



**Asfordby
Captain's Close**

Primary School

Behaviour Policy



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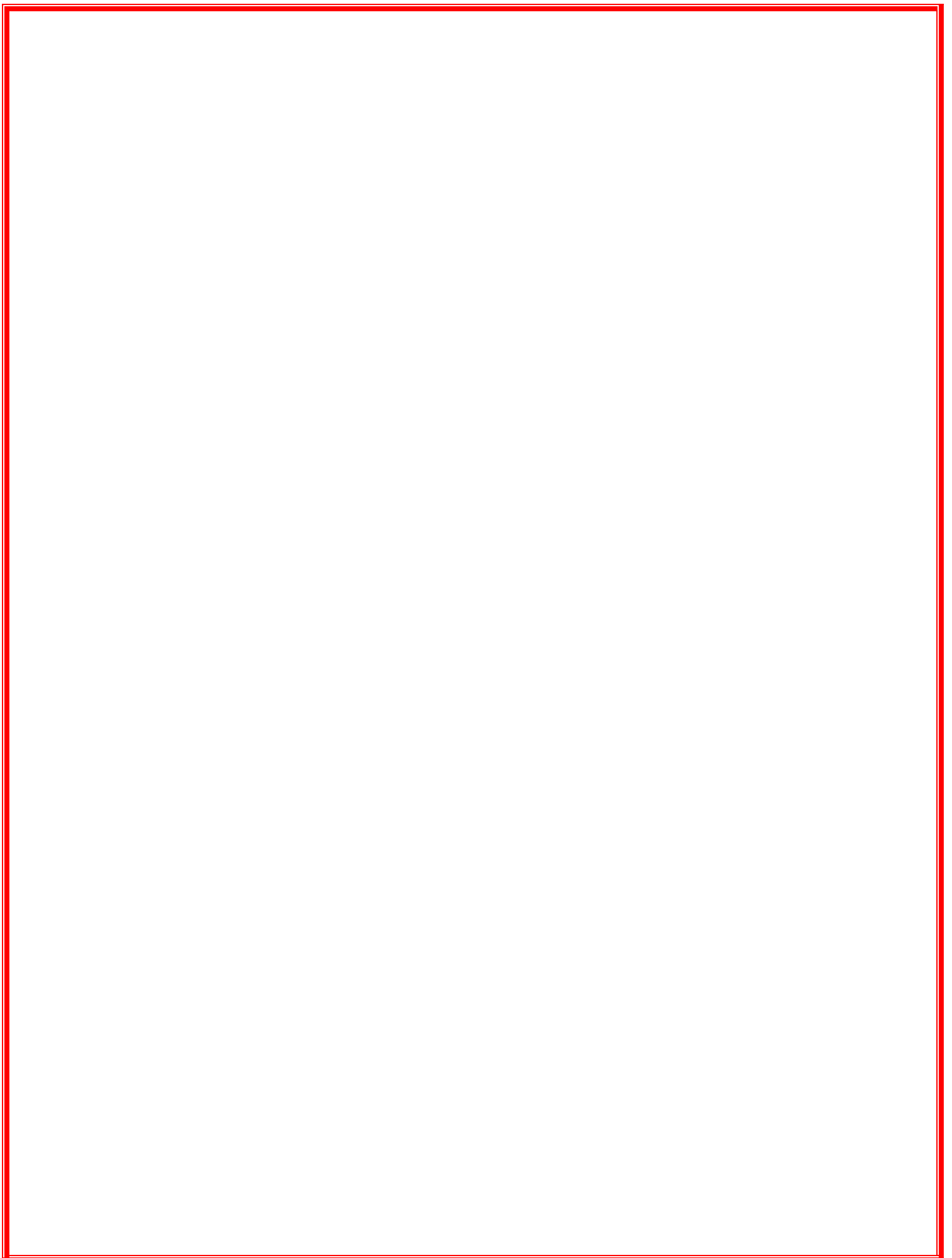
Version	Version Date	Author	Summary of Changes
V0.1	8.1.19	Megan Williams	Policy draft created
V0.2	12.3.19	Helen Stockill	Policy formatted for Education Standards Committee approval
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Equality statement

