



HATHERSAGE ST. MICHAEL'S C OF E (A)
PRIMARY SCHOOL

Behaviour Policy

Approved by: Mick Turton **Date:** January 2025

Last reviewed on:

Next review due by: January 2026

Introduction

Through our core Christian values of Friendship, Honesty, Hope, Perseverance, Forgiveness and Respect, we want to ensure that our school is an inclusive place that enables all children to learn and play, feel safe, happy and feel valued, where they are able to flourish and experience God's wonderful world in all its fullness. We aim to provide rich, memorable learning experiences which build character in each individual child. Strong relationships underpin all we do where we value and respect each other's uniqueness. We provide the space for all children to flourish and be the best they can be. Our Christian ethos nurtures personal beliefs and attitudes, which enables all to seek meaning through 'Learning, Laughing and Living'.

The school's behaviour policy is designed to ensure all children's enjoyment of and entitlement to an excellent education. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent and conscientious way to maximise learning and promote everyone's wellbeing.

Positive Behaviour Management

We believe the best way to promote fantastic behaviour is by nurturing and developing happy and motivated learners.

We promote positive behaviour by:

- Designing and delivering an aspirational and exciting curriculum which develops pupils love for learning.
- Our strong and supportive relationships with our families help our pupils behave even better.
- Reward systems and weekly Good News Assemblies celebrate everyone's successes. Children who feel seen and successful behave even better.
- Chances to develop roles of responsibilities in school supports pupils in behaving well to be good role models to others.
- Clubs and activities where children explore new passions and make strong friendships.
- A well organised classroom is vital to ensure that children are able to be as independent as possible.

How we encourage Positive Behaviours

Our Golden Values

At St Michaels, our school vision is at the heart of all we do. We want all pupils to learn, laugh and live life in all it's fullness. We support pupils in achieving this by teaching them how to 'love your neighbour' by teaching our Golden Values of hope, friendship, respect, honesty, perseverance and forgiveness. By teaching about these values and focusing on them across school, pupils are kind and respectful of all. They understand that at St Michael's, everyone's welcome and everyone's equal.

Kind Touch Rule

We have a kind touch only rule in school. This rule is in place to encourage pupils to be kind to each other. It makes it clear to pupils that we do not allow unkind touch of any kind, which includes play fighting. Low levels examples of kind touch will get an immediate 3 minute warning and serious examples of unkind touch will be dealt with following our consequence stages.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour rules and values in their classroom.

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines in line with the agreed protocols
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Taking Responsibility

In order to involve children productively and responsibly in school life, we encourage them to help with jobs around school. Roles of responsibility includes being on the school council, being part of the Eco Group, being a play leader and being a classroom helper. Pupils know that in these roles they are role models to other and need to demonstrate our Golden Values for others to follow their example.

Emotional Literacy - Zones of Regulation

The Zones of Regulation is a method for teaching children about their emotions and how to self-regulate these. Pupils being able to name their emotion and develop strategies to use when they feel certain emotions, supports children's behaviours as they are less likely to 'lash out' at others.

How are the Zones of Regulation used?

Staff give children the chance to self-identify their mood by using the zones of regulation. This is a common framework across school and a language that is used by all staff, which helps to support pupils in naming their emotions. The children learn to identify which Zones they (and others) are in. This is supported by all staff who incorporate Zones into conversation and teaching.



In every class, the Zones are on display for children.

Sometimes children cannot or do not want to name their specific emotion (e.g. worried), but they can still identify which Zone they are in (e.g. yellow). Once children understand the feelings in the Zones, they learn ways to help self-regulate using tools, strategies and calming techniques.

We encourage children to be accepting and open about their feelings. This helps us to teach them the best ways to deal with tricky emotions, be more aware of the children's triggers and better learn how we can best support them. Helping children to self-regulate

- Calming tools: Some tools help children feel calmer (e.g. colouring, using stress balls, listening to calming music, going for a walk, deep breathing, playing with dough or putty).
- Energising tools: Some tools help children gain energy/feel less tired (e.g. drinking water, eating a snack, singing to favourite music, exercise (like going for a walk, dancing or doing some exercise)).

