



Behaviour Policy

Approved by: Althorpe and Keadby Primary School Governing Board

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Reviewed By: All staff and Governors

Everybody has the responsibility to behave in a way that allows others to enjoy their rights in peace.

1. Aims and Principles

1.1 To help children learn to manage their own behaviour and accept responsibility for it.

1.2 To create a calm, safe, purposeful and happy environment.

1.3 To foster caring attitudes and respect to ensure that all children are valued.

1.4 To collaborate with parents in establishing common expectations for acceptable behaviour and to maintain a consistent approach

1.5 These aims will be realised in a purposeful and secure atmosphere.

1.6 To foster high standards of behaviour, this school believes in the need for: -

1.7 Positive relationships based on mutual respect, a sense of community and recognition of the rights and needs of every individual.

1.8 An expectation that adults and children will behave with fairness, consideration, and tolerance towards others.

1.9 Opportunities for children to succeed in developing self-confidence, self-esteem, and self-regulation skills.

1.10 Opportunities for children to make positive choices and to develop the strategies to manage their own behaviour with an understanding of the rewards and consequences associated with appropriate or unacceptable conduct.

2. Legal Framework

2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023' • DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

2.2 This policy operates in conjunction with the following school policies:

- Pupil and Staff Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy *
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

3. Roles and responsibilities

3.1 The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

3.2 The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' and adults' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

3.3 The SENCO will be responsible for:

- Collaborating with the governing board, headteacher, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Monitoring the impact of key behavior interventions such as Thrive, Elsa and IBPs

3.4 Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Effectively recording and raising behavior concerns to SLT in line with the policy
- Ensuring the effective delivery of outlined plans and strategies that are recommended to support the positive behaviour of individual pupils

3.5 All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: - SENCO. - Headteacher. - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

3.6 Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.

- Reporting any unacceptable behaviour to a member of staff.

3.7 Parents will be responsible for:

- Reading and understanding the school policy on behaviour
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Play an active role in any specific planning around their child's behavior

4. Definitions

4.1 For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

4.2 For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness to any session without a clear reason
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission
- Damage to school property deliberate or as a consequence of not conducting themselves safely and responsibly including graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour

5. Staff induction, development and support

5.1 All new staff will be inducted clearly into the school's behaviour policy and all related policies including SEND and Child protection and safeguarding policies, to ensure they understand and can apply the school's approach, routines and expectations clearly. This will include an induction in to whole school routines and management systems and whole school approaches to supporting, rewarding and addressing concerns with pupils consistently and effectively.

5.2 The Senior Leadership Team will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

5.3 Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications. The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school

6. Pastoral Care

6.1 Pastoral care is Althorpe and Keadby's first line of support when it comes to effective behaviour management. Teachers are responsible for the pastoral care of the children in their class group but share with all other adults a corporate responsibility for the welfare of children. All adults form positive relationships with the children in their care so that children feel valued and respected within a framework of clear expectation and boundaries.

7. Home/School Relationships

7.1 The relationship which exists between the home and school is of vital importance.

Where concerns arise, communication with and support from home are crucial. All parents/guardians are made aware of the school's approach to behaviour management in the Home School Liaison book and through beginning of the academic year meetings. If parents/guardians are invited into school to discuss their child's behaviour, they may be involved in devising a plan of action to support the child in achieving agreed standards of behaviour. In some cases, this may be formalised in an Individual Behaviour Contract. Action may also include the support of outside agencies. Parents do ask school for support with their child's behaviour at home and so school does work with families to offer help, guidance and support.

8. Teaching, Learning and the Quality of the Curriculum

8.1 The quality of teaching offered to children has a significant effect on pupil behaviour. High standards of pupil behaviour are achieved when: -

8.2 Lessons are stimulating, well planned, purposeful, and challenging with high teacher expectations of learning and behaviour.

8.3 The work is well matched to children's abilities, learning needs and styles.

8.4 Classrooms are organised and managed effectively; there are clear predictable routines and staff are proactive in planning for good behaviour.

