Greenvale Primary School

Behaviour for Learning Policy and Statement of Behaviour Principles

Policy Date	September 2023
Signed by Headteacher	Mrs A Allnutt
Review Date	September 2024

Approved by Governing Body		
	G Zeuli	
Chair of Governors	Print Name	Date

Introduction

We recognise that the values we promote within the school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. These values include: care, respect and concern for oneself and others, care and respect for property and for the environment. Whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave ourselves and in the ways we expect others around us to behave. For this reason it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education. We aim to develop a more positive focus on improving children's engagement, motivation and well- being.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are self-confident and secure, with a strong sense of belonging, and so more likely to reach their full potential.

This policy has been developed through a consultative process involving children, parents, staff and governors. It therefore reflects a common and agreed view. To ensure that this continues to be the case it will be reviewed annually and comments will be regularly invited through parent surveys, the newsletter and meetings of the School Council, staff and governors.

Aims *(see Appendix 1)*
- for every member of the school community to feel valued and respected, and for all persons to be treated fairly
- provide an ethos and environment within which everyone feels safe and which enables everyone to learn effectively
- teach children behaviour that is appropriate to different situations
- raise awareness amongst children of the need to recognise and manage their emotions and reactions
- support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult

Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the [Special Educational Needs and Disability (SEND) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Roles, Rights and Responsibilities

In order to achieve our aims and objectives we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

The role of pupils

- discuss the school and class rules within their class
- understand the consequences of breaking the school rules
- vote for members of their class to represent them on School Council

The role of teachers

- agreeing a set of classroom rules with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all
- ensure the school code and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time
- have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability
- arrive in class in time
- know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons
- inform parents about expected behaviour and seeking their support
- avoid use of confrontational language – *(see Appendix 3 Emotional Containment Phrases)*
- use proximal praise to reinforce expectations
- ensure all children are noticed and receive attention in class *(see Appendix 4 Toolbox 1 and 2)*
- treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding
- ensure all adults working with children with SEMH are informed of individual challenges and strategies
- organise the classroom in a way that encourages successful learning by giving attention to:
1. space for working and movement
2. seating arrangements
3. access to materials and equipment
4. noise levels
5. routines
- plan activities appropriate to the ability, maturity and special educational needs of the children
- be aware of safety issues when planning activities
- establish procedures for giving directions about tasks
- teach children about behaviour skills

- plan and respond to individual needs to learn behaviour skills and self- regulation
- provide opportunities for children to develop different kinds of relationships with one another
- allow children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE curriculum
- be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions
- liaise with external agencies, support teachers, lunchtime staff, parents and the Headteacher as necessary to support and guide the interests of the child
- ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour
- when a child with a specific behaviour management plan transitions to another class ensure that information is passed on. A meeting with the current class teacher, the new teacher and Inclusion Manager is set up.

The role of the Teaching Assistants/Nursery Assistants

- being aware of relevant and accepted expectations and reinforcing them
- being consistent and fair when giving rewards and relevant and proportionate when sanctions
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- being aware of procedures for giving directions about tasks and reinforcing them
- teaching children about behaviour skills and self-regulation
- reassuring, re-focusing and reaffirming tasks set for children
- fulfilling roles identified within SEMH plans for children
- having high expectations of children
- providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation
- allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion
- responding to children's needs swiftly
- observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- encouraging respectful attitudes for others, the environment, property and equipment

The role of lunchtime staff members

- being friendly and approachable
- being aware of relevant and accepted expectations and reinforcing them
- being consistent and fair when giving rewards or imposing agreed sanctions
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- support children's development of behaviour skills and self- regulation
- having high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- encouraging respectful attitudes for others, the environment, property and equipment
- support children with SEMH using agreed strategies

The role of parents and carers:

- the school work collaboratively with parents that children receive consistent messages about how to behave at home and at school
- we explain the school rules at our introductory parents' meeting and expect the parents to support the school in implementing these
- we build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If their concern remains they should contact the Chair of Governors
- inform the school of any medical or social circumstance that might affect the behaviour of their child
- provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage
- inform the school of any concerns about their own child's behaviour
- keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary
- support and co-operate with the school in implementing the behaviour for learning policy
- respect the staff of the school and valuing their professional opinions
- promote positive attitudes towards school
- provide a good example of behaviour

