



*SSIS invests love and care in all we do*

## ST STEPHEN'S INFANT SCHOOL Behaviour Regulation Policy

<b>REQUIRED REVIEW FREQUENCY</b>		<b>EVERY TWO YEARS</b>
<b>NEXT REVIEW DATE</b>		<b>October 2025</b>
<b>VERSION</b>	<b>APPROVED BY</b>	<b>DATE OF APPROVAL</b>
<b>3</b>	<b>Education</b>	<b>11 October 2023</b>
<b>KEY CHANGES:</b> <ul style="list-style-type: none"><li>- updated visions</li><li>- suspension and permanent exclusion links</li><li>- SSIS Behaviour Continuum Appendix updated</li></ul>		

Approved by.....  
(Emma Ball)

**Position:** Chair, Education Committee

## **Vision Links**

### **SSIS Vision Statement 2023-2026**

Imagine a school where everyone feels loved, valued and that they truly belong.

Imagine a school that nurtures children to become confident, resilient and respectful individuals.

Imagine a school that empowers children to achieve excellence in all they do.

Imagine St Stephen's Infant School.

Our Vision, Values and Mission statements can be viewed here:

<https://www.ststephensinf.org.uk/headteachers-welcome/vision-values>

Our core values underpin the work of the school.

## **Aims and expectations of this policy**

1. To develop a whole school approach to good behaviour and discipline through the building of positive relationships and the recognition of desired behaviour and attitudes.
2. To ensure everyone is treated fairly and consistently.
3. To create and maintain a positive environment for all children, staff, parents/carers and governors.
4. To create a safe, caring community in which all children and adults show consideration to each other.
5. To ensure all property is respected and looked after- including resources, equipment and learning spaces.
6. To encourage children to make positive choices and take increasing responsibility for their own self-discipline at all times.
7. To provide children with strategies to cope with anti-social behaviour.
8. To ensure parents/carers understand the school's expectations regarding their conduct on the school site and when accompanying children school trips/local walks.
9. To ensure parents/carers treat staff with respect.
10. To work with parents/carers in promoting good behaviour
11. To clarify the sequence of actions and support for children displaying challenging behaviour.
12. To minimise the need for suspension and permanent exclusion from school.

## **Written Statement of Behaviour Principles**

- Every child understands in order to realise their full potential as learners, they respect themselves as well as others. They have the right to feel happy, safe and secure and learn in an environment which is free from the disruption of others.
- The whole school approach to behaviour is understood by children, staff and families
- Our Behaviour Regulation policy models good behaviour through the recognition of desired behaviour and learning attitudes.
- Rewards, sanctions are used fairly and consistently by all staff.
- Children make positive choices and take increasing responsibility for their own self-discipline.
- Families are supported in promoting good behaviour.
- Guidance given by South Gloucestershire Council and the Department for Education is followed in order to minimise the need for suspension and permanent exclusion from school:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181584/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

## **Role of Staff**

Staff need to treat all children with respect and understanding.

It is the responsibility of all staff to model high expectations for children's behaviour and to ensure the rewards/sanctions are applied fairly and consistently.

All staff can use CPOMS (online monitoring/reporting software) to share concerns regarding a child's behaviour at any time and not just when there is an incident. For instance, if a child is displaying 'low level' disruptive behaviour over a period of time it will be necessary to log/share this with staff and parents/carers.

~~Lunchtime Team can pass this information onto the child's classteacher to input → CPOMS.~~

CPOMS behaviour incidents are regularly monitored by the Headteacher, Deputy Headteacher, Parent Link and Inclusion Officer and, where possible, 'early intervention' is initiated if a child's behaviour is causing concern. Summary reports of Behaviour incidents are shared with the Education Committee (Governors).

Parents/Carers will be informed of any concerns regarding their child's behaviour as soon as possible.

***[See Appendix – SSIS Behaviour Continuum]***

### **Collective Responsibility**

We value consistency in all of our interactions with children and strive for every adult to meet children's needs in the same way. We use the language of 'Right Choice' and 'Wrong Choice' when sharing our expectations with children.