8.5 Appropriate behaviour choices are modelled by adults and positively reinforced through praise and rewards.

8.6 Opportunities to develop social and co-operative skills and to explore a range of issues are provided in a variety of ways. Eg: use of a range of teaching styles, School Council, playtime activity, PSHCE, Circle Time and Collective Worship.

8.7 The concepts of rights and responsibilities are actively taught.

9. Social, emotional and mental health (SEMH) needs

9.1 To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted.

9.2 The school will promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Physical Environment - The quality of the school environment can significantly influence pupil behaviour. The whole school community respects and values a high-quality environment as an important factor in establishing a shared sense of pride and responsibility.
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education.

9.3 Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. This may include but is not limited to:

- Thrive Action Plan
- ELSA Support
- With me and mind support
- SDQ assessment

- 6P strategy discussion
- Team around the child meeting

9.4 Where children are behaving in unacceptable ways due to SEMH needs, the Headteacher reserves the right to adjust the policy to suit the needs of the child and to support them with their behaviour. This may include, but is not limited to:

- Individual behaviour plan and targets, using the graduated approach
- Use of visuals
- Adapted timetable and/or curriculum
- Working Together or Early Help assessment
- Involvement of professionals such as Behaviour Support and the Educational Psychologist, with me and mind and changing lives changing minds.
- Support from the local authority Inclusion Team
- Referral to a local alternative provision

10. Behaviour curriculum

10.1 Positive behaviour will be explicitly taught to all pupils as part of the PSHE curriculum and the assembly plan, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable.

10.2 An additional behaviour curriculum is in place with developmental and progressive objectives for children in all age groups. In EYFS we focus on the characteristics of effective learning and in years 1-6 we follow the school designed behaviour curriculum (see separate guidance.) This is taught explicitly in circle times with outlined planning.

10.3 Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school.

10.4 Staff will model this good behaviour and reinforce it on a daily basis. Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

11. Positive teacher-pupil relationships

11.1 Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness, mutual regard and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Teachers will operate a 'meet and greet' system when the children arrive at school.

11.2 They will use deliberate positive regard e.g. commenting positively on smart uniform, nice hair etc. to build a relationship with each child.

11.3 Adults will take part in daily exercise with the children and comment positively on children who are taking part well.

12. Managing Behaviour

Rewards

12.1 At Althorpe and Keadby, children follow 3 school rules – Ready, Respectful, Safe, and this behaviour is reinforced and modelled by all staff. (See appendix for examples of what good behaviour looks like)

12.2 Rewards are used to recognise children's achievements, to acknowledge and reinforce appropriate behaviour and to maintain the positive school climate. We acknowledge that the most powerful rewards come from emotional feedback, providing children with messages of acceptance and belonging and confirmation that they are valued. We also recognise that whilst sanctions can limit pupil's behaviour, it is rewards which have most impact in changing it. Use of the following rewards should therefore outweigh the use of sanctions in achieving high standards of behaviour.

12.3 Praise; This **must** be genuine and perceived as deserved by those receiving it. Recognised forms of praise include: -

- written comments on work
- showing work to another children/teachers/classes/Head teacher
- text messages/ notes home
- positive SeeSaw posts
- phone calls home

12.4 Rewards; In line with our school ethos "Together we Grow" we believe that children working together and celebrating each other's success is vital to long term success and setting up for a life of collaborative learning and working.

12.5 Children will be rewarded through house points – working to a shared goal and celebration with houses – these will be given by all members and visitors to school.

12.6 Individual successes and outstanding achievements are celebrated through headteacher's awards. These are celebrated with a child's team but also individually and with their families.

12.7 Star of the week, celebrating children explicitly demonstrating the principles of our behavior curriculum.

12.8 Invitation to Top Table for those demonstrating our ethos in lunchtimes.

12.9 Termly Excellence Awards celebrate children who are demonstrating school values and excellence.

13. Whole School Reward System:

13.1 The school has designed and adopted a consistent approach for rewarding and encouraging hard work, school values. Co-operation and achievement

House points will be awarded for:

- Displaying school values
- Working hard
- Personal achievements
- Displaying good manners.
- Displaying a caring attitude towards others.
- Participating in House competitions

13.2 At the end of each term the winning team is awarded with a house party and at the end of the year a house cup is awarded and engraved with the winning team's name and house captains.

