned.... So the teacher must examine closely what is really going on in the interaction that is taking place, and by understanding its nature, modify personal responses as necessary.”

Tim Brighthouse

“If you are not modelling what you teach then you are teaching something else” Helen Flanagan.

Promotion of Positive Relationships

Positive relationships with the pupils are at the heart of our behaviour management. It is our view that the deliberate, skilful cultivation by the staff member of positive relationships with the pupils is the cornerstone of all successful behaviour management.

Through our interactions with each other, we model positive and respectful relationships for the children. Language and listening skills are key elements in this. Every opportunity needs to be developed to enable effective communication skills for all pupils, and also for all staff.

When communicating verbally we strive to show an interest in each child by listening to them, hearing them, decoding the language of the child's responses, sharing appropriate personal interests etc. We use a positive tone of voice and facial expression, and give appropriate reactions to their achievements and difficulties.

When communicating non verbally we adopt non-threatening stances, smile, consider physical proximity and positive postures. We use touch proactively, appropriately and positively to reassure and calm, provide guidance and support, which in turn models appropriate touch for the pupil.

We relate to pupils in an empathic and positive way by engaging in activities with the pupil, maintaining a non-punitive stance. We maintain straight dealing with the pupil, building trust, giving opportunity to make reparation and by our reflective approach to difficulties. We constantly reflect on how we respond to individuals on a personal level.

We celebrate all birthdays where appropriate within the cultural context, valuing each pupil's place in the world.

Pupil Support

Staff are trained to provide emotional and behavioural support for pupils, and we ensure high staffing levels allow all pupils to have adequate help to meet their learning and behavioural needs. Additional support provided for pupils is as follows:-

- Opportunities are provided for pupils to express their individual and collective voice, e.g. family groupings at breakfast and lunch, whole school circle and assembly times, 1:1 counselling.
- Regular pastoral meetings identify pupils most at risk, including identification of learning needs, which may be impacting onto behaviour management.

- Encouragement is given for the pupils to be part of the Woodeaton 'family' i.e. a sense of belonging, through family groupings at breakfast and lunch, whole school circle and assembly times.
- There is a collectively understood way, for 'putting things right' - 'The Woodeaton Way'.
- There is an understanding that each day is 'a new start'
- There is a uniform which all pupils are encouraged to wear.
- Dietary provision encourages healthy eating, including breakfast club, mid-morning snack e.g. fresh fruit and water.
- The pupil day is structured in a way that reduces the opportunity for behavioural incidents and fosters positive adult/student relationships.
- Specific programmes of LFL and Citizenship support the development of life skills.
- Opportunities are provided for pupils to make a choice of activity, in order to provide respite from anxiety, and eliminate a constant threat to their self-esteem.
- There are programmes of targeted support on specific elements of social, emotional and behavioural skills e.g. SEAL.
- There is staff trained in restorative approaches (Transforming Conflict).
- There are carefully targeted individual management plans.
- There are carefully considered risk assessments for each student.
- There are carefully considered Positive Handling Plans (PHP) for each pupil.
- There is regular contact with parents and carers as an early intervention strategy.
- There is involvement of specialist advice / support where appropriate.
- There is use of school grounds/farm/allotments for therapeutic purposes.
- There is use of art and music for therapeutic purposes.

Parent and Carer Support

The school endeavours to make good relationships with parents and carers, and sees them as essential partners in the task of education and managing behaviour, and attempts to positively involve them in all aspects of their child's learning and behaviour. The form tutor plays a key role in developing and supporting these positive links and enabling relationships. When a new pupil joins the school, a pre-placement meeting provides the opportunity to collate important information and to create a holistic profile of the pupil and their family context. This aids and supports staff in their understanding of the pupil, and in meeting the needs of the child and their family. The school recognises the key role of parents and carers and that they may need help and support in the management of the pupil at home. Strategies used effectively at home and at school will be shared so that the pupil experiences a consistent approach and, where appropriate, external agencies will be involved in this

support. IEP and behaviour targets are also discussed and evaluated with the parents/ carers.