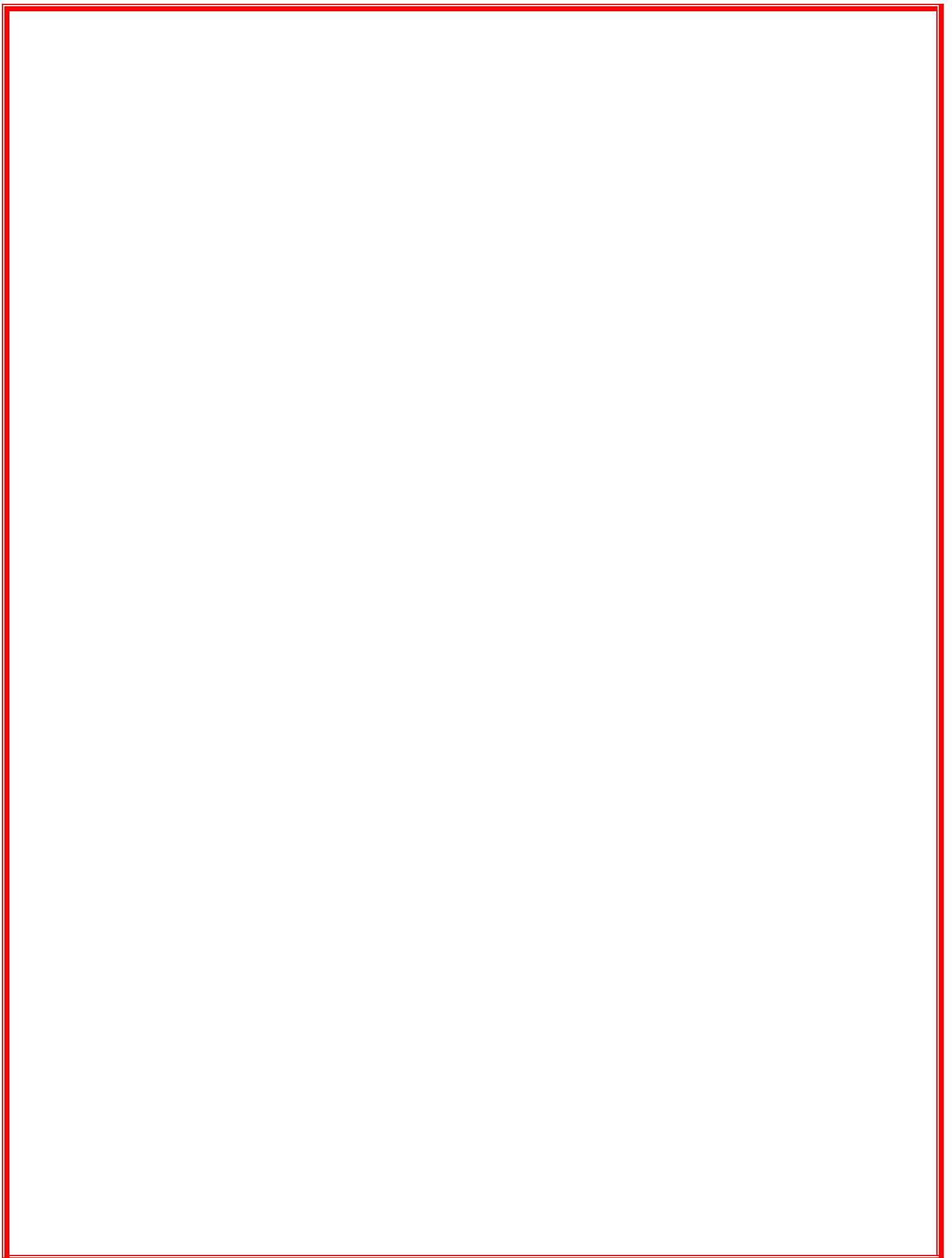
We as a school consider our equality duties under the Equality act 2010. The general duties are to:

- Eliminate discrimination,
- Advance equality of opportunity
- Foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.



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1. Introduction

At Asfordby Captain's Close we want every pupil to reach their full potential. We want them to grow socially, personally and academically and we want them to become responsible, caring and successful members of society. This behavior policy enables children to do that as well as enabling teachers to teach in an orderly and disruptive free environment.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibilities. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way and in encouraging positive behaviour in and around school.

2. Linked policies

This policy should be read in conjunction with the following policies:

- Anti-bullying Policy
- E-safety Policy
- Online Safety Policy
- Safety Intervention Policy
- Exclusions Policy
- Relationship & Sex Education Policy
- Child Protection & Safeguarding Policy

3. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupil
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

4. Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)

- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

5. Purpose

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management implementing a “behaviour curriculum” which clearly sets out what positive behaviour should look like. This will allow the pupils at Captains Close to enjoy a calm, caring, safe environment which will support every child both emotionally and educationally to give them the best possible chance of success

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf).

Our Relationship and Behaviour policy is not primarily concerned with rule enforcement, but is a tool used to promote positive relationships with peers and adults.

With the common purpose of helping everyone to learn in a nurturing, empathetic and respectful environment. Consistency, and clear, calm adult behaviour underpins this. Pupils will be rewarded for behaviours for learning and for following the school values. They will also be rewarded for following the school rules.

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our policy sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book ‘When the adults change, everything changes’ and we link this work alongside supporting children’s strategies to self-regulate using ‘Zones of regulation’ and research gathered from [Improving Behaviour in Schools | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a calm and caring ethos:** To support children effectively we consider each individual's needs, showing that we care enough to be firm and/or compassionate and remain calm and focussed when supporting positive behaviour changes.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.