13.3 Every 2 weeks our Key Stages come together in celebration of achievement with their families. In these assemblies pupils will be recognized for their hard work and good behaviour through the star awards, lunchtime awards and sharing work that is of high quality with an audience of parents.

13.4 In addition to this each class teacher will choose 3 children per term for the excellence awards. These will recognize children in 3 categories

13.5 Class categories:

- 1) Excellence in the classroom
- 2) Excellence in the school community
- 3) Excellence in the wider community

13.6 At these awards we will also reward;

- 1) governors award for a child who has made an outstanding contribution to their wider community
- 2) House captain of the term to a House Captain who has shown tremendous leadership.

14 . Sanctions and consequences

14.1 In the first instance, children must be clear about expected standards of behaviour and this is explicitly taught and regularly reinforced through collective worship, PSHE, Circle Time, positive role models and ongoing interaction with children using our school behavior curriculum as guidance for explicit age and stage expectations

14.2 We realise that there will be times when children behave inappropriately. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up.

14.3 Sanctions are necessary to reinforce expectations, to register disapproval of unacceptable behaviour, to confirm the authority of adults and to protect the rights of others within the school community. They are useful in discouraging immediate behaviours but may be less effective in preventing recurrence unless they are used as tools to support children in making their own decisions to behave in socially acceptable ways which respect the rights of others.

14.4 They must therefore be applied consistently so that the consequences of poor choices are as inevitable as the acknowledgement and rewards which follow good ones.

14.5 They are only effective when used in a positive and caring environment where children are actively taught social and moral skills and values and which encourages good behaviour.

14.6 When sanctions are used it is essential that teachers assure children that they disapprove of the **behaviour** rather than the child. The imposition of sanctions should always be accompanied by a discussion and reflection of alternative, more acceptable choices and strategies to support children in avoiding trouble and in adopting more suitable behaviours in future.

"Blanket" punishments of whole classes should be avoided.

14.7 The school has a framework of sanctions that provide a guide for staff in managing behaviour with fairness and consistency. However, they will also apply their expertise and knowledge of individual children in exercising their judgement to make appropriate decisions in particular circumstances.

14.8 Certain actions such as serious physical or verbal harm to another child may require the immediate imposition of strong sanctions.

14.9 Teachers need to assert and maintain their authority. However, confrontation with children may escalate situations and is to be avoided where possible. The sanctions to be used are detailed below. The use of alternative strategies must be agreed with the Headteacher to maintain consistency and the ethos of the school.

14.10 The most important aspect of the sanction system is that it should draw as little attention as possible to the child, allowing their behaviour to be addressed and redirected in a discreet manner.

15. De-escalation and co-regulation strategies

15.1 Firstly, it is important to recognize that behaviour is best where relationships are strong. Our staff commit to knowing your children well and understanding the early cues that they are not in the best place to learn.

15.2 Staff are trained and skilled to intercept in these moments, make a connection and support early regulation. This may be through distraction, physical movement, an adaptation in the classroom or some regulation time.

15.3 However, when children transgress, they are supported in identifying poor choices and the behaviour they need to change. Often, inappropriate acts can be corrected through use of quick effective non-verbal reminders. These may take the form of: -

- Eye contact
- Facial expression
- Proximity of teacher to child
- Signal/gesture
- quiet moments of co-regulation

15.4 Where negative behaviour continues to be present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

15.5 Bespoke positive handling plans will be written for children who regularly display emotional Incidents of low-level unacceptable behaviour are generally dealt with by the class teacher in a caring, supportive and fair manner, following the school's guidelines.

15.6 Where this does not work in the first instance a child may move into **reminder, caution, last chance framework**.

- 1) When an adult can see a child is making a poor behaviour choice during the school day they will be given a private 'Reminder'.
- 2) This will be followed by a 'Caution'
- 3) and then a 'Last Chance' should they continue to make this choice.