Woodeaton Rules and Code of Conduct

We have a set of rules and a Code of Conduct agreed by pupils, staff, governors and parents/carers. They are on display in each classroom. The pupils are regularly reminded of these. As well as school rules, teachers may draw up a contract with the class that harmonises with the school rules. Discussing them with other members of staff helps to avoid inconsistencies. We recognise that our pupils constantly test boundaries in their desire to feel safe. Holding to rules and routines is our way to maintain them and provide security and consistency for our pupils

Standards of Behaviour/ Rules

All members of the school community are expected to:

- Move calmly and safely around the school premises or when participating in off-site visits
- Behave calmly on the school minibus
- Use polite and pleasant language to each other
- Refrain from being physically or verbally aggressive to any other member of the school community.
- Refrain from behaviour which appears to be bullying
- Refrain from behaviour which appears to be racist
- Respect the fabric of the building and the equipment in it
- Refrain from bringing to school any implements which could be used as a weapon
- Refrain from bringing to school personal possessions which are not relevant to education, including cigarettes and matches
- Refrain from eating sweets and gum in school
- Refrain from inappropriate sexual behaviour

Code of Conduct

- We will show respect for others regardless of their age, abilities, gender, race or religion – in practice this means not swearing, fighting, shouting, intimidating, bullying others
- We will show respect for the property of others – in practice this means that you should not steal, damage or destroy the property of others
- We will show respect for the environment – in practice this means that we will not damage the building, the grounds, our books, furniture or vehicles.
- We will show respect for the learning of others and their right to work in a calm, safe environment – in practice this means we will not stop or prevent the teaching and learning from happening by our behaviour or attitude.

Teaching and Learning

We strive to create the stimulating environment and the conditions that facilitate every aspect of learning. Routines also give a sense of security and consistency and are crucial to the establishment of effective teaching and learning.

We aim to establish and maintain routines in the classroom and to train the pupils to observe these routines. This helps to maintain boundaries and support the development of good habits, which will be transferable and support the pupils as they move to other environments and situations.

We promote positive and appropriate responses, and so prevent many difficulties from occurring by good practice. We also recognise that well planned, structured learning experiences, offering sufficient challenge are crucial elements of good practice. There needs to be appropriate support for the pupil, and whenever possible, activities should be contextualised to their individual interests.

Prevention of inappropriate behaviour

We choose preventative strategies to diffuse and de-escalate potential incidents. The structure and routine of our school day supports this. We try to minimise the occurrences of challenging behaviour by:

- Establishing positive relationships with pupils.
- Creating a positive supportive climate in the classroom.
- Being in the class as the pupils arrive.
- Providing a constant adult presence, never leaving the pupils unsupervised.
- Having well planned, meaningful lessons differentiated to meet the needs of the pupils
- Making connections with previous learning.
- Ensuring equipment or materials needed are available and in working order.
- Having well-established routines for behaviour.
- Teaching the pupils strategies to deal with anger and frustration.
- Using social problem solving skills, circle time and mediation.
- Using appropriate humour and relationships to ensure all pupils feel a sense of belonging in their class groups and to their school community.
- Providing opportunities for pupils to make a choice of activity, in order to provide respite from anxiety and eliminate a constant threat to their self-esteem.
- We also maintain the importance of confronting anti-social, aggressive behaviours that disrupt both the individuals learning and that of their peers. This supports pupils to find more effective ways of problem solving.

Dealing with behaviours that challenge

The routines we establish, and the school rules and code of conduct, guide all the activities in school. Pupils are frequently reminded of these. We are familiar with the 'Stages of a Crisis' as recorded in the Team Teach Handbook pages 30 -32 and we also use preventative strategies outlined in the section on prevention.

We try to be as positive as possible and show empathy with the pupil eg "You did very well this morning. I know it's difficult, but I also know that you can start to make this problem smaller", etc. Positive feedback is given frequently. We remind pupils in difficulties, of times when they coped well, or of good things they have achieved. An alternative is to focus on those who are 'getting it right' and praise them, which often has a positive effect on the pupil who is 'getting it wrong'. We also try to catch the pupils doing the right thing and to celebrate this.

We consciously model strategies for dealing thoughtfully with difficulties and are alert to 'good thinking' by pupils and compliment it explicitly e.g. "I like the

way you worked that out. It shows that you really thought about it". We also try to remember to concentrate on the primary issue and avoid arguments.