- **Implementing a positive approach:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour we will endeavour to use positive approaches that take account of individual's needs.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention

Definitions

Low level misbehaviours will require reminders and redirection and is defined as:

- Not following the CCPS rules – Be Safe, Be respectful, Be ready
- Not respecting people or property
- Not taking responsibility for their actions
- Not being resilient in their learning and effort

Moderate Level Misbehaviour is defined as:

- Constantly shouting out
- Poor effort
- Distracting others
- Continuously unprepared for work
- Stealing
- Fighting
- Threatening/aggressive behaviour
- Refusal to co-operate
- Telling lies (persistent)

Serious misbehaviour will lead to a sanction and be documented.

This is defined as:

- Repeated breaches of the CCPS rules
- Any form of bullying including online (See anti-bullying policy)
- Child on child abuse (see Child on child abuse policy)
- Vandalism

- Persistent theft
- Fighting and aggression
- Persistent swearing
- Racist, sexist, homophobic or discriminatory behaviour
- Vandalism e.g. damage to school property/graffiti
- Fighting/serious assault/violent verbal or physical outbursts
- Physical/verbal threats made to staff

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Use and/or Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, vape
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We do not tolerate bullying

- Bullying will never be ignored
- All instances of bullying will be recorded

Every instance of bullying will be addressed, in line with this policy, with each child or young person involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern. We work closely with the local authority and ensure children have access to workshops through the ‘Speak out stay safe NSPCC’. Our PSHE curriculum supports children to understand and develop healthy, strong relationships with their peers. As a school, we participate in significant events through the year such as anti-bullying week, world mental health day, hello yellow day to help staff to support all children to develop positive relationships and wellbeing which enable them to reach their full potential in their learning and social development. Details of the approach to preventing and addressing bullying are set out in the schools anti-bullying strategy.

6. School rules

At Captain's Close the behaviour rule has been developed in collaboration with staff and pupils and is the foundation of a positive and consistent approach to behaviour management. At Captain's Close we aim to create an environment that is **safe**, where everyone feels **respected** and where pupils come into each lesson **ready** to engage in learning.



This behaviour expectation applies in all places in school, drop off and pick up point, off site during and after school:

- With teachers, pupils, support staff and midday staff and visitors
- In lessons, at playtime and at drop off and picking up times
- School Trips
- Sport Events
- After School Clubs
- WAC (Wrap Around Care)

We believe that self - regulation and respect are at the heart of good behaviour. We foster and expect good behaviour from all children.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.' Paul Dix

7. Roles and responsibilities

The Advisory Board

The Advisory Board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Advisory Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour

- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and colleagues

Colleagues are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following incidents of concern (for example: attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

8 Behaviour curriculum and culture

Our Culture Positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.' Paul Dix

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet the classroom door/gate. This may be a simple ' Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child.

All adults will be looking out for children who show Captains Close Values and go **over and above**.

In addition, we wish to give recognition to pupils who go 'over and above.' 'Over and above' behaviours include exceeding our school values, impacting the wider Captains Close community and showing kindness to others.

Ways that children will be recognised for doing so:

- **Daily class dojo** for positive praise

- **Milkshake Monday** – Children consistently going ‘over and above’ will be invited to have a Milkshake with one of the Senior Leadership team on Monday afternoon and presented with the role model of the week star in celebration assembly.

- **Special postcards** may also be sent home from the Head Teacher or staff member to recognize above and beyond behaviours or learning. *‘The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.’* Paul Dix

- **Golden book** – Outstanding work, behaviour and attitudes may be recognized in the Golden book and celebrated in assembly.

- **Appreciation certificate** – One child is voted from the class for recognizing and appreciating their ‘over and above’ behaviour/learning across a week. The children write messages on the back of the certificate to identify why they appreciate the child and what they are proud of.

- **Appreciation display** – Children and staff can write an appreciation star and share this during ‘Crews’ which is displayed in the hall or staff room. Staff and children will also be nominated for ‘I heard a whisper..’ 3 staff and 3 children will be awarded a wispa each week

- **Kindness bag** – Nominated by a child each week they give a bag with notes/small gift in recognition for a child in their class who demonstrates great kindness. There is also a kindness mug for staff with the same message.

Our Curriculum

At Captains Close Primary School, we believe in providing a safe, welcoming, happy, calm and purposeful school environment, in which children can learn effectively and reach the highest standards of which they are capable.

The purpose of this policy is to ensure a consistency of approach within our school community, one which also understands that we are all individuals.

We believe that the partnership between home and school plays a vital role, and that all members of the school community should be valued and supported equally.

We believe that a whole school community approach is the means to achieving the positive behaviour that allows us all to learn and grow as people.

We encourage children to absorb these values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be stable, educated, respected and respectful adults. We expect no child to ever feel unsafe, unhappy and like an outsider.