15.7 These will be given by staff based on a set script which all staff will be trained on and an appropriate amount of take up time should be offered between each step. This should be at least 10-15 minutes in Key Stage 2, but may be a shorter time for KS1 children.

15.8 Following a 'Last Chance', should children still be making a poor behaviour choice, they will be given an 'amber'. This will only be given after sufficient take up time and adult efforts to support the behavior eg, restorative resets, guided support to focus, a change of environment. They will only be given in extreme circumstances.

15.9 This is a 10 minute sanction. Depending on the age of a child this may be an immediate 10 minute sanction completing work in another supervised space ensuring that an opportunity is taken to learn and refocus.

15.10 If behaviour has caused significant disruption to others or the pupils own learning, this may be 10 minute owed back in their own time. It is important that this is used rarely and in extreme circumstances only. This will always be supported by an adult and every child will always have at least 5 minutes of their break to get fresh air, snack, water and comfort break. Children will also be offered an opportunity to move their body eg through a lap, throwing a ball a set number of times, skipping or a jumping activity. We recognize this may be, depending the nature of the behavior, better suited to be done after their peers have come in from break.

15.11 During this time pupils will work through a reflection conversation or piece of work. Depending on stage and age of the child this could be using the visual communication toolkit or one of the school's pre-formed reflection frameworks.

15.12 In Key Stage 1 and 2 Where behaviour continues to be disruptive, is impacting that of other children and learners, or is deemed serious and extreme behaviour a "Red" may be given.

15.13 This would mean a more significant consequence would be put in place. Where possible this will be an immediate consequence. Pupils will be asked to come out of their class to work in another area of school, another class or in extreme circumstances with a member of the leadership team.

15.14 The class teacher will ensure that they have work to do. On some occasions where a pupil's behavior has significantly impacted the learning or safety of their peers, a child will be asked to do a lunchtime red.

15.15 During this time the child will work on any work missed and a reflective piece of work. The child will always be offered the opportunity to eat, drink, take comfort breaks and at the end of the sanction will be supported to move their body and take fresh air. However, this will be supported by leadership.

15.16 Where a sanction has been given, the class teacher will log this Internal Sanction on the CPOMS system and in the case of a red will inform parents. Should a child receive 3 sanctions within a half term period, the class teacher will arrange a meeting with the parents.

15.17 If a child has multiple sanctions in a week (2+) an appointment with a member of the Senior Leadership team to discuss the reasons for their poor choices, and discuss any support they need to help improve their behaviour & parents to be informed.

EYFS

15.17 We recognise that supporting behaviour will look different for children in our Early Years base. These children are at a different place in terms of brain development and our policy must reflect this. We recognise that all behaviour is communication. If a child's behaviour is not meeting our values this will be explored and led by staff in a calm manner.

15.18 It will be made explicit that the behaviour is not acceptable using appropriate language for the developmental stage the child is at

15.19 Staff will coregulate to support them whilst talking through the situation. Emotions will be labelled and the situation explored with the other children involved to begin to explore the impact their behaviour has had.

15.20 It will be made clear to the children throughout that the behaviour is the problem, not them or their feelings.

15.21 A kindness spot and 2 minute timer is available for when children need time before exploring with an adult. In EYFS

15.22 Where a child is needing co-regulation and behaviour support above and beyond that of other children of a similar age and stage, the EYFS team will work in partnership with families, SENCO and occasionally pastoral staff to make a plan to longer support staff

15.23 Regular termly meetings with the EYFS SEND team further support us to make bespoke and impactful plans for pupils with specific needs.

16. Refusal to work

16.1 In cases where children are refusing to complete their work in class, a bespoke set of strategies will be used to ensure that the child continues to access and record their learning.