As a staff group, we make risk assessments on each pupil and review them twice a year. We plan behaviour strategies for individual pupils within our evening staff meetings and with parents and carers.

We think of the long term good of the child, and recognise that sometimes it may be necessary to ignore or take no action in order to promote long-term development.

Sanctions or consequences are only involved when other strategies have failed, and we give adequate notice that their behaviour will lead to a sanction or consequence, rather than threatening them. Instead we will choose to divert a pupil when he/she is provoking others, or causing a negative feeling in the classroom, to prevent a possible incident eg asking them to take a message to another member of staff.

Occasionally we have to employ reactive strategies, as when actively calming down a volatile situation, or making safe a potentially dangerous one. Whilst making these decisions, we will be making an on-going risk assessment of the behaviour and the situation to consider how best to pre-empt a potential incident and minimise risk. We realise that it is always necessary to revisit these incidents and to respond to them in line with this policy as soon as possible after the incident has been diffused.

There are a range of strategies we use in dealing with behaviours that challenge.

- We treat children with respect even when they are exhibiting behaviours that challenge.
- We ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach. However, this is always followed up at a more appropriate time.
- We avoid talking above background noise
- We focus on those who are behaving and working well and praise and encourage them.
- We use eye contact, facial gesture and or signals to express approval and disapproval initially.
- We have a quiet word with the pupil who is exhibiting behaviours that challenge, telling them that the behaviour is not acceptable and should stop.
- We describe the effects of the behaviour not the behaviour itself ("when you are making a noise or messing about, the others can't hear or learn").
- We use the Team Teach help script in full or in part, if appropriate to support a child in crisis.
- If necessary, we send for help in good time.

- We are prepared to find the best adult, and best conditions to resolve the issue, and prepared to change adults where necessary in order to support both the child and adults.
- We allow pupils time to make amends or take time to follow up an instruction.
- We follow up inappropriate behaviour with a pupil on their own, where possible.
- We discuss problems and difficulties privately as far as possible.
- We follow the guidelines if restrictive intervention is needed, and only after use of de-escalation techniques.
- We accept that sometimes it is appropriate to show controlled anger. We can thus model appropriate anger to the pupils. We do so in a controlled way and avoid blaming. We give an “I” message e.g. *“I feel very angry that you have spoken so unkindly to Jimmy”*.
- We only raise our voices in exceptional circumstances and always in a controlled manner.
- We give opportunities for reparation and restitution when all those involved are ready, and without increasing delays.
- We model reconciliation and support these processes as appropriate.

Rewards

Our pupils especially need to feel that their work or their positive responses to staff and peers are noticed and valued. This helps to motivate them and to raise their self-esteem, and to make acceptable behaviour more likely to be repeated. Often increments in improvement seem small to outsiders but more often than not are really valued by pupils. The appropriate recognition and reward of these are extremely important to our practice. We make every effort to make the external recognition correspond to an internal sense of achievement in the child.

We have established a system of rewards for all kinds of achievement and positive behaviour. While we recognise the importance and efficacy of rewards, we do not want the pupils to become overly dependent on them. We try to move them from extrinsic motivation to intrinsic motivation. We set specific, individualised targets for each pupil. These are outlined on their individual IEPs.

Strategies which reward a positive attitude on the part of the student include the following:

- Verbal genuine praise (personal and public)
- Positive comments on work, verbal and written
- Sharing of successes with other adults and pupils
- Bananas awarded at the end of the week*.
- Gold reward system *
- Certificates
- Stickers
- Peer recognition
- Letters and phone calls to parents and carers
- Individually agreed strategies, as part of individual management plan.
- Annual awards at public ceremony
- 'Caught Being Good' raffle tickets.

*See appendix

Sanctions and Consequences

Our system of rewards is balanced by sanctions and consequences that are accepted as fair and reasonable for the whole community and which are consistently and sensitively put into practice. Some are a by-product of our everyday monitoring system, but most are used after other strategies have been tried and found to be ineffective. We make every effort to ensure that the imposition of sanctions and consequences is done in a manner that is uncontaminated by our own feelings of hurt and inadequacy, or by negative feelings towards the child. We also avoid shaming the child, and focus solely on behaviour.