All staff will take collective responsibility for encouraging the children to develop appropriate attitudes and values by themselves modelling correct behaviour and the use of appropriate language, rewards and sanctions.

All staff need to be committed to ensuring the school is a happy and safe place for everyone.

All staff agree to communicate with each other in a respectful and appropriate way in line with the school's 'Teamship Rules':

- *Be positive, respectful, honest and trustworthy*
- *Be friendly, approachable and supportive*
- *Be flexible, reflective and open to change*
- *Be a good listener and communicator*
- *Be hardworking, organised and committed*
- *Be punctual and use your time effectively*

All staff will act in accordance with the school's Code of Conduct.

Any problems that need to be discussed between members of staff should be carried out at a mutually agreed time and place.

### **Rules, Rewards and Sanctions**

We have three clear rules for the children to remember and follow:

#### **Ready, Respectful and Safe.**

The rules are regularly revisited in whole school assemblies and within classes. The children are given opportunities to discuss the rules and to develop their understanding of each rule and why they are important. *i.e. What does it mean to be 'ready'? The children are taught to understand by following our Rules it helps keep St. Stephen's Infant School a happy and safe place to learn.*

If children have made a '**wrong choice**' the Rules are used to clarify expected behaviour.

## SSIS Consistencies

We have three consistencies that you can see around the school at different times of the day.

- **Meet and Greet** - children are greeted by an adult as they come into class.
- **Super Walking**- children are expected to walk around the school calmly with their hands by their sides and staying in their line. Each line will have a front leader and back marker, all children will get a turn to do both roles throughout the year.
- **Recognition boards** - each class has a recognition board with a focus on recognising positive social or learning behaviours. The focus for the Recognition Board is sometimes chosen by the staff and sometimes by the children. E.g. 'We are recognising being ready to learn'.



'Recognition of Right Choices' artwork is displayed in classrooms and communal areas.

## Recognising Children who are making the Right Choices

Staff emphasise that by making the right choices children help to keep the school a happy and safe place for everyone. Making the right choices means you are ***Being Ready, Respectful and Safe.***

**Some** of the behaviours and actions we recognise and reward include:

- *Kindness and respect towards others*
- *Listening to and following instructions*
- *Thoughtfulness*
- *Helping those who need it – e.g. Buddy Bench*
- *Learning like our Elli characters: Trying our best, Working well with others, Keeping on going etc*
- *Tidiness*
- *Sharing and taking it in turns*
- *Politeness – good manners*
- *Taking care of school property*

Staff ensure all children who consistently make the right choices are recognised/ rewarded over time.

A class record is kept of children who:

- receive one of 3 Golden Tickets given out in each class every Friday
- are nominated as a 'Star Learner' [Every Friday in Celebration Assembly]
- are nominated as a 'Lunchtime Star' [Every Friday in Celebration Assembly]

The class record helps to ensure that over the duration of a school year children are justly rewarded.

Staff reward '**Right Choices**', good behaviour and positive attitudes in the following ways:

- Staff praising children – a big 'THANK YOU!'
- Written comments and feedback on children's work
- Use of stickers in class, Dinner Hall and playground
- Elli character stickers to celebrate a child learning like the .....tortoise for example.
- A handwritten Recognition Note to take home and share
- Child nominated as 'Star Learner of the Week' certificate presented in Celebration Assembly and Headteacher phones home after school to inform Parents/Carers
- Awarded a Lunchtime Raffle ticket by one of our Lunchtime Team for excellent behaviour in the Dinner Hall or playground. All the named tickets are placed in a jar and during Celebration Assembly 2 tickets are chosen. The lucky winners choose a prize.
- Child being nominated as a 'Lunchtime Star' in Celebration Assembly
- Going to other classes to share good work and/or positive attitude
- Going to see Head or Deputy Head to share good work and/or positive attitude
- Class 'Smiley Face' awarded. When 10 Smileys are coloured in class earns a reward that has been mutually agreed by classteacher/children.
- Whole school 'Smiley Face' awarded in Assembly when the school has collectively acted in a positive way. 20 Smileys earn a reward that has been chosen by School Council. e.g. 15 minutes extra playtime.
- Each week 3 children from each class are awarded a 'Golden Ticket' for following our three rules. The reason why the child has earned the Golden Ticket is written on it so the child can take it home and share with Parents/Carers.
- Each class takes time to acknowledge the 3 Golden Ticket holders. The ticket entitles the child to attend Golden Ticket Time in the hall or outside on Friday afternoons. During Golden Ticket Time children are able to play games, play on the Wii, dance, eat snacks etc.