Rewarding Positive Behaviour

We feel that one of the most successful methods to ensure positive behaviours, is by recognising and rewarding pupils who display the positives behaviours we would expect to see in school.

Our Positive Rewards

House Points

All pupils in school are placed into a House Team. Every member of staff can give 'house points' to pupils. These points are awarded for any behaviour (such as using

manners, showing kindness, being a courageous advocate, fantastic learning). Each week the points are counted by the House Captains and the 4th to 1st places are announced in our weekly Good News Collective Worship and each term earn a corresponding number of stars. At the end of each half term, the team with the most stars receives a special treat which is decided upon by the Year 6 House Captains.

The Furness Cup

The cup is awarded to a pupil in school each half term who has demonstrated exemplary behaviour day in and day out. Staff members nominate a child to receive the cup and then staff in school meet to discuss the reasons for their nomination. We then staff then vote on who they think should receive this prestigious award in our Good News Assembly.

Weekly Good News Assembly

In our weekly Good News Assembly, we give out two special awards to pupils in each class (Certificate of Merit and Citizenship Award). We also celebrate other Good News across school and evidence of Courageous Advocacy.

Class Rewards

Each class also has their own reward system to reward individuals behaviour. The system chosen by classroom teachers reflects the age and interests of pupils, to ensure full engagement from the class.

We are very quick to give praise to children who are showing positive behaviour- this can be as simple as a smile and a 'thank you'.

Individual Reward system

As part of their programme of support, some pupils may have a personalised, individual reward system. This will be put in place in consultation with parents.

Negative Behaviours

Whilst we have a range of strategies in place to encourage positive behaviour in school, there will be times where negative/unacceptable behaviours are displayed and consequences are needed.

The following principles have been discussed and agreed by staff. This is all part of our commitment that discipline in schools must respect children's dignity & their rights.

- For much of the time, reprimands should be used sparingly and quietly. It is important to try and intervene early in order to stop unacceptable behaviour escalating.
- At all times it should be made clear that it is the behaviour which is unacceptable, not the child.
- Unfavourable comparisons with other children or siblings should be avoided.
- Children who find it difficult to behave are the responsibility of all staff and not just the class teacher.

- The Head Teacher should only be used as a final resort for dealing with unacceptable behaviour i.e. serious physical violence, abusive behaviour, bullying, gender and racism problems and serious recurrent problems.
- Mass punishment of a class or group due to individuals is unacceptable.
- In a confrontational situation staff are aware of the need to try and keep their voice low, arms still and posture relaxed in order to diffuse the situation.
- Whilst we will talk to children about negative behaviours, we will try and have a shame free school environment.