These include

- Changing the position of the pupil in the classroom.
- A change of room with the support of a TA.
- Time out of the classroom – this may sometimes be necessary to safeguard the learning of others, but we use it sparingly, recognising that it is more effective when it is for short periods.
- Taking part in a restorative programme in order to resolve conflict (Transforming Conflict). Working through a problem verbally supports pupils in finding resolutions to their problem. A member of staff supports this. Pupils are also given the chance to make reparation e.g. cleaning marks off walls. This can sometimes mean apologising verbally or in written form, or spending time with the victim of their insults or aggression.
- Completion of work as homework, or instead of ‘choices’. We do, however, recognise that our pupils often need to play and have time when they choose their own activity, and we ensure that they also have the opportunity to do this.
- Behaviour points are recorded for every lesson and data is sent to parents three times a year.
- Incident sheets are completed as part of the “Pink System” and data is sent to parents, three times a year.
- There is weekly contact with parents or carers. Discussion with the parent/carer can result in agreements about sanctions and be developed as part of an individual behaviour plan.
- Loss of privileges e.g. chosen activities, free time, particular responsibilities, or in some circumstances exclusion from an outing etc.
- Internal exclusions of up to one full week can be given. If a pupil persistently refuses to observe the rules, the parent or carer will be contacted and reminded that further refusal could lead to a possible exclusion.
- Physical restraint – (see separate Positive Handling Policy). This may be required when a student behaves in such a manner that the safety of the student, other students or adults is at risk. It is only used as a last resort when other strategies have not proved to be effective. Restraint will only be carried out by members of staff trained in Team Teach methods, with the minimum of contact and all incidents of restraint will be recorded and witnessed.
- The police may be involved in extreme cases of violence
- Parents/carers and pupil may be invited to meet the headteacher to discuss continued poor behaviour and to plan a route forward.
- Exclusion for a fixed period. We use this extremely rarely (once in the last three years). We anticipate difficulties where possible and liaise closely with parents/carers to seek the best outcome for their child.
- Permanent exclusion. We seek to avoid this even when it is clear that we cannot meet the child’s needs and he/she has become a danger to him/herself and to others in the school. Instead we consult to arrange transfer to a more appropriate setting.

Management of Serious Disruptive Behaviour and Aggression

We use many strategies and options to manage these situations. The selection of specific management techniques depends in part on the personality and character of the individual staff member and his/her relationship with the pupil. No strategy or set of strategies guarantees success. However, the following principles inform and govern our management decisions.

- We remain **objective and calm** in both speech and actions. We recognise that firmness does not require shouting or threats.
- We constantly strive to improve our understanding of the pupils and their behaviour. We know they are often externalising inner conflicts. They demand the control that they can no longer provide for themselves. We aim to pre-empt physical intervention i.e. restrictive intervention, by ensuring the creation of an emotionally containing environment.
- We attempt to see through the behaviour presented by the child to the possible meaning or message being expressed. So we ask ourselves what the behaviour means, to help us think and respond appropriately.
- We listen pro-actively and respond quietly to the pupil. We do not overwhelm the child with loud and insistent directives.
- We avoid looking for an immediate solution, unless the situation is dangerous when we adopt a reactive strategy. If appropriate we tell the pupil that we will deal with the issues later and we re-direct them back to work. While making this decision we will be making an ongoing dynamic risk assessment of the behaviour and the situation and considering how best to pre-empt the escalation of an incident and minimise risk.
- At all times, on responding to behaviour, we aim to analyse, not personalise. This way we stay flexible for as long as possible and avoid escalating the confrontation. We use help scripts for colleagues and clear communication to support each other in this.
- We try to maintain positive attitudes that are constructive. We remind the child of previous good behaviour or similar situations that they dealt with well, progress they have made and how they made it.
- We always remind the pupil of options and consequences. We do not issue directives or threats that are unachievable.
- We are very aware that often the natural biological response to acts of violence is to get angry at the aggressor. However, we recognise that it is not the rational or most effective response. We school ourselves to resist the biological response.