The role of Governors

- responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines
- the head teacher has the day to day authority to implement the school behaviour for learning policy, but governors may give advice about particular disciplinary issues
- be involved in the development of the policy in accordance with the stated aims of the school
- be informed about the successes of the policy in maintaining high standards of behaviour
- ensure that the school has a behaviour for learning policy
- support staff in implementing the policy
- monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives
- report on the effectiveness of the policy to parents
- provide opportunities for dialogue with children, staff and parents

Objectives
- provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises
- have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect
- reinforce good behaviour so that children feel good about themselves
- for all staff to focus on de- escalation and preventative strategies rather than reactive
- all staff know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating
- prevent bullying

Expected behaviour *(see Appendix 2)*

All groups within the school community have thought carefully about the behaviour we should expect of children in different situations. These include working together as a whole class, working together in groups, working alone, in the playground, in the hall at lunch time, in assembly, on trips or at competitive events and with visitors to school.

Mobile Phones

Pupils and staff must adhere to our Mobile Phone policy which can be obtained from the school office.

Whole School Strategies

Code of Conduct:
We have an agreed code of conduct for the school community.

The school's 'Golden rules' are:

We look after our school.
We are honest.
We are helpful.
We work hard.
We share and have good manners.
We listen.
We say kind words.

These are displayed in pictures and texts around the school.

As well as the 'Golden Rules' every member of the school community should apply the following principles:

- We do not condone inappropriate behaviour
- You own your own behaviour
- We are a no shouting school

Support

Children can be supported in behaving as we expect through a range of strategies which can include:

- Playleaders
- Friendship Bench
- Learning Mentors
- Parental involvement in support programmes
- Inclusion Manager/Headteacher involvement in support programmes
- Educational Psychologist and Assessment Service
- Use positive rather than negative phrasing e.g. stand next to me, walk beside me to… stay seated in your chair
- Limited choice e.g. where shall we talk, here or in the library?

(See also Appendix 3 Emotional Containment Phrases, Appendix 5 De-escalation script and Appendix 9 Zones of Regulation (Key Stage 1/Lower Key stage 2)

Nurture

At Greenvale, we believe that a nurturing approach to learning, where we focus on emotional needs and development as well as the academic learning of all pupils, is the best way to supporting barriers to learning.

Robins is a provision that has positive long term effects on those pupils who are most affected by trauma, family issues or barriers that prevent pupils from thriving. It provides the pupils with the necessary support needed to develop their emotional and social needs and therefore help to remove the barriers to their learning. Robins focus on the Boxall Profile targets and not the academic targets towards ARE. Our Nurture intervention is a tool through which learning can then be achieved.

Once children are back in their classes (usually between 4-7 terms), they are able to access learning and make academic progress.

Rewards

We recognise children's efforts to behave as expected by:

- Praise for appropriate behaviour
- Drawing the attention of others to their good behaviour
- Rewards including stickers, achievement awards, stars of the week, values award, and the 'wall of fame'
- Rewards are given in accordance with individual support plans when necessary
- Visit to SLT
- Recognition of children who are strong role models/ always make the right choices

Sanctions

In the classroom *(see Appendices 6 & 7)*
Unfortunately there are times when agreed rules are not complied with. It is important that children know that unacceptable, disruptive behaviour or a poor standard of application are not tolerated. If a child has seriously breached the code of conduct an ABC behaviour log will be recorded, see Appendix (8).

Consequences

Children must be aware that poor behaviour has a consequence.

The following lists some sanctions that will be chronologically used. Each child will receive a warning before a sanction is applied. *(See Appendix 6 & 7 - Behaviour and Consequences Chart)*

- Verbal correction and discussion of behaviour.

- Time out from playtime or Golden Time.

- Sitting alone in class working or removal to another class to work – time out.

- Working in another class for a short time – up to 15 mins maximum.

- Early involvement and discussion with parents/carers and use of contact book/ phone contact. (in consultation with Inclusion Manager and class teacher).

- Sent to Deputy Head, Inclusion Manager or Head Teacher if necessary.

- Exclusion – internally

- Exclusion - lunchtime, fixed time, permanent.