At the Captains Close, we support positive behaviour and a positive environment through;

- Offering a broad and balanced curriculum
- Communicating realistic but positive expectations
- Treating pupils as individuals
- Promoting positive self-esteem through a range of strategies to ensure that everyone has opportunities to succeed
- Ensuring pupils know they are valued by taking a personal interest in them

- Teaching cooperation through group work
- Providing clear and positive learning experiences fairly and consistently
- Creating a stimulating classroom environment, including self regulation spaces in all classes and links to zones of regulation visible.
- Developing the voice of the child, through for example, School Council and Crews
- Appreciating and following the agreed school rules
- Developing the skills of co-operation and discussion
- Encouraging everyone to take pride in the school environment
- Monitoring pupil attendance and taking swift action where necessary Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure pupils can meet behavioural expectations in the curriculum, further support may be offered such as ELSA, lego therapy, external counselling to cater for individual needs.

Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. All adults within the school have responsibilities to:

- Be a good role model and provide a caring and effective learning environment
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Raise children's self-esteem and develop their full potential
- Create a safe and positive physical and emotional learning environment with high expectations;
- Emphasise the importance of being valued as an individual within the group;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Show appreciation of the efforts and contributions of all.
- Use rules, rewards and sanctions clearly and consistently
- Form good relationships with parents so that all children can see that the key adults in their lives share a common aim

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Mobile phones

Children do not need a mobile phone during the school day and so we ask that they are not brought into school. If your child needs a phone in order to communicate with you at the end of the school day (e.g.

they are walking home, or attending a friend's house), the phone must be switched off on arrival at school and taken to the school office. It will be stored securely during the day and pupils can collect phones at the end of the school day

9. Our Expectations

In addition to our rules we would like to make it very clear that at Captain's Close we will not tolerate:

- Bullying, whether verbal, physical or emotional
- Racism, whether by word, action or attitude
- Fighting or deliberately hurting others
- Swearing or bad language
- Refusal to co-operate
- Damage to school property, it is the parents/carers responsibility to pay for damage to school property

These behaviours will usually be recorded as a serious incident and will be dealt with by senior staff.

10. Visual system - Behaviour Blueprint

In order for our children to know regulate their behaviour, a Behaviour blueprint is in place in all classrooms and all working areas of the school (hall, playground, intervention rooms) to support adults and children.

11. Sanctions-

Sanctions may be imposed on the children by teachers and Senior Management Team – this may include loss of privileges or lunch/break time, depending on the severity and reasons for the sanctions. In some cases letters may be sent home asking parents/carers to come to school for a meeting with the Head Teacher/teacher to discuss possible options. This may include:

- Use of a daily Behaviour Sheet
- Behaviour Plan
- Reduced Timetable- LEA needs to be informed
- Asking for parental support at home and/or school
- The time that the pupil spends at school through a fixed term exclusion (e.g. morning or afternoon sessions only), linked to the procedures in the exclusion policy
- Daily contact (in person or by telephone) with home
- Lunchtime restrictions (restricted movement on playground or field)
- Exclusion – (in extreme circumstances), linked to the procedures in the exclusion policy

We may use an internal seclusion in response to serious or persistent breaches of this policy, following the exclusion policy and through discussions with the pupils parents/carers. Pupils may be sent to the Headteacher's office or SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be

excluded from off site visits on health and safety grounds which must be discussed with the Headteacher and parents/carers so that all other possible avenues are explored first, and exclusion from the trip the last resort.

12. Playtime and Lunchtime behaviours

Playtimes and lunchtimes are a social occasion, however, some pupils find having unstructured periods of time, such as lunchtime, extremely challenging. In consultation with the SENDCo and school leaders, support structures that meets the needs of these pupils may be identified and implemented, linked to individual behaviour plans.

Lunchtime staff will reward children with a dojo point at lunchtime for positive behaviour. If negative behaviours are displayed at lunchtime, lunchtime staff use this system:

Verbal Warning - if pupils display negative behaviours and/or attitudes they will receive a verbal warning and are reminded of the school rules and expectations.
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Stop and think - If negative behaviours and/or attitudes continue the pupil will be asked to walk with the adult to think about their behaviour. The pupil needs to share what they need to do to rectify the incident

Referral to Headteacher, Assistant Headteacher, SENDCo - if a pupil is fighting with others, absconding, bullying or using verbal abuse (including sexism and racial language) a member of the senior leadership team will be called.

<i>*This is not a complete list and there may be other incidents that are not covered here. However, we ensure that we are consistent in our approaches at all times.</i>

13. Online Behaviours

The education of pupils in online safety/digital literacy is an essential part of the school's online safety provision. Therefore, the school will help and support pupils to recognise and avoid online safety risks and build their resilience.

All pupils are expected to follow the schools acceptable use of the school's ICT systems and the internet. This acceptable use agreement states how we expect pupils to behave online and can be found in the school's online safety policy.