- We use a range of diversionary strategies. The more unusual are likely to be the most effective. Humour is a powerful tool when used sensitively, to pre-empt a crisis.
- Involving other people in a non-threatening way can divert the confrontation and reduce the aggression and is a strategy we often use.
- It is sometimes necessary to remove the child from the situation. We try to do this in a neutral way, that is uncontaminated by negative or hostile feelings. Our message is 'we care about you enough to not let you be out of control or hurt anybody.'
- We always promote physical safety and do everything possible to prevent physical injury to everyone.

Positive Handling

See Woodeaton Manor School Positive Handling Policy, Safeguarding Policy, Touch Policy

Roles and responsibilities

Governors have responsibility for the ratification and upholding of the school's behaviour policy, for investigation of pupil behaviour resulting in fixed term or permanent exclusion and for providing an appeal procedure for parents and carers.

Staff all have equal responsibility for maintaining behavioural standards anywhere on the school site or when pupils are off-site on school business. Staff must ensure they are familiar with the rewards and sanctions policies, individual management plan strategies and particular issues relating to individuals pupils. All staff should display good models of behaviour and ensure that issues regarding behaviour are communicated accurately to parents and carers.

Pupils have responsibility to be aware of what is acceptable behaviour and the benefits and sanctions of their choices. They are expected to make use of the adults available and the support strategies in place for them to minimise behavioural issues. Pupils are expected to value the standards of the school, while behaving in a safe and reasonable manner, respecting the rewards and sanctions in place.

Parents/ Carers have a responsibility to maintain contact with the school and to inform them of any issues of concern regarding the well being of their child.

Staff Training

All staff, including domestic staff, may be involved in managing behavioural issues and will be provided with training and support to ensure that they are confident in doing so. This will be provided by staff members, including our educational psychologist, and by use of external training provision (Team Teach and Transforming Conflict).

All staff are encouraged to help, support and advise each other. A daily staff meeting at the end of the school day is a vital part of Woodeaton life. Here the behaviour of individuals or groups, and possible strategies can be openly discussed, and arrangements made for their implementation. It is also a forum where staff can air any concern, pass on learned information about a child and share successful practice.

When external agencies are contacted this will be with the knowledge of the form tutor, the headteacher and, when the pupil is residential, the head of care. Green telephone conversation forms are used to pass on information given via the telephone.

Child protection issues are reported to the designated member of staff ie Linda Norman.

Provision is in place to induct new members of staff into the behaviour management policy and procedure during their first week of employment.

Governor with specific responsibility for this policy is Mathew Phelps.

Adopted by the Governing body in September 2016.

Signed.....
Chair of Governors

Signed.....
Headteacher

APPENDIX

Points System

Pupils have the opportunity to earn 15 points during each single lesson. Five points are rewarded for each of the following: being on time and staying in class, for the amount of time spent learning and completing work, and for good behaviour. Also on the points score sheet it is recorded whether a pupil is in uniform. This is in operation from Friday morning until the following Thursday afternoon. The points are recorded and totalled by the class teaching assistant, giving a total out of 150 each day for every pupil. These totals are then placed in rank order.

The top scorers are announced in our 'Choices Assembly' at Friday break time and publically praised. The choices for the afternoon are then read out eg football, a riverside walk, cooking, strawberry picking, art, golf. etc. Some pupils may choose to catch up on school work.

Banana Assembly

On a Friday afternoon we have a final Banana Assembly. Pupils and staff give a banana to someone they believe deserves it. They say why this is and then move to hand them the banana and shake hands. Everyone else claps the person. Parents understand that if their child returns with a banana, they have done well at school and are encouraged to reward them as well. Staff feel good too!

Golds

A Gold slip is given in recognition of positive behaviour, good work, improvement, effort etc. It can be awarded by any adult in the school. These are then returned to the form tutor and stored. They are also recorded for parent's information.

Pink System

This is a set of incident sheets rated from level 1 (minor) to level 4 (major). There is also a 4R form to be used whenever a student is physically restrained (see examples). A form is completed as soon as possible after the incident has occurred and is given to the form tutor as soon as possible to enable a swift follow up e.g. notification of parents. The form is then handed to L Norman for recording and storage. A pupil's data can indicate trends or improvements etc. in individual or class groups behaviour and enables changes to be made to affect this. 4R forms are also logged in a bound numbered book.