<u>'We' Script</u>

When working with challenging behaviour staff use the agreed 'we' script reminding of expected behaviours and verbalising when such behaviours are noticed so as to positively recognise and enforce

e.g, "....*name*...., *we expect……………………………, thank you".*

Peter, we expect everyone to speak politely to one another, thank you.

Jane, we expect everybody to line up quietly, thank you' (staff do not shout and avoid phrases such as 'why are you?', 'don't', 'you are…')

Behaviour Response: Stepped Approach

1. 'We' statement
2. Clear choice: that can either go into your pocket or onto my table… then walk away
3. Follow up consequence

If the consequence is refused then no issue is made of this, simply a calm reminder that if the child refuses the consequence then there is a clear consequence that will be followed up at a time convenient to the teacher, who then remains calm and continues to teach the children in the class. Language of choice always used so that child is not backed into a corner. Steps 1 and 2 may be skipped when presented with unsafe behaviours.

(See also Appendix 5 de-escalation script and Appendix 4 Toolbox 1 and 2)

Sanctions: play and lunch times

The behaviour system is followed through at play times. Time out may be taken in a variety of places (lunch hall, a bench).

As a means of monitoring playtime behaviour any behaviours will be verbally passed on to the class teacher. If a child has seriously breached the code of conduct they will be sent in to discuss with by a member of SLT or the Inclusion Manager or Headteacher, and an ABC behaviour log will be recorded, *(see Appendix 8).*

Repeated or serious incidents of unacceptable playtime behaviour will lead to a loss of outdoor play and/or alternative provision.

Parents will be informed if playtime behaviour repeatedly or seriously breaches the code of conduct.

Dealing With misbehaviour or serious misbehaviour

Serious misbehaviour, in or out of the classroom will be referred to the Head Teacher.

Serious misbehaviour includes stealing, hurting other children, swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism or bullying. (**see Appendix 10**)

Incidents will be recorded on an ABC log and investigated by the Inclusion Manager and/or Headteacher. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct.

Repeated incidents of behaviour which contravene the code may mean the school seeks the advice of external agencies such as the educational psychologist. A support plan may be drawn up.

Serious one off breaches or repeated breaches of the school rules may lead to a fixed term suspension.

If property has been damaged, then school may ask parents to provide replacements.

Children who persistently breach the school rules will have individual support plans and drawn up and may follow different steps of interventions and sanctions.

Safeguarding

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

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

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

Please refer to our Safeguarding and Child Protection policy which is available on our website or the school office and the Child on Child Abuse policy for more information which can also be obtained from the school office.

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 and reported to parents (see appendix 3 for a behaviour log)

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

Confiscation, Searches, Screening

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

Confiscation
Any prohibited items (listed in section 3 of the linked guidance above) 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
All searches to be conducted by one member of staff, accompanied by a second member of staff. Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:
- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

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

- Assess whether there is an urgent need for a search

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) / pastoral lead, to try and determine why the pupil is refusing to comply.

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

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

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

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

Responding to misbehaviour from pupils with SEND

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.

- Short, planned movement breaks for a pupils 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
- 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.

Physical restraint/reasonable force

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff are guided by the advice provided by Medway Council; children's dignity and rights are respected at all times. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Parental permission may be sought in advance if deemed necessary.

Statement on the use of Physical Interventions

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

1. to comfort a pupil in distress (so long as this is appropriate to their age);
2. to gently direct a pupil;
3. for curricular reasons (for example in PE, Drama etc.);
4. in an emergency to avert danger to the pupil or pupils;

If hand holding is being used by an adult as a method of control to move children, this can become a restraint. We encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom or school site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force cannot be used:

- as a punishment – it is always unlawful to use force as a punishment.
Any occasions when reasonable force is used will be recorded.

The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school
- behaviour that could adversely affect the reputation of the school

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 statement of procedures for dealing with allegations of abuse against staff which can be obtained upon request from the school office.

Suspension

In cases of severe and persistent misbehaviour, the Headteacher may suspend a child from school for either a fixed period of time or permanently. If such action is taken, the Headteacher will inform the Chair of Governors and the Local Authority. See the Suspension and Permanent Exclusions policy for full information.