  
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**Recognition Note**  
**Thank you!**

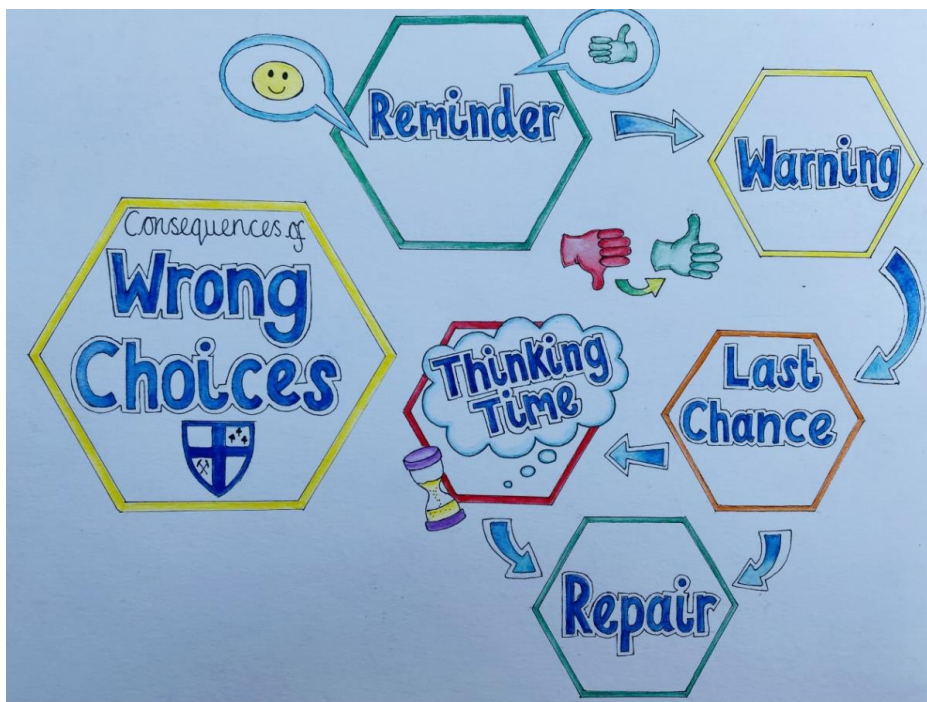
Child's name:

You've been:

Ready  
Respectful  
Safe

Awarded by:

The rewards are important but we want the children to understand by making right choices they help keep our school a 'happy and safe' place to play and learn.



'Consequences of Wrong Choices' artwork is displayed in classrooms and communal areas.

**Consequences of Children making the 'Wrong Choices'**

If children make a 'Wrong Choice' staff follow these steps:

***A general reminder to the child ->A clear specific warning -> Last chance reminder -> Thinking Time – this could be in the classroom, another classroom or with HT/DHT***

Sometimes it may be necessary to move to 'Thinking Time' straight away.

**Rewards and Sanctions during Lunchtime**

Our team of Lunchtime Supervisors are committed to ensuring lunchtimes are a happy and safe time for all the children. The Lunchtime Team follow our policy and use the following system of rewards and sanctions:

Rewards for Right Choices at Lunchtime	Sanctions for Wrong Choices at Lunchtime.
<ul style="list-style-type: none"> <li>✓ Lunchtime Team praise children</li> <li>✓ Use of stickers to acknowledge positive behaviour</li> <li>✓ Lunchtime Raffle ticket awarded – child's name is written on the reverse of a raffle ticket and placed in the jar. Two winning tickets are pulled out of the jar during weekly Celebration Assembly. The winning children choose a prize from the box. The jar is emptied at the end of each term.</li> <li>✓ Child being nominated as a 'Lunchtime Star' in Celebration Assembly</li> <li>✓ A handwritten Recognition Note to take home and share</li> </ul>	<ul style="list-style-type: none"> <li>▪ A warning and reminder to turn choices around.</li> <li>▪ 5-10 minutes Thinking Time in one of the blue semi-circles that are painted in the playground or by the wall in the Dinner Hall.</li> <li>▪ Thinking Time inside school</li> </ul>

✓ <i>Child sees Head or Deputy Head to share positive attitude/behaviour</i>	
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### **Sanctions for 'Wrong Choices' during Morning Playtime**

<b>Sanctions for Wrong Choices during Morning Playtime.</b>
<ul style="list-style-type: none"><li>▪ <i>A warning and reminder to turn choices around.</i></li><li>▪ <i>5-10 minutes Thinking Time in one of the blue semi-circles that are painted in the playground</i></li></ul>



### **Modelling and Teaching of Positive Attitudes and Behaviour**

Good manners and thoughtfulness are encouraged at all times.

Children are praised and thanked for demonstrating these qualities, for following our Rules and learning like our Elli characters. Similarly, all adults within the school community are expected to value the children, their work and thoughts. Behaviours valued in school include:

- *Kindness and respect towards others*
- *Thoughtfulness*
- *Helping those who need it – e.g. Buddy Bench*
- *Trying our best*
- *Tidiness*
- *Politeness*
- *Working well with others*
- *Taking care of school property*

Assemblies, 'Jigsaw' Personal, Social and Health Education (PSHE) sessions and Circle Times provide opportunities to discuss themes such as; behaviour, friendship, bullying, thoughtfulness, sharing, emotions, good manners, honesty etc.

Themes are closely linked with our PSHE scheme of work - Jigsaw.

Jigsaw is underpinned by mindfulness, PSHE and emotional literacy.

Children will be given opportunities to talk about their actions and how they can develop positive strategies to overcome behaviour difficulties.

We will build each child's self-esteem through praise and recognition of effort. The child's self-discipline is further developed by encouraging them to think for themselves, use their initiative, make responsible decisions and by learning to understand their actions have consequences.

We will provide the children with a range of experiences and examples of similar and different cultures and traditions, locally, nationally and globally to help them understand about interdependence, respect and cooperation at all levels.

We set high expectations of children's behaviour and attainment. We plan teaching and learning effectively to ensure that all children have the environment and opportunities to achieve their full potential.

We will provide a range of known routines and structures for children to enable them to adopt desirable values and attitudes and behave appropriately. Time will be given to children to talk about the rationale of these routines and structures. School/Class Council enable children to become actively involved in the decision-making processes within the school.

### **Emotion Coaching at SSIS**

Emotion Coaching is an evidence-based approach originally developed by John Gottman (1997).

It recognises the scientific evidence that what adults do, shapes and strengthens brain development in children. Staff are trained in 'Emotion Coaching' which helps children manage their own behaviour.

It provides a narrative for connecting feeling, thinking and behaving. Emotion Coaching is a practical three-step approach to dealing with behaviour in the moment.

1. Recognising, empathising, validating the feelings and labelling them
2. Setting limits on behaviour
3. Problem solving with the child

Emotion Coaching enables children to manage their own behaviour and emotional response through helping them to: understand the different emotions they experience, understand why they occur and learn how to handle them.

### **Role of Parents/Carers**

The school is proactive in establishing a positive working relationship with all parents/carers. We inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

Parents/carers are made aware of the school's Behaviour Policy during their child's induction.

New parents/carers are required to read, sign and return a copy of the Home/School Agreement which clearly sets out the school's expectations for positive behaviour and attitudes towards learning. Key policies are shared with parents/carers via the school website and paper copies are available.

The school's 'Parent/Carer Code of Conduct' clearly sets out our expectations. Parents/carers are expected to be respectful to all staff and to communicate in a calm and considerate way. The school reserves the right to ban parents/carers from the school site if they do not follow our code of conduct.