The school will deal with online safety incidents within this policy and the associated online safety and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

14. Rewards

All staff should take time to recognise positive behaviours and reward success through making proactive use of:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ School leaders will visit pupils in class for recognition and praise
- ✓ Certificates
- ✓ Class Dojo points
- ✓ Postcards home
- ✓ Special responsibilities given
- ✓ Golden Book
- ✓ Top Table Award- Lunchtime Behaviour Award
- ✓ Dojo's half term award

15. Consequences

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences are in place when unacceptable behaviour is displayed. The school may use one or more of the following consequences in response to unacceptable behaviour:

- × A verbal reprimand
- × Sending the pupil to another class
- × Expecting work to be completed at home, or at break or lunchtime
- × Missing some of their social time to reflect
- × Referring a pupil to a senior member of staff
- × Letters or phone calls home to parents
- × Agreeing a behaviour plan (examples of these can be found in the Appendices, SENDCo, develop this as a school. Weekly timetable first)

When a behavioural incident occurs we seek that children take responsibility for their actions in a safe way, therefore pupils will be given time and space to resolve the situation. Staff will take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward.

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the SLT office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. After these incidences, a restorative conversation will take place between the pupil and the teacher.

We understand that poor behaviour management can adversely affect mental health, therefore, consequences will be applied in a way that maintains self-respect and as soon as possible after the inappropriate behaviour has occurred

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

16. Suspension/Exclusion

On rare occasions there may be a need to directly suspend a pupil. This means that the staged behaviour systems would have bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in an exclusion, following the Trusts Exclusion Policy. Only the headteacher can suspend or permanently exclude a child from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort, following the Trusts Exclusion Policy and procedures.

There are three types of exclusions used:

Lunchtime suspension/Internal suspension– If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime or in class a lunchtime internal exclusion will be considered. The pupil is excluded from the school premises for one or more lunchtimes. The pupil will be suspended in school away from their peers. If the behaviour persists at lunchtime, the pupil will then be suspended from the school premises during lunchtimes, for a set period of time agreed with the parents/carers. Parents/carers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.

Fixed term suspension – This is a temporary suspension, in line with the Trusts Exclusion Policy, which can be between 0.5 and 5 school days. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience. This is reported to Leicestershire County Council Inclusion Team and documented on the pupils attendance.

Permanent exclusion—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in suspensions over time could result in a permanent exclusion. This decision would not be taken lightly and would not be taken lightly and would ultimately be sanctioned by the

headteacher after discussion with the Deputy CEO of the Trust and following the Trusts Exclusion Policy . Further information regarding exclusions is stated in the Trusts Exclusion Policy.

17.Off-site behaviour

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- Or, misbehaviour at any time, whether or not the above conditions apply, that:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- In any of the above circumstances the Headteacher, will consider if the behaviour is criminal or poses a threat to a member of the public, in which case the police will be informed.

18.Malicious allegations against school

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always BE informed of their child's behaviour and sanctions applied.

The Headteacher will consider whether any disciplinary action is appropriate against the pupil the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

19.Physical interventions

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others

- Damaging property
- Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Using reasonable force will be carried out in-line with our [Physical Interventions Policy](#).

A number of staff members have Safety Intervention Training. This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. Safety Intervention also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

20. Confiscation

Confiscation, searches, screening Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Searching, screening and confiscation at school - GOV.UK (www.gov.uk) Confiscation

Any prohibited items (listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if;

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person
- if the search is not carried out as a matter of urgency; and In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this

to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will

seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The

search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Headteacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt) hats, scarves, gloves, shoes, boots
- Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers

- **Bags**

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL) The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
 - What was found, if anything
 - What has been confiscated, if anything
 - What action the school has taken, including any sanctions that have been applied to their child
- Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees. If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL).

The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate. Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Off-site misbehaviour Sanctions

may be applied where a pupil has misbehaved off-site when representing the school.

This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
 - It could have repercussions for the orderly running of the school 19 Relationship and behaviour Policy September 2023
 - It adversely affects the reputation of the school
 - The pupil is identifiable as a member of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. Suspected criminal behaviour If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report. The school will not interfere with any police action taken.

However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - o Manage the incident internally
 - o Refer to early help
 - o Refer to children's social care
 - o Report to the police

Please refer to our [child protection and safeguarding policy](#) for more information

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our [child protection and safeguarding policy](#) for more information on responding to allegations of abuse against staff or other pupils.

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by an adult either a Learning support assistant or a member of the Senior Leadership Team.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- › Meetings with learning coaches
- › Use of teaching assistants
- › Short term behaviour report cards
- › Long term behaviour plans
- › Pastoral support
- › Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log on CPOMS.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our [exclusions policy](#) for more information.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include but are not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding learning needs for pupils in our care, e.g. such as autism
- Use of separate spaces (safe spaces) where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This may include, but is not limited to:

- Reintegration meetings
- Daily contact with a named adult
- A report card with personalised behaviour goal

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

Our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- How trauma and childhood experiences can impact on behaviour
- The importance and effectiveness of building positive relationships

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Headteacher and shared with staff and the board of governors.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Board of Governors.