Monitoring

- The Headteacher monitors the effectiveness of this policy on a regular basis. She also makes reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor and major classroom incidents where a child is giving cause for concern, Appendix (8). The Headteacher records incidents where a child is sent to her on account of seriously bad behaviour. We keep a record of any incidents that occur. The Inclusion Manager and Headteacher will undertake an analysis of logs if there is a pattern of incidents for a pupil, *(see Appendix 8a).* The Headteacher keeps a record of any pupil who is internally, fixed term or permanently suspended
- It is the responsibility of the governing body to monitor the rate of suspensions and to ensure that the school policy is administered fairly and consistently
- The governing body reviews the policy every year. The governing body may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Links with other policies:

Child on Child Abuse & Child on Child Sexual Violence or Harrassment
Mobile Phone
Safeguarding and Child Protection
Suspension & Permanent Exclusion

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others in a nurturing environment

- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to pupils at all times and set firm boundaries of acceptable behaviour

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour for learning policy

- The behaviour for learning policy is understood by pupils and staff, enabling all members of the school community to apply its principles fairly and consistently

- The suspensions and exclusions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in suspensions

- Pupils are helped to take responsibility for their actions and to build resilience to outside pressures

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body annually.

Appendix 2: Expected behaviour

Working together as a whole class

We would like the children to:

- Listen to each other and to the teacher without interrupting
- Follow directions the first time they are given
- Respond appropriately to one another and to the teacher
- Sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space
- Be aware of and respect other people's personal space
- Value other people's views and be aware of everyone's need for time to think
- Be alert and attentive
- Respect the classroom environment
- Respect other people's belongings and work

Working together in groups

We would like children to:

- Recognise and value one another's strengths
- Support and encourage one another
- Respect one another's views
- Be sensitive to one another's feelings and needs
- Concentrate and apply selves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or grounds
- Communicate quietly, clearly and effectively with one another
- Allow everyone to contribute to the work of the group and to say what they want to say, and encouraging constructive criticism
- Try to sort out difficulties independently; seek support from and authorised adult if attempts to resolve difficulties are ineffectual
- Share equipment
- Care for equipment

Working alone

We would like children to:

- Concentrate on the task given and complete it as well as possible
- Work independently, without interrupting other people unnecessarily
- Accept responsibility for individual behaviour and work

In the playground

We would like children to:

- Respect the boundaries by playing on the playground, or the grassy areas
- Recognise the needs of different groups of children
- Enjoy playing together, but not at the cost of someone else's enjoyment
- Recognise that someone may want to be alone and respect that

- Find ways of including other people who may feel lonely
- Establish the rules of a game and ensure that everyone playing knows the rules
- Care for people if they are hurt
- Listen to adults on duty: respond courteously and obediently
- End any game as soon as the whistle goes, line up at the designated place, in a quiet orderly manner ready to return to the classroom

In the hall at lunch time

We would like children to:

- Walk into and leave the hall quietly
- Sit where the lunchtime staff indicate
- Talk quietly
- Put up a hand if help is needed and wait patiently until a member of staff is at hand to attend them
- Demonstrate good manners
- Say 'please' and 'thank you' appropriately
- Use the crockery, cutlery and glassware correctly and carefully

In assembly

We would like children to:

- Enter and leave the hall quietly and in an orderly way
- Listen to the music, to adults and to others attentively
- Respond appropriately with silence, comment, praise, laughter, action or song
- Accept different styles of presentation and different expectations

On trips or at competitive events

We would like children to:

- Be responsible for one another
- Be responsible for their own possessions
- Be aware of personal safety and that of others
- Be aware of representing the school
- Be aware of the needs of members of the general public
- Act courteously and speak politely
- Walk quietly
- Stay together
- Accept rules
- Encourage and support one another
- Respond quickly to instructions

With visitors to the school

We would like children to:

- Notice whether or not an adult is authorised, either because the adult is introduced to them wearing a visitor's badge or is accompanied by another member of staff
- Be welcoming, courteous and helpful to any authorised visitor

- If someone is not authorised, attract the attention of a known adult to that fact

At other times

When children are on the school premises we would like to them to conform to our expectations of their behaviour at all times, whoever is responsible for them. This means that they should:

- Be respectful towards all adults
- Be considerate towards one another
- Take care of the environment
- Leave equipment alone unless given specific permission to use it

Appendix 3: Emotional containment phrases

(Coded messages: I am trying to understand you, I'm interested in you, I can hold your emotions, I'm invested in this relationship with you, I can contain how you are feeling right now, I can bear this with you)