This includes, but is not limited to:

- Sitting in an alternative location in the classroom eg safe space or class library for whole class input.
- Recording work on Seesaw or other alternative instead of in school books
- 1:1 support from the classroom TA or working in a small group
- Checklists which include sensory or active breaks between tasks
- Completing work in a different location or at an alternative time

16.2 If the whole class input has been completed and a pupil is refusing to do their independent task, staff should deploy strategies to help enable the child to do their work successfully this includes but is not limited to:

- An explorative conversation with the classroom TA to barriers being faced
- Sensory support such as ear defenders for individual tasks
- Sitting in an alternative location in the classroom or nearby learning hubs to do their work in a quieter space
- 1-1 support from the classroom TA or teacher to overcome difficulty.
- Visuals and checklists to support them through expectations

16.3 Children understand that work does need to be completed. Where it is clear that effective support as outlined above has been in place and a child has continued to refuse to do work, this will be completed in the school library in the child's own time. Once the work has been completed the child can go back to their own time.

16.4 Additionally, where children are repeatedly refusing to do work, staff approach this with curiosity. Professional dialogue occurs to unpick barriers to learning and where required referral to SENCo may be needed.

17. Lunchtimes

17.1 Lunchtime is a less structured time for children and we recognise it can become a time of the day that some children struggle with. The most impactful way of ensuring that children have a positive experience inside and outside is by ensuring that the nurturing and peaceful experience they have at other points during the school day can be replicated in this time.

17.2 We plan our dining sessions carefully to ensure they offer a positive experience and where necessary offer accommodations to eating experiences such as quieter rooms and outdoor picnics (weather dependent) We also understand that ensuring children have a wealth of enriching things to do in their free time is critical to ensuring they are getting the rest they need during this time.

Lunchtime is supervised by a team of trained midday supervisors and activities are put on by trained sports leaders. A member of SLT is also on call each day.

17.3 It is important that in the first instance, our supervision team are ensuring that children are in engaging in rich purposeful play. The role of our supervisors is to identify and sweep up children who are not and support them to have safe, happy and purposeful play experiences. They understand where areas of friction occur and deployment is careful and considered across the space.

17.4 All members of the supervision team are expected to act when they notice or have reported to them that a child is not behaving well and it is important that the first person reported to acts swiftly. This may be through;

- Repositioning themselves to be close to children who are struggling

- Listening carefully to all accounts
- Offering choices and options
- Involving and including themselves in play to model and reframe
- Supervise play for an amount of time
- Give a clear reminder on expectations
- Reflecting and redirecting play
- Beginning a new game and invite others in to it.

17.5 While we do have a lead member of the supervision team, it is expected that all members of the team recognise their role in managing behaviour. Behaviour should not be passed to another member of the team or SLT unless it is a serious incident.

17.6 Where behaviour incidents do occur the following is followed.

17.7 Minor incidents –

- Check in – sometimes a pupil needs some time with the adult on duty to help regulate and get back on track. This will be the first option for behavior management at play and lunchtimes.
- Time together – where a child needs a moment with an adult to regulate, they will walk with one of the adults on duty and reflect on what has happened. They will need to stay with an adult for a minimum of 5 minutes or until it is clear they are regulated enough to rejoin play.
- Where a pupil has been struggling during a period of time or staff can see situations arising, they will join pupils in co-operative play modelling effective communication and support

17.8 Serious incidents

17.8 Pupils who are involved in serious incidents of behaviour at lunchtime will be supported through the serious incidents and behaviour aspect of this policy in line with the rest of the school day. They will be brought to the member of SLT on duty who will deal with this accordingly.

(Individual pupils, especially those on an IBC, may follow a different procedure- staff will be informed of these specific cases)

18 Out of school hour activities – including Breakfast Club and After School Activities and Clubs

18.1 It is essential that we maintain a safe and enjoyable environment for all children attending clubs. We adhere to our Behaviour Policy during clubs. We believe that by following these guidelines, we can ensure a positive experience for everyone involved.

18.2 If children do not follow our expectations and do not behave in a manner that keeps themselves and others safe at clubs, we will implement sanctions as stipulated in our policy. In cases where poor behaviour choices persist, we will consider whether those children can continue attending these clubs.