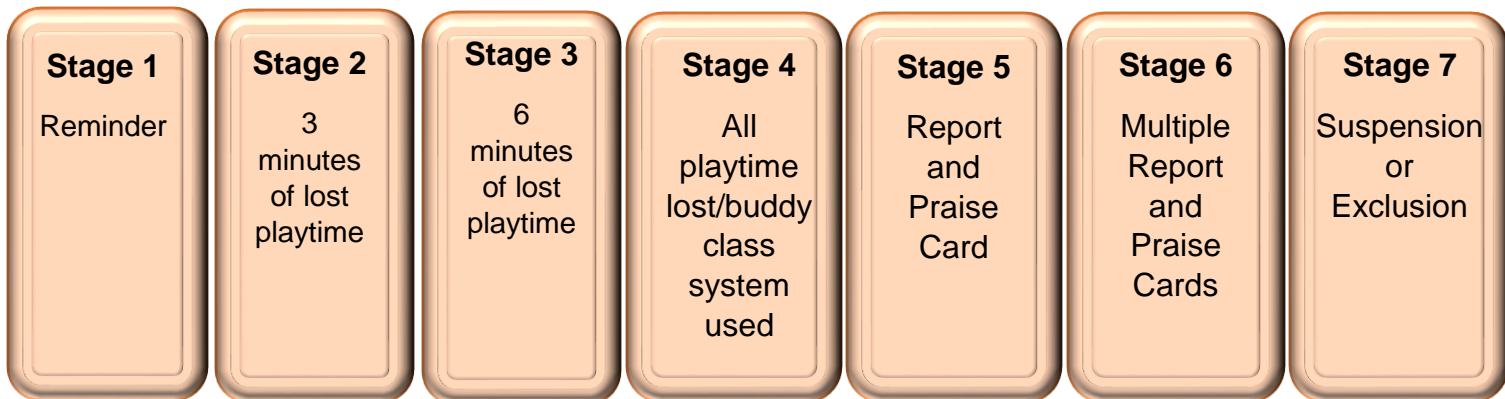
Behaviour Definitions

Examples of 'Lower Level' Behaviours are:	Examples of Serious Behaviours are defined as:
<ul style="list-style-type: none"> • Failure to follow instructions first time • Distracting others from their learning • Poor learning behaviours • Not listening • Work avoidance • Not staying on task • Using unkind words 	<ul style="list-style-type: none"> • Repeated breaches of the school rules • Inappropriate use of language (Including swearing) • Targeted Swearing towards a child or adult • Any form of Bullying (See additional information) • Child on child abuse • Physical assault/Physical aggression • Verbal abuse/verbal aggression • Threatening behaviour (including spitting /scratching/nipping) • Fighting • Sexual misconduct • Racist,sexist,homophobic or discriminatory behaviour • Theft • Smoking/vaping • Vandalism-damage to property -school property/peer property/buildings/neighbouring property • Inappropriate or dangerous items being brought onto the school premises: this could include knives or weapons, alcohol, illegal drugs, stolen items, vapes, fireworks or pornographic materials • Inappropriate or dangerous items used to inflict harm • Off-site behaviour -where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school

Being Vigilant of Low Level Behaviours

Staff will be proactive at spotting and addressing low level behaviour issues to prevent them from escalating. That means that staff can reinforce good behaviour and manage any issues at an early stage (e.g. a game of tig becoming rough). This includes every child, not just the children who are in the staff member's class or year group.

The Consequence Stages



Stage 1: Reminder

- Calmly, tell the child what they are doing.
- Re-state expectations.
- Give them a simple choice.
- Explain that if this behaviour continues, they will lose 3 minutes of playtime.
- Encourage positive behaviour (e.g. Thank others for doing right thing).
- Thank them for making good choices if their behaviour changes.

Stage 2 and 3: 3/6 minutes of lost playtime

- Calmly tell the child that you are disappointed that the negative behaviours have continued and they have lost 3 minutes of playtime as a consequence.
- Pupils to stay in class for 3 minutes if there is a class teacher in the room. If there is no adult in the classroom, the children will either stay in a buddy class or accompany the adult outside.
- After 3 minutes the child will have a reminder of why they had been given this consequence and a reminder of making good choices.
- If they repeat the behaviour in the same day, they will get a 6 minute loss of playtime.

Stage 4: All playtime lost/Buddy Classroom used

- If the unacceptable behaviour continues a staff member will calmly tell the child that they have lost their full playtime and explain why.
- The child will then stay in the classroom of a member of SLT for the duration of the playtime.
- A restorative conversation will take place with the child.
- If this is the first Stage 4 incident of the half term, it will be recorded on Integris. If there have been other Stage 4 consequence, this and any following stage 4 consequences will be recorded on CPOMS.
- If behaviours that trigger Stage 4 happens regularly, a record and praise card must be used and we must always involve parents (unless there are safeguarding reasons not to).
- Parents will be informed of the unacceptable behaviour by the classroom teacher at the end of the day.

Stage 5: Report and Praise Card (appendix)

There are several reasons why a child may be placed on a report/praise card:

1. If a child regularly displays unacceptable behaviour repeatedly in class or around school.
2. Any of the 'Serious Behaviours' as outlined in the definitions section
3. Any other incident that was so serious that a lesser stage would not be a suitable response.

Parents will always be contacted by the school when a report/praise card is put in place. The school will state our concerns about the child's behaviour, explain how the card will be completed and discuss with parents how we can work together to improve their child's behaviour. (The Head Teacher must be informed but does not necessarily need to be present).

- The class teacher & parents will discuss any specific targets and potential rewards and consequences to be given at home and school.
- The card will be for a minimum period of 1 week.
- Feedback from the card will be sent home on a daily basis by the teacher.
- If the child's behaviour improves significantly during the week, the child will move off the card at the end of the week. The teacher will inform the Head Teacher and parents.
- An ABC sheet may also be helpful to identify triggers and reflect on episodes (Appendix).
- A Positive Behaviour Plan may be written at this stage (Appendix).