Links with other policies







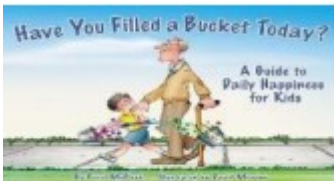
This behaviour policy is linked to the following policies;

- Mental Health Policy
- Anti-bullying strategy
- Equality and Diversity Policy
- Code of Conduct (Staff and parents)
- Child protection and safeguarding policy
- Exclusions and suspensions policy
- Physical Intervention policy
- Online Safety Policy
- Home School Agreement

Appendix 1 – Captains Close Primary School- Behaviour Blueprint

<p>This is how we do it here Use this blueprint as a reminder of daily behaviour practice within Captains Close Primary School. ‘When adults change, everything changes’ Paul Dix</p>			
<p>Our Behaviour Code Be Safe Be Respectful Be Ready</p>	<p>Visible adult consistencies 1, Consistent calm behaviour 2, First attention to best conduct 3, Relentless routines</p>	<p>Routines 1, Meet and greet and end and send 2, Smooth transitions 3, Super dining and manners 4, Ready to learn – high expectations 5, Consistent politeness and good manners</p>	<p>Rewards Verbal praise and Acknowledgement Over and above recognition certificates Positive news postcards/phone call/notes/email Dojo points Milkshake Monday Daily star of the day – Have you filled a bucket today? Golden book</p>
<p style="text-align: center;">Stepped sanctions and microscript</p> <p>1, reminders – A reminder of the rules delivered privately where possible - ‘I notice that... I need you to...’</p> <p>2, The caution – A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, ‘Think carefully about your next step.’ Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.</p> <p>3, 30 second script - If the pupil still does not engage, use the 30-second script. Attach, ‘Stay behind two minutes after class.’ to this step. This two minute cannot be removed or reduced.</p> <p>4, Time out – A time to reflect upon behaviour within the classroom or child may choose to go to self regulation spaces. ‘Have some time out to reflect on the situation. When you return in ...mins I need you to...’</p> <p>5, Restorative conversation – Restorative 5 questions used for the teacher to decide appropriate sanction with the child.</p> <p>6, Support steps – In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, or another class teacher. This may take the form of an internal exclusion but will always involve a restorative conversation. A behaviour plan will be introduced if the incident or cumulation of incidents warrant this approach.</p> <p>This will be specified on a personalised Plan for certain children identified with behaviour as an additional support need</p>			<p>Restorative conversation The Restorative Five: 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected?</p>

Child friendly version




Our behaviour blueprint			
<p>Our code</p>   	<p>Visible adults</p> <p>1, Calm and friendly</p>  <p>2, Praise</p>  <p>3, Daily routines</p> 	<p>Routines</p> <ol style="list-style-type: none"> 1, Meet and greet and end and send 2, Smooth transitions 3, Super dining and manners 4, Ready to learn - high expectations 5, Consistent politeness and good manners 	<p>Rewards</p> <p>Verbal praise and Acknowledgement</p> <p>Over and above recognition certificates</p> <p>Positive news postcards/phone call/notes/email</p> <p>Dojo points Milkshake Monday</p> <p>Daily star of the day - Have you filled a bucket today</p> <p>Golden book</p> 
<p>Stepped sanctions</p> <ol style="list-style-type: none"> 1, Reminders 2, The caution 3, 30 second script 4, Time out to reflect 5, Restorative conversation - 5 Questions 6, Support steps 		<p>Restorative conversation</p> <p>The Restorative Five:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? 	

What zone am I in?



sad 	tired 
sick 	bored 

calm 	ready to learn 
happy 	okay 

shy or wiggly 	frustrated 
hyper 	upset 

mad 	angry 
yelling 	hitting 

Appendix 2 - Behaviour Script

Step 1: Reminder of school rules.

Be Safe

Be Respectful

Be Ready

Step 2: Caution (Conversations: Assertive Sentence Stems)

You need to...

I need to see you...

I expect...

I know you will...

Thank you for...

I have heard what you said, now you must...

We will...

These do not need to be used in isolation.

Step 3: Last chance: 30 second script

I noticed you are....

It was the rule about.....that you broke.

You have chosen to...

Do you remember last week when you...

That is who I need to see today...

Thank you for listening. Say it and walk away.

Step 4: Time out (Thinking Space):

Reroute a power play I understand...

I need you to...

Maybe you are right...

Be that as it may...

I've often thought the same...

I hear you...

Step 5: Restorative five (choose 5 for KS2, 3 for KS1/EYFS)

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?

How have they been affected?

What should we do to put things right?

How can we do things differently in the future?