Parents/carers may be invited to meet with our SENCO or Parent Link and Inclusion Officer (PLO) to discuss how their child's behaviour can be supported.

'Team Around the Child' (TAC) meetings involve parents/carers, school staff and representatives from external agencies. TAC meetings are used to share what is working well at home and at school, what the challenges are and to identify the next steps for the child.

On occasions school may consider the child attending school on a reduced timetable for a set period of time. The decision to implement a reduced timetable is always made with the agreement of the child's parents/carers.

The PLO organises and leads regular 'Pyramid for Parenting' workshops to help Parents/Carers develop effective behaviour management skills. Parents/carers may also be signposted to relevant external agencies for support.

If parents/carers have any concerns about the way their child has been treated they should initially contact their child's class teacher. If concerns remain, they should then speak with the Deputy Headteacher and/or the Headteacher. If concerns still remain parents/carers should contact the Chair of Governors via the School Office or website. If these discussions cannot resolve the problem a formal complaint process can be initiated in accordance with SSIS Complaints policy. *[See 'Statutory Information' section of website]*

On rare occasions incidents beyond the school gates reflect on the school or impact on behaviour within school. The school has a duty to address issues like these as they may affect the learning and safety of children. When appropriate, it is made clear to children that if the way they behave outside school affects people at the school it becomes a school issue. The school expects parents/carers to support this stance.

### **Line Leaders and Back-Markers [Super Walking]**

To help children line up safely at the end of playtime and lunchtime class teachers nominate a 'Line Leader' and a 'Backmarker'. The Line Leader is at the front of the line and the backmarker is at the end.

Class teachers ensure all children have turns at these roles over the school year by keeping a record. Children are expected to 'Super Walk' through the school at all times – including when returning to class following playtime/lunchtime.

## **Bullying**

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

The school's Rules and PSHE scheme of work teach children to celebrate difference and respect each other. Children are taught that if anyone is making them feel unhappy or scared they need to 'tell a grown up' straight away.

The school holds a 'Friendship Anti-Bullying Week' (FAB) every November during which we discuss the different types of bullying and share strategies for the children to employ if they encounter any form of bullying.

Any incidents of bullying will be followed up in line with the 'SSIS Anti-Bullying' policy and logged on our CPOMS system.

## **Definition of 'Bullying'**

Bullying is defined as deliberately 'hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.'

The four main types of bullying are:

- physical – including hitting, kicking, theft
- verbal - name calling including homophobic, transphobic, disablist and/or racist abuse
- indirect – including spreading rumours, excluding someone from social groups
- cyber – including sending or posting harmful or upsetting voice, text, images or other messages, using the internet, mobile phones or other communication technology. Note: Pupils are not allowed to bring mobile phones devices into school.

## **Symptoms of 'Bullying'**

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or absence from school.

Children are encouraged, within a supportive environment, to report bullying to a member of staff.

Our staff are alert to the signs of bullying and act promptly and firmly against it in accordance with 'SSIS Anti-Bullying' policy.

## **Early Identification of Concerns/Early Intervention**

If a child's behaviour is causing concern staff know to share this information with the Headteacher, Deputy Headteacher, SENCO, Child Well-Being Leader and/or PLO. A member of staff will immediately communicate the school's concerns with the child's parents/carers.

Class teachers may record concerns re: a child's behaviour on CPOMS system at any time.

Class teachers complete a termly RAG rated 'Thriving in Schools' assessment for all pupils.

The assessments are used by HT/SENCO/PLO to identify children who may need additional social and emotional support.

## **School Actions to Support Children with Challenging Behaviour**

As a school we are committed to meeting the needs of all children. Some children require extra support and in these cases the school employs a range of strategies to promote positive behaviour.

Firstly, we will try to establish if the parents/carers have noticed a change in their child's behaviour or if there is any relevant background information e.g. changes in the child's home circumstances, illness etc that may have caused a short term 'blip' in a child's behaviour. Concerns will be shared with our Special Educational Needs Coordinator (SENCO) and/or Parent Link Officer (PLO). Our Child Well-Being Leader may set up 1:1 work/ small group work to support the child based on our 'Thriving in Schools' support.