Stage 6: Multiple Report/Praise cards

- At this stage (depending on the child's needs) the Head Teacher and class teacher (with help from the SENDCo if appropriate) will usually discuss any options for referring to support services.

- A letter will be sent to arrange a meeting with parents, child, teacher, any other key workers and the head or assistant head. The views of all parties will be considered.
- A Positive Behaviour Plan will be written which will be agreed and signed by child (if appropriate), parent and teacher. (Appendix).
- At this stage, consequences may include the child learning away from their class for extended periods.
- Parents and the child (if appropriate) will be asked to come in for further meetings. It is likely that the parent and child will be made aware that, if things do not improve, suspension (or permanent exclusion) may occur.

Stage 7: Suspension / Exclusion

If behaviour persists, or there is a very serious single incident, a suspension may be considered.

Very serious incidents can result in a suspension without having gone through the other 6 stages.

School leaders and staff will follow guidance in the Department for Education guidance Suspension and permanent exclusions from maintained schools, academies and pupil referral units (Sept 2023).

If the child's behaviour continues or there is an especially severe event, then a permanent exclusion may be considered, after consultation with the school's Governing Body and the Local Authority.

Parents have the right of appeal to the Governing Body against any decision to suspend or exclude their child.

In addition to the strategies outlined above the school may on occasions use the following sanctions in response to unacceptable behaviour:

- Expecting work to be completed at home, or at break or lunchtime.
- Loss of privileges – for instance, the loss of a responsibility.
- Referring the pupil to a senior member of staff.
- An update at the end of the school day- letter or phone call home to parents. Where possible a conversation is prioritised.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Common Questions about our Stages

Q1. Which stage do we start at?

For most unacceptable behaviour, staff start at Stage 1. There are some exceptions:

Go straight to Stage 2:

- If recent warnings have been given to the child or class. When making this decision, a staff member may take into account any SEND and how much time has passed since the warning.
- A direct refusal to do as directed by staff which will not lead to anyone being injured or damage to property.

Go Straight to Stage 4:

- A direct refusal to do as directed by staff which could lead to someone being injured or damage to property.
- Any seemingly intentional physical attack on someone else. This does not include rough play, jostling or snatching (Stage 1).
- Theft or deliberate damage to property.
- Any serious or discriminatory insult or threat made to anyone

Straight to Stage 5 (or above):

Rarely, school leaders may move children straight to Stage 5 or above. This is when an issue is so serious that no earlier stage would be suitable. It may include bullying, violence, theft, absconding, or a serious online safety incident.

Q2. What do staff consider when deciding on a consequence?

The consequence will depend on:

- How serious is the incident?
- Have any other incidents been recorded on CPOMs recently?
- Does the child seem genuinely sorry for what they did?
- Was the child honest straight away about what they did?
- Would the consequence matter to the child (e.g. Does a child like staying in at lunch anyway)?
- Does the child's SEND mean that adjusting the consequence will have more impact and still be fair?
- Any other background information.

Consequences should happen as soon as possible after the incident. For example, if an incident occurs in a morning lesson it would be appropriate for the consequence to be carried out at break time.

Q3. What types of Logical Consequence are there?

As well as missing breaktime, there may be other logical consequences to unacceptable behaviour.

Logical consequences could be any of the following:

- Restorative Conversation: These may use the Post Incident Evaluation (Appendix 2) or Big Empathy drawings.
- Restorative conference with member of staff or another child.
- Writing or drawing how they could act differently next time.
- Catching up work in their own time.
- Supervised safe play intervention.
- Apology notes/cards.
- Tidying up mess made.
- Repairing or replacing damage caused.

Q4. At what stage do you contact parents?

We will always talk to parents if a child reaches stage 4.

For lower stages, whether to contact parent will depend on how severe the behaviour is and how much it has affected others. We may also consider how positively the child responds to parents being informed. If we need to do this more than once or twice, we'll talk to parents to so there's a shared agreement about how much we do or don't contact them about lower stages.