This is not about getting an apology

Appendix 3 - Desired behaviours

<p>In the Classroom</p> <ul style="list-style-type: none"> • Follow class rules • Listening to each other • Follow instructions • Showing kindness and respect • Working in a team/cooperation • Ready to learn • Appropriate volume for work • Showing growth mindset • Respecting Personal Space • Recognise and celebrate each other's achievements • Be independent • Respect the classroom environment 	<p>In and around school</p> <ul style="list-style-type: none"> • Polite and courteous • Smile • Be calm • Walk • Tidy – care for the environment • Demonstrate respect for others • Be smart • Punctual • Take pride 	<p>Playtimes/lunchtimes</p> <ul style="list-style-type: none"> • 1st bell – stop/tidy up, 2nd bell – walk to line up • Have healthy snacks • Use toilet during playtime • Follow instructions • Demonstrate good manners • Respect equipment and tidy up • Respect personal space • Respect physical boundaries • Share and take turns • Respect the environment
<p>Assemblies</p> <ul style="list-style-type: none"> • Enter calmly • Sit smartly/dress smartly • Be ready to listen • Engage with the subject matter • Show respect for others, bowing head during prayer • Be punctual 		

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The suspensions and exclusions policy explains that they will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the Advisory Board annually

Appendix 3 – Behaviour Plan to be completed with the pupil and then shared with the parents/carers and reviewed

Weekly Behaviour Chart

Child's name

Week Beginning:	Morning Work/meet and greet	Assembly Time	Before playtime	Play Time	After playtime	LUNCHTIME	First part of the afternoon	Second part of the afternoon	
Monday		Class Assembly		Play Time		LUNCHTIME			
Tuesday									Whole School Assembly
Wednesday		Whole school Assembly							
Thursday		Class singing Assembly							
Friday		Celebration Assembly							

N.B.- The Behaviour Chart for the week needs to be edited to the pupil's interests and uploaded on to CPOMS, at the end of each week as evidence, shared with the parents/carers and the pupil. Once this implemented, it needs to be communicated to all staff involved with the child and all need to ensure it is implemented for continuity.

Behaviour Plan

Pupil Name:

Year:

Date of birth:
Date plan starts: 17/09/21
Date of next review: A month later

Medical conditions/needs:
Staff working with the pupil: In class
Additional Support: ELSA, SENDCo etc.

All about Me

I love playing games like Top Trumps, ball games and computer games. I like to race cars and play with dinosaurs. I like the room to not be too noisy. I like to fiddle with toys like poppits or squeeze balls.

Targets

What are we working towards?

- Listening appropriately to adult instructions
- Staying in the classroom/ school grounds
- Communicating what is making Pupil's name cross

How do we get there?

- Small instructions – one step at a time, use of visuals and timetables
- Now and Next boards
- Use of choosing
- Building engagement with focused tasks
- Use of fidget toys

(Green) Strategies for positive behaviour

When Pupil's name is in the green phase, he will use now and next pictorials and follow instructions. He will attend to and complete tasks. He will listen to where he needs to be in the playground or classroom and follow those instructions. Pupil's name shows he is in the green zone because he smiles and giggles. In this stage, he likes to play reciprocally with adults and children.

How do we maintain positive behaviour?

- Show full attention – ask questions about his learning such as “Can you show me what you are doing?”
- Repeat the visual timetable “Nowand Next.....”
- Praise for good listening
- Good pace

Rewards, motivators

- Pupil's name's choice (2 activities)
- Quiet area in class
- Time on laptop games
- Box of toys picked by Pupil's name

(Amber) Early warning signs

Behaviours I might Display

What does it look like?

- Shouting no repeatedly
- Crying
- Quiet and withdrawn

- Curling up into a ball

What triggers it?

- Change in activity or change in staff
- Engaging in a task he does not want to do, especially reading and/or writing
- Tiredness
- Morning times (if it hasn't gone well on way to school)

How do we prevent an incident?

- Look out for the early warning signs and act quickly. Direct Pupil's name to worry monster and feed it with sad or angry thoughts
- Quiet space
- Use of calm down box
- Offer food (banana works well)
- Zones of regulation breathing exercises
- Use fidget toy

(Red) Reactive strategies

What does it look like?

- Kicking objects
- Banging lockers with head, body or feet
- Hurting himself
- Shouting
- Running away (normally outside if possible)
- Curling into a ball and seeking objects to hide under such as a chair or table.

What triggers it?

- Saying no
- Conforming to school rules and being told to
- Firm tone of voice (to tell reprimand) and loud voices
- Any perceived unfairness of reprimands (eg Pupil's name getting 'told off' and not someone else who he thinks was also doing something)

How do we diffuse the situation?

What to do

- Encourage Pupil's name to leave the class- go to a bigger space where you can give him room but somewhere he is safe
- Keep a distance but watch.
- Do not talk or engage at this point, talking will escalate the situation
- Tell Pupil's name that he has space and time to calm.
- If Pupil's name is kicking, explain that you are taking shoes off because he will hurt himself
- Only talk to Pupil's name again when he has come to you or is looking like he wants to play with you. At this point suggest going outside to play football or play Top Trumps. Give warning that he will be returning to classroom after 10 minutes.

What not to do

- Use humor
- Try and interrupt
- Use empty threats

Phrases to use

- I can see that you are feeling ...
- Is it possible that...
- I think that...
- Do you think if...
- You have time and space to calm

Calming techniques

- Calm breathing (bunny breaths, blowing out birthday candles)
- Throwing (safely)

At what stage should another member of staff be informed? Who should this be?