If the child's behaviour is particularly challenging at playtime/lunchtime they will either be:

- kept inside until they are ready to play safely
- restricted to play in one area of the playground under close supervision – sometimes 'buddied up' with a Lunchtime Supervisor

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic [including age, disability, race, religion or belief, sex, sexual orientation] from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The school's SENCO will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, external advice will be sought to identify or support specific needs.

### **Dealing with Challenging Behaviour**

Challenging behaviour may include: *swearing, verbal aggression including racist comments, physical violence against other children or adults, throwing objects in class, vandalism and persistent disobedience.*

In these cases the children involved are immediately taken to the Headteacher or Deputy Headteacher with an explanation of the incident from the member(s) of staff concerned being recorded on CPOMS.

The incident is investigated with any victim given support as appropriate.

Parents/carers of the children involved will be contacted by phone as soon as possible that day.

Appropriate sanctions will be put in place according to the severity of the incident.

Sanctions at this point may include a fixed term [suspension](#) for up to five days.

All incidents of challenging behaviour/[suspension](#) are logged on CPOMS.

If a child is excluded a reintegration interview takes place between HT/DHT, the child and their parents/carers before he/she returns to class.

***[See Appendix – SSIS Behaviour Continuum]***

### **Managing Transitions**

We arrange for our new Reception starter children to visit the school before they start in September.

We establish early contact with our feeder preschools and nurseries to ensure children with additional needs are identified and supported. All new parents/carers are requested to return medical forms etc in April/May. This helps to identify need, especially for those children who are not attending preschool or nursery.

[We support transition within school years \(R-Yr1 and Yr1-2\) with visits to their new classroom and photobooks for children who need extra support with transitions. We share CPOMS, Individual Behaviour and My Support Plans with the next teacher to ensure consistency and support a smooth transition for each child.](#)

During Term 6 our Y2 children take part in a range of transition activities with our partner Junior School. We share our CPOMS files with Junior School staff and make sure arrangements are in place to support individual children who have additional needs.

### **Monitoring and Reporting of Behaviour**

Any additional information relevant to a child's behaviour is recorded on the CPOMS system. This ensures relevant staff are aware of any underlying factors that may negatively influence their behaviour.

Any children with ongoing behaviour difficulties will be discussed at our termly Children with Additional Needs (CAN) meetings. Next steps/strategies to support the child are shared with staff via CPOMS. The Headteacher shares Behaviour Reports with governors at [Education Committee meetings](#). The Headteacher keeps a record of any children who are excluded for a fixed term or permanently. The rate of exclusion is monitored by the Head/Deputy and shared regularly with the Governing Body.

### **Individual Behaviour Plan (IBP)**

If a child's behaviour continues to cause concern school will arrange a Team Around the Child (TAC) meeting. Parents/carers, teaching staff, SENCO, PLO will attend the meeting. At this (or any stage) the school may seek the support of external agencies such as Educational Psychologist, Behaviour Support Team and Inclusion Support Service.

If needed, an 'Individual Behaviour Plan' will be drafted for the child detailing the Zones of Regulation and clear strategies for staff. If an Behaviour plan is drafted the child will need to be placed on the SEND register.

The school may initiate an Early Help Action Plan (EHAP) to support the child/family or make a request for and Education Health and Care Needs Assessment. (EHCNa)

***[See Appendix A– SSIS Behaviour Continuum]***

### **The Use of Physical Contact and Positive Handling (Restraint)**

All staff are made aware of the importance of appropriate physical contact with children. There are times during the school day when it is entirely appropriate for adults to touch children, for example, when demonstrating or teaching in PE, when 'separating' children from parents/carers in the morning or when comforting a child.

The safety of children is paramount at all times. If a child endangers the safety of others another member of staff must be called. Action by staff to avoid the use of physical restraint should always be considered first. A child may need a period of quiet time to calm down while being carefully observed from a short distance.