18.3 We will provide them with the opportunity to return after a designated period, allowing them to demonstrate that they can engage safely, just like their peers. Should the behaviour continue to be problematic, we will suspend their attendance. It is important to note that the clubs operate outside of the government-recommended 32.5 hours a week that children spend in school.

19. Serious Unacceptable Behaviour

19.1 This type of behaviour is generally rare and it is the responsibility of the Senior Leadership Team who will deliver an External Sanction, the nature of which depends on the severity and frequency of the behaviour. The Headteacher reserves the right to amend and review this policy based on personal circumstances of the child and on a case by case basis.

19.2 Removal from the classroom for an external sanction

The Headteacher or other member of the SLT may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff. The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

19.3 The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

19.4 The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day.

19.5 The school will ensure that the pupil is not removed from the classroom any longer than necessary. The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom.

19.6 The headteacher will request that the pupil's class teachers set them appropriate work to complete. The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary. Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

20. Support for behavior

20.1 We recognize there will be times in a child's life where behaviour is communicating a greater emotional or social need. While it is important that we still support the most positive behaviour in school, there are a number of mechanisms in place to support the best outcomes for all children, even when they are struggling. In these instances we refer to the pyramid of support

21. Children with Emotional and Behavioural Difficulties

21.1 There are some children who require action beyond the schools' "standard" system of rewards and sanctions. There are often "hidden" needs and underlying causes for their inappropriate behaviours. This school adopts a problem-solving approach and seeks to work with families and other agencies to consider and address the underlying causes as part of the process of improving behaviour and making appropriate SEN provision. Our aims in communicating with families are to

21.2 Diagnose and address the roots of the difficulties

To identify achievable objectives for the child

To agree joint strategies and the actions to be taken at home and at school.

21.3 Where appropriate, the school will establish an **Individual Behaviour Contract** with parents/carers to clarify the school's expectations, the specific behaviours which are of concern and to agree behaviour modification strategies to be jointly implemented.

21.4 Particular strategies will need to be tailored to the needs and circumstances of those involved, with individual targets and rewards. These are likely to involve a behaviour diary linked to a school, home, or jointly implemented rewards and sanctions programme.

21.5 School SEN provision and the expertise of external agencies will be used to address learning difficulties and provide support for the child in developing anger and behaviour management strategies.

21.6 The school has systems to record and monitor behaviour which are used to diagnose patterns of behaviour and to provide evidence to inform liaison with outside agencies, including the Educational Psychologist.

21.7 Poor behaviour may trigger use of an Early Help Assessment to work with the family and other agencies where there are concerns about a possible "child with additional needs".

Layers of support for a pupils SEMH needs

Level 1	Level 2	Level 3
Universal support Reflective practice Whole class thrive PHSE curriculum Behaviour curriculum Personal Development curriculum Reasonable adjustments made to class and school Relationship led interactions Co-regulation Opportunities for leadership and responsibility	Specific in school support Team around the child meetings Thrive action plan ELSA support With me and mind referral School nurse referral Specific sensory assessment and planning Individual timetables Behaviour support plan Positive handling plans personal behaviour mentoring card	Specialist support from outside agencies Education Psychologist BSET ASET Complex behaviour support

21. Positive Handling

21.1 There may be rare occasions in which staff or children are faced with very challenging behaviours. There has been whole staff training in accredited "Team Teach" de-escalation and positive handling strategies to equip staff to safely intervene when presented with a situation which seriously prejudices the maintenance of good order and a safe environment. Risk assessed "Support and Intervention Plans" will be drawn up and agreed with parents or carers for children for whom we anticipate such measures may be necessary.

22. Exclusions

22.1 In extreme circumstances where behaviour is a risk to the safeguarding of the school, we reserve the right to follow the local authority procedures and protocols on exclusion. These are outlined in our exclusion and suspension policy

23. Bullying

23.1 Bullying incidents will be logged separately by the Head teacher. Parents of children involved in serious or repeated acts of bullying will be contacted. (See Anti Bullying Policy)

24. Sexual abuse and harassment

24.1 The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

24.2 The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child protection and safeguarding Policy.

24.3 The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

24.4 Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected.

24.5 The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.