- When he is causing a danger to himself or others.
- Disrupting learning using behaviour that can't be ignored.
- Inform Kelly, Olivia or Andie

(Blue)Support after an incident

How do we help Pupil's name reflect and learn from the incident?

- Talk about how it makes others feel? Let him say sorry
- Model your feelings on Zones of Regulations and talk about how you get out of red, yellow or blue zones.
- Tidy up anything that was thrown/left untidy
- Do not mention a previous day – start a fresh

Is there anything that staff can learn about working with Pupil's name?

- Read the All about me separate document.
- Be mindful of Zones of Regulation as a way of supporting Pupil's name to understand his emotions
- If you are not involved in the calm down process, walk past without speaking to Pupil's name as this increases his behaviour and takes longer to get back to green

Is there anything we can implement to support Pupil's name?

- Meet and Greet in the morning from the office.
- Teach Pupil's name about his feelings
- Refer for support from Oakfield Inclusion unit.
- Refer to educational psychologist and pediatrician.

<p>Agreement: Parent name</p> <p>Parent signature</p> <p>Date</p>	<p>Staff name:</p> <p>Staff signature:</p> <p>Date:</p>
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Appendix 4: Example behaviour Report letter example

Due to the recent negative behaviours displayed by (child's name), we will be placing them on a behaviour plan. This will allow us to work with you to ensure that your child follows our expectations and school rules to enable them to be safe and reach their learning potential.

(Child's name) will need to show an improvement in their behaviour by:

- making sure that they play in the correct zone for their year group (being in the correct place at the right time)
- making sure they take care of school property
- using kind words to pupils in school
- listening and following adult instructions

This report card will be completed in school. To help us to know about how home is going too, we would like you to sign to say you have seen this tracker every day and also reflect on good behaviour at home too.

We hope to see an improvement in (child's name) behaviour. We would like to review (child's name) behaviour with you on (insert date) at (time).

Thank you for your support with this matter. I am sure that we can work together to make sure that (child's name) behaviour is improved.

Mrs Willcock (Headteacher)

Parental Agreement Statement

I agree to support the school with helping to improve (child's name) behaviour. I will discuss with (child's name) behaviour choices and sign the behaviour chart and ensure it is returned to school each day. I understand that improvements in behaviour are needed to ensure that (child's name) can achieve her very best and also be safe at school.

Signed: _____ Date: _____

Appendix 7- -Guidance for behaviour management for Lunchtime Play Leaders

Your role is very important in many different ways, it contributes to improved learning, calmer atmosphere, better working atmosphere (children and adults) and if we engage with people in a positive and supportive manner it will become a better place than it is now.

1. Even if children are not in the playground **we must be at our starting places on time.**

2. All Play Leaders are assigned to a zone each day. It is your responsibility to follow the activity card for this zone to provide a fun, active lunchtime activity.
3. **There should be no time whereby play leaders are clustering together** – only if an urgent message needs to be passed on, hand over a child or to receive instructions if unsure of something.
4. While in your zone, **constantly talk and engage with the children** – ask them how they are? Has anything good happened in school today? Your relationship with pupils is crucial and they need to feel a connection with you.
5. **ANY HARMFUL CONTACT BETWEEN PUPILS** should be dealt with by:
 - a) Removing any pupils at risk of harm by asking them to join a different zone to ensure that they are being supervised
 - b) If the situation cannot be resolved independently, calling for a member of SLT to support you
 - c) Sending the pupil causing harm inside for discussion with SLT members and consequences
 - d) **Slide tackles = no football** for the **remainder of the day** – clear rule and easy to apply, **BUT** you must see it happen. Children must stay on their feet at all times during football.
6. Where children have fallen out with one and other or are arguing:
 - a) get the children together and **calm the situation** – listen to both points of view
 - b) can the situation be resolved between the pupils? Can they compromise? If so, allow them to continue to play together. If not, find an alternative solution but ensure that both parties have people to play with.
 - c) Do not assume that pupils can sort out problems by themselves – they need you to support them so do not ask them to try to sort it independently. This will help them trust and value your opinions.
7. The **visual system of stars and cards** must be followed in the hall. Look for pupils who may be able to sit on the golden table for the following week, on a Friday. Consider which character traits they have shown. Also, remember to add pupils to the golden book for showing good character traits outside.
8. For pupils who are not following the rules, they must be given a warning. If behaviour continues, they must be sent inside for 10 minutes time out on a bench. Please send a pupil with the child to ensure that they reach their destination.
9. We have identified several pupils who have challenging behaviour and need greater support, there will be **VERY SPECIFIC** instructions on what to do regarding the management of their behaviour. (details of these pupils will be discussed and on the whiteboard outside the HT office)

10. SAFEGUARDING & CONFIDENTIALITY IS ESSENTIAL AT ALL TIME