All members of staff are made aware of the regulations regarding the use of force by teachers. Staff may intervene physically to restrain a child to prevent injury of others or if a child is in danger of hurting him or herself. Staff may also restrain a child if he or she is likely to damage property. The actions that we take are in line with government guidelines on the restraint of children and are verbalised to the child throughout.

When a child has been found to regularly need physical restraint a physical restraint strategies will be included on their 'My Support Plan'.

Some members of staff may undertake specific positive handling training for physical restraint.

A follow-up discussion with other children who have witnessed the restraint will take place in order to explain what was happening and why.

Parents/carers are informed if their child has been physically restrained and restraints are recorded as part of the incident report on CPOMS. It is also logged that parents/carers have been informed.

### **'Screening' and Searching of Children**

The school does not have a policy to 'screen' children as they enter or leave the premises but the searching of class drawers/ trays or school bags by members of staff is permitted.

This policy is rarely used but it is an effective strategy when needed. If undertaken it is always reported to the Headteacher.

### **Role of the Governors**

The Headteacher has the day-to-day authority to implement the school's [Behaviour Regulation](#) policy.

Governors may give advice to the Headteacher about particular disciplinary issues.

The Headteacher may also [suspend or permanently exclude](#) a child.

It is also possible for the Headteacher to convert a fixed term [suspension into a permanent exclusion](#) if, after further investigation, the behaviour warrants this.

If the Headteacher excludes a child the parents/carers are immediately informed verbally and in writing.

[The school uses Local Authority exclusion letters and keeps a copy of these letters in the 'Exclusions' folder on the Admin Drive.](#) The letter makes it clear to parents/carers they can appeal to the Governing Body against the decision [to suspend or permanently exclude their child](#). The school informs the Local Authority [of any fixed term suspensions or permanent exclusions](#). The Governing Body itself cannot either exclude a child or extend [the suspension period made by the Headteacher](#).

The Governing Body has a Discipline/Exclusion Appeals Sub-Committee which is made up of three members. The committee decides on any exclusion appeals on behalf of the Governors.

When an appeal panel meets to consider a suspension or permanent exclusion they consider:

- *the circumstances in which the child was excluded*
- *any representation by the parents and the LA*
- *whether the child should be reinstated*

If the Governors' appeals panel decides that a child should be reinstated the Headteacher must comply with this ruling.

### **Staff Development and Support**

All staff are informed of the school's [Behaviour Regulation](#) policy as part of their induction.

The school will plan regular 'top-up' training sessions to support staff and ensure consistency across the school. Staff may request further training and support at any time and/or as part of the appraisal process.

### **Malicious Allegations**

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

### **Pastoral Care for School Staff**

School staff will not be automatically suspended if accused of misconduct, pending an investigation.

The governing body will instruct the Headteacher to draw on the advice in the '[Dealing with Allegations of Abuse against Teachers and other Staff](#)' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