- **It's fine…**
- *e.g. it's fine, you don't need to get upset, we can just can just go to Mrs Jenkins and tell her that you have forgotten your PE kit.*

- **It's not a problem…**
- *e.g. It's not a problem we can come back to that work and complete it during finishing off time.*

- **It's ok…**
- *e.g. It's ok we all make mistakes, and that's how we learn from them. If you just put a line through it and write underneath it Mr Piper will know and he will understand.*

- **You're letting me know that…**
- *e.g. You're letting me know that you are feeling angry because you were tackled with the ball and you got pushed on the floor.*

- **You're telling me that…**
- *e.g. You're telling me that you are sad and frustrated because you are finding the work too hard and you don't understand. When you're ready we can look at it together.*

- **It seems that…**
- *e.g. It seems that you are finding it difficult to do your work at the moment. I would like to understand why this is so I can help you. (Provide the child with take up time if they need it by saying when you're ready I'll be…)*

- **You want me to know that…**
- *e.g. You want me to know that you are feeling angry because you didn't want to write those sentences in your book. When you have done those three sentences you can then play with the lego (Low stress level activity chosen using the first and then approach to their learning).*

- **It feels like/as if…**
- *e.g. It feels like/as if you might be feeling sad because you didn't get to give mummy a cuddle before she left this morning?*

- **…Let's sort it out/ do it together…**
- *e.g. You're telling me that it's too hard, and that's ok, let's sort it out/do it together*

- **…We can fix this…**

- *e.g. We can fix this together. When you're ready you pick up the chairs and put the things back in the bin, and I shall help you put the tables back.*

- **You can do this I believe you can/in you**
- *e.g. you can do this, all you need to do is walk straight to Mrs May to pick up the work, and we will come straight back out to your work station.*

- **I can understand that…has upset you/made you feel…because you thought/felt**
- *e.g. I can understand that Mr Johnson has made you feel upset because you thought you were allowed to go out to play today but you are not allowed too. It would be helpful to let him know so he can talk to you about it. So can you find the words to tell him or do you want to do it together?*

- **…I need to keep you safe**
- *e.g. I'm staying in here with you because I need to keep you safe. When you are ready I'll be over here.*

- **I understand you need some space. When you're ready...**
- *e.g. I understand that you need some space. When you're ready I'll be over by the printer.*

- **When you're ready we can talk about it, I'll be…**
- *e.g. when you're ready we can talk about it, I'll be by Mrs Smith's table sorting out the books.*

- **Let's think of a way you can let me know next time?**
- *e.g. Let's think of a way you can let me know next time? Could you think of a word you can use or could we make a card you could show me?*

- **… we just need to keep you safe.**
- *e.g. You can be angry, we just need to keep you safe.*

- **…It's ok you're safe.**

Appendix 4: Toolbox 1 and 2

Toolbox 1

Strategy	Explanation	Coded Messages *(This is what they adult is providing or supporting the child to develop)*
General praise	Praise appropriate behaviour often –this will reinforce it	Coded message(s): *Positive identity, self-esteem, resiliency building, confidence, motivation*
Proximity Praise	Praise child /children nearby who are displaying the appropriate behaviour. When the identified child complies they should then be praised. Using a full praise statement will help the target child to understand what you would like to see. It can be a beneficial strategy to use alongside tactically ignoring if safe to use.	Coded message(s): *Indirect boundary setting, providing expectations, reminders, motivation, self-esteem*
Tactical ignore	Ignore where possible very low level primary and secondary behaviour. I.e. pencil tapping, muttering under breath. If the behaviour becomes unsafe to pupil or to others you must intervene.	Coded message(s): *Boundary setting, limiting attention around communicating behaviours you want to reduce*
Non-Verbal signal	Open, positive body language. The look, Thumbs up, Smile.	Coded message(s): *Reminders, non-verbal direct praise, belonging, motivation, valued, confidence, resilience*
Rule/expectation reminder	What's our rule about……. (Kind hands, moving around the classroom)	Coded message(s): *Reminders, boundaries*
Direct Praise	Target praise i.e. Tom you are sharing really well –give attention for appropriate behaviour as frequently as possible.	Coded message(s): *Self-esteem, developing confidence, emotional literacy and social skills development, raising pupil profile, motivation, role model*
Positive expectation reminder	Reminders of expectations rather than drawing attention to inappropriate behaviour i.e. remember to out hand up and wait to be asked before answering question.	Coded message(s): *Reminders, solution focused, clear expectations, boundaries*
Simple verbal direction	Give assertive direction using few words and a low slow tone i.e. 'sit down thanks' or 'books away,' assume compliance and allow take up time, tactically ignoring secondary behaviour and remaining focussed on what needs to be done.	Coded message(s): *Boundaries, consistent expectations, reminders*
Simple Question	Where should you be? What should you be doing?	Coded message(s): *Reminders, boundaries,*
Distraction	Divert Childs attention to something of interest to the pupil and away from inappropriate behaviour i.e. 'we need to	Coded message(s): *Distraction, boundaries, self-regulation support,*

	get this finished, so that we can be on time for playtime, let's see how quickly we can do it'	
Warning and choice **2nd Warning and choice**	State expectation clearly and consequence for non-compliance e.g. 'Jenna, back to the classroom now or any lesson time you miss will have to be made up in your own time tomorrow' Face saving/take up time must be given and the adult to move away as above	Coded message(s): *Boundaries, consistent expectations, reminders, legitimate control, face saving time, giving the child a way back, structure*
Logical consequences	If the pupil does not comply then the logical consequence should be applied (see above). Thinking time can also be used – to encourage child to develop the skill to identify a positive action to take next time.	Coded message(s): *Boundaries, clear expectations, natural consequence*
Voice Level Volume Monitoring	Adults to be mindful of voice level (whole class, teacher, and individual voices). Adults can use resources such as class volume visuals, different setting voices e.g. indoor/outdoor voice and reinforce and recognise positive behaviours.	Coded message(s): *Praise, confidence building, consistent expectations, consistent boundary settings, feeling valued, developing a sense of belonging.*

Toolbox 2
(For Pupils with Additional SEMH)

Strategy	Explanation	Coded Messages
Pupil Perception	Pupil perception can be a useful tool to gather the thoughts and feelings behind possible behaviours being exhibited by the child/children. Adults need to begin from the child's perception and support them to change these perceptions in a positive way.	Coded message(s): *Being heard, being listened to, developing understanding, emotional containment, to feel valued.*
Keeping in Mind	Use this strategy to fulfil the child's need to belong and foster a feeling of importance. During conversations adults use phrases such as I saw…and it made me think of you, I was thinking about you when…, I will be looking forward to hearing all about… when… etc.	Coded message(s): **Belonging, to feel valued, relationship building**
Movement Breaks	For children who have difficulty with maintaining concentration or who find it difficult to sit still for any length of time benefit from legitimate movement breaks e.g. doing a job for an adult.	Coded message(s): *Self-regulation, low stress opportunity, containment*
Chunked Activities	Use chunked activities to provide children to feel a sense of frequent successes within lessons and provide shorter tasks which may be less daunting for the child to attempt.	Coded message(s): *Develop self-esteem, resilience, confidence to attempt academic risks, resilience building*
Positive Gossip	Adults to praise the child indirectly to another adult in ear shot of the child. This is particularly useful for children who find direct praise difficult to manage and should be task/behaviour specific. E.g. Mrs/Mr… I was so pleased to see that…was having a go at answering some questions on the carpet today etc.	Coded message(s): *Develop self-esteem, develop confidence, building positive relationships*
Assumed Compliance	Use statements ending in thanks to show your expectations and how you assume the direction you have just given will be followed. e.g. you need to put the pencil away in the pot now thanks, classroom voice thanks etc. Once the statement is given adults should move their body language away from the child to give them take up time to carry out the instruction. Repeat the statement in a low slow tone with fewer words if needed.	Coded message(s): *Boundaries, consistent messages, direction, reminders*
Partial Agreement	Use statements such as that may be so but I need you to… or you may feel like that but right now you need to…	Coded message(s): *Listening, understanding child's perceptions, feel valued, emotional containment & containing boundaries*
Let's Do It Together	To begin tasks with the child to ensure the child understand what is expected of them to complete the task and foster a feeling of initial success to give them the confidence to challenge themselves.	Coded message(s): *Listening, understanding child's perceptions, feeling valued, safety, emotional containment & developing confidence to attempt academic risks, resilience building*
Reflection	To provide children with reflection time that will turn a situation into a positive learning opportunity for that child. This could be