Support for Staff

Where staff feel that a child's emotional needs go beyond our core offer, they should talk to the Head Teacher or SENDCo about it. After this conversation, parents may be contacted to discuss bespoke provision. This might include support services (e.g. Early Help, Educational Psychology, Autism Team and the child might be added to the SEND register).

Staff should proactively seek knowledge of how to meet the needs of individual children. Whilst this may come from a member of SLT, it can also come from:

- Positive behaviour plans, SEND Support plans or EHCPs.
- Other staff in the year group.
- Staff in the previous year group.
- The child's last school/setting.
- Other staff in school who've worked with similar needs.

Staff also have CPD on issues that affect behaviour (e.g. mental health).

Staff should be aware of their own wellbeing when managing behaviour. It is important that staff recognise when they feel anger, overwhelmed or vulnerable. If staff recognise these feelings, they should:

- Re-direct the child(ren) to a different task or safe place and follow the school's behaviour policy once they are more emotionally regulated.

- Seek immediate support from a colleague.
- Ask for guidance or supervision from a member of SLT.

More broadly, if managing behaviour is affecting a staff member's wellbeing, they should always speak to a member of SLT.

Pupil Behaviour Outside School

From time to time, schools are made aware of issues that happen outside school (e.g. on the way home from school). The Department for Education (DfE) expects schools to have a policy on this. Schools do have the authority to use rewards or consequences for children's behaviour outside of the school premises, as long as this is reasonable.

We follow the DfE guidance (Behaviour in schools: Advice for headteachers and school staff, Sept 2022). This outlines that schools may provide sanctions to pupils for misbehaviour:

- When taking part in any school-organised or school-related activity.
- When travelling to or from school.
- When wearing school uniform.
- When in some other way identifiable as a pupil at the school.
- That could have repercussions for the orderly running of the school.
- That poses a threat to another pupil.
- That could adversely affect the reputation of the school.

Staff who are made aware of incidents should write an entry on CPOMS to raise them with SLT. If the matter is urgent, they will find a member of SLT to discuss what school's response will be.

Reasonable force

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 (CPOMS) and reported to parents

Written records of all incidents of positive handling will be made on the day, or as soon as is reasonably practicable, using CPOMS software and tagged as 'Positive Handling Intervention'.

This will include:

- Reason(s) for use of positive handling.
- Member(s) of staff using positive handling.
- Names of any adults (and children or classes) who witnessed the positive handling.
- Description and approximate duration of positive handling used.
- Location(s) of incident.
- When/how parents were informed.
- Any reflection and consequences for the child (this is important to help reduce the use of positive handling over time). Also, any post-incident reflection with staff (e.g. '***** seemed to calm quicker once in their safe space than when we previously moved other children out of class).

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.

The Head Teacher is Team Teach trained to ensure that if physical contact with pupils is necessary, it is conducted in a way to reduce risk of harm to the pupil.

Confiscation and Searches

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items 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 are rare in primary school and will only be carried out by a member of staff who has been authorised to do so by the Head Teacher and where possible would be by the Head Teacher themselves. We will only search pupil's bags and pocket of outerwear. There will be another adult present during searches. Parents will be informed of searches occurring and where possible we would contact parents prior to a search and ask them to be present.

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). 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. This should be avoided where possible.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay if they were not present:

- 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 Behaviour Definitions Section), including incidents where no items were found, will be recorded on CPOMS.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers 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

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
- 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 or other leader identified by them 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.

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 and procedures for allegations against staff, for more information on responding to allegations of abuse against staff or other pupils.

Removal from classrooms: Internal Suspension

The use of partner class/buddy class is part of our behaviour policy and is used in response to lower level behaviours when a warning has been given. This is usually for a short period of time.

In response to more serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. This is usually carried out by a senior leader within school and will be recorded as an Internal Exclusion (see DFE guidance Internal Exclusion Guidance 2009).

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. The decision to make an internal exclusion must be made by the Head Teacher or most senior member of staff in their absence.

An internal exclusion is given if the child needs to remain out of class beyond the end of one lesson. Periods of time out of class are categorised as an internal exclusion if a child remains out of class for more than one lesson, usually for a morning or afternoon session.

On occasions an internal exclusion is agreed with parents/ carers following an incident, in order to avoid a suspension. This would be normally be for no more than one day/the following day. The internal exclusion will take place with an adult in a separate working area: this could be in a shared area or pastoral room.

An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken, but there are not yet grounds for a suspension. It can be used as an immediate but temporary provision allowing most pupils to keep learning without disruption. It is not a legal process. Any period of internal exclusion should be for the shortest time possible.

Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour. The intention of the support should be to help avoid their behaviour escalating to a point where a suspension is necessary (examples: group interventions, 1 to 1 support, behaviour chart to address specific behaviours causing a problem; home-school book; support from a member of the pastoral team etc).

If a decision to internally exclude is made, the following takes place

- The internal exclusion is recorded on CPOMS
- Parents/carers are notified that their child has been subject to an internal exclusion

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. The Head Teacher will monitor internal exclusion data each half term, as well as for an individual child each time an internal exclusion agreed. Patterns of exclusions are noted and reviewed quickly when appropriate.

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.

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.

We aim to anticipate and remove triggers of misbehaviour. Our approach includes strategies below. This is not an exhaustive list:

- Adaptation of the behaviour policy: adjusting trigger points for warnings and consequences (eg 2-3 warnings given prior to moving to consequences)
- Visual timetables to chunk learning time for children with effective use of time out strategies.
- Meetings for pastoral 1 to 1 support
- Use of teaching assistants to support in classrooms
- Short term behaviour report cards
- Long term behaviour plans
- Individualised reward systems
- SEMH/behaviour interventions
- 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 conditions such as autism

Risk assessment and positive handling plans, reviewed regularly.

Use of separation spaces (sensory zones or nurture rooms) 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.

Information Sharing

Staff should be aware of children who have behaviour difficulties or who have been identified as having SEMH (social, emotional & mental health needs) on the SEND register. Staff working with such children on a regular basis should be informed prior to working with these children wherever possible.

Staff should use CPOMs to share information about any serious behaviour issue.

All serious incidents or discriminatory words or behaviour must be recorded on CPOMs.

Monitoring this policy

This behaviour policy will be reviewed by the Head Teacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be presented to the Local Governing Body for comment.



ABC Sheet

For Individual or Class Behaviour Monitoring

Week Beginning:

Name/When	Antecedent	Behaviour	Consequence
E.g. Joe Bloggs Thursday Lesson 4	Trying to make more room for himself on the carpet.	Elbowed another child.	Moved carpet space. Made a sorry card.

Report and Praise Card

My Targets	e.g. I will use safe hands and feet in school
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	Lesson 1	Play	Lesson 2	Lunch	Lesson 3	Play	Lesson 4	My best moment	Headteacher comment
Mon									
Tue									
Wed									
Thu									
Fri									



Positive Behaviour Plan

Child's Name		Date		Review Date	
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When does the child do well? What does a good day look like for this child?

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What does their behaviour look like?

Stage 1: Anxiety Behaviours	Stage 2: Defensive Behaviours	Stage 3: Crisis Behaviours
Looks like:	Looks like:	Looks like:
Best Responses:	Best Responses:	Best Responses:

What are common triggers?

Diversions and distractions/Praise points

Who is a trusted adult in school?

De-escalation

Tick the strategies that we expect to be most effective. Use the notes column to add any extra helpful info

√	Strategy	Notes
	Verbal advice and support	
	Reassurance	
	Simple listening	
	Distraction	
	Choices	
	Negotiation	
	Reminder of consequences	
	Reminder of success	
	Acknowledgement	
	Apologising	
	Humour	
	Planned ignoring	
	Take up time	
	Time-out	
	Removing audience	
	Transfer adult	
	Supportive touch	
	Giving space	
	Agreeing	
	Other...	

Any medical conditions to be taken into account before using positive handling?

Any factors to consider when debriefing? E.g. Using strategies such as Big Empathy Drawings

How must we record incidents and who should we inform?

- Complete Serious Incident Report Form & upload to CPOMS
- Inform Parent/Carer
- Inform other agencies as appropriate

Hear	What happened?
Explain	How did it make you feel?
Link	Because you felt..... you.....
Plan	What could you do if it happened again?

Who do we tell and how do we record?

Head Teacher	Karen Johnstone
Name of Parents/carers	
Name of others	

Lesson chunking with reward breaks