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***See Appendix A below.***



**St. Stephen's Infant School Behaviour Regulation Policy. APPENDIX A - Behaviour Continuum**

Stage	Actions to support good behaviour	School Support
<p><b>1.</b> <b>Behaviour is a cause for concern. Evidenced from CPOMS, Thriving in Schools Assessment and/or staff observations.</b></p>	<p>Early contact made with parents/carers. Is school aware of any additional needs? Has there been a change in home circumstances? Is there an attendance issue? Identify any 'triggers' for wrong choices. E.g. does the child need to be monitored during unstructured times such as playtimes? Consider additional resources needed to support any additional needs. e.g. visual timetables Ensure child understands expectations – 'clean slate' at the start of each day. Continue to monitor child's behaviour using CPOMS. Maintain contact with Parents/Carers.</p>	<p><b>School Support</b></p> <ul style="list-style-type: none"> <li>• SENCO/Inclusion Leader</li> <li>• Parent Link &amp; Inclusion Officer</li> <li>• Deputy Headteacher               <ul style="list-style-type: none"> <li>• Headteacher</li> </ul> </li> <li>• ELSA practitioner</li> </ul>
<p><b>2.</b> <b>Behaviour continues to be a cause for concern Evidenced from CPOMS, Thriving in Schools Assessment and/or staff observations.</b></p>	<p>School initiates a Team Around Child (TAC) meeting: invite parents/carers and relevant members of staff Consider using individual reward chart in class, 'Now, Next and Then Board' or drafting an Individual Behaviour Plan. Child is placed on Special Educational Needs Disabilities (SEND) register [K – SEN support] Set Individual Behaviour Plan review date – max 6-8 weeks. Signed copy of Individual Behaviour Plan is uploaded to child's CPOMS document library. Child is involved in drafting My Support Plan – expectations made clear. Relevant staff informed of any identified triggers and strategies to support the child. Would a temporary reduced timetable help? Parents/carers need to agree to this. In school support may include ELSA support. Support during unstructured time. Lego Therapy. Social Stories. Individual Behaviour Plan reviewed. Has there been an improvement in the child's behaviour? <b>Yes</b> – Individual Behaviour Plan is closed. <b>Partial improvement</b> – redraft Individual Behaviour Plan and set new review date. <b>No</b> – behaviour has not improved. If child's behaviour continues to be challenging and/or has escalated move to Stage 3.</p>	<p><b>School may advise parents/carers and/or seek consent to, refer to any of these agencies/services at any stage.</b></p> <p><b>Multi-Agency Support</b></p> <ul style="list-style-type: none"> <li>• Parents seek GP support → Community Paediatrics</li> <li>• School Nurse → Comm. Paediatrics</li> <li>• Educational Psychologist</li> </ul>

<p><b>3. Behaviour continues to be a cause for concern</b>  <b>Evidenced from CPOMS, Thriving in Schools Assessment and/or staff observations.</b>  <b>Child may have had fixed term suspension(s).</b></p>	<p>School initiates a Team Around Child (TAC) meeting: invite parents/carers and relevant members of staff.  School may invite outside agencies/services to the initial TAC meeting.  School to ensure Primary Education Inclusion Officer, Pathways Learning Centre 01454 862630 is aware of the meeting.  TAC meeting is run using 'Signs of Safety' format.  Is an Educational Health and Care Assessment needed?  If so, SENCO initiates assessment. TAC meeting actions delegated/time lined.  Actions may include initiating an EHAP 'Early Help Assessment Plan' or making a single service request.  TAC follow-up meeting date is set.  Actions implemented.  TAC follow-up meeting held.  Impact of actions reviewed and next steps identified.  Actions delegated/time lined. If child is at risk of permanent exclusion move to Stage 4.</p>	<p>Assessment</p> <ul style="list-style-type: none"> <li>• EYFS Inclusion Support</li> <li>• Inclusion Support</li> <li>• Advice from Behaviour Support Team</li> <li>• Targeted CPD for staff e.g. Team Teach (Restraint), Attachment, Dyslexia</li> <li>• Education Welfare Officer involvement</li> <li>• Child and Adolescent Mental Health Service (CAMHS) referral</li> <li>• Pathways Learning Centre/Primary Education Inclusion Officer</li> <li>• Access Embrace SEND Cluster offer</li> </ul>
<p><b>4. Behaviour continues to be a cause for concern</b>  <b>Evidenced from CPOMS, Thriving in Schools Assessment and/or staff observations.</b>  <b>Child is at risk of permanent exclusion.</b></p>	<p>The child is at risk of Permanent Exclusion.  School to inform:  -the Local Authority Attendance and Exclusions Leader 01454 863382  -Education Inclusion Officer, Pathways Learning Centre PLC) 01454 862630  Work through PLC 'Alternatives to Exclusion' document.  School to provide record of interventions to support additional needs.  School to provide details of all multi agency support engaged in to date.  Review of current provision and support completed.  If Headteacher decides to Permanently Exclude child:  Governing body Permanent Exclusion sub-committee meets with Local Authority Attendance and Exclusion Representative, school staff and parents/carers to decide whether Permanent Exclusion is upheld.  If Permanent Exclusion is upheld by Governing Body move to Stage 5.</p>	
<p><b>5. Supported transfer to alternative provision.</b></p>	<p>Child moves to alternative provision or managed move to another school.  Child's records transferred to new setting.</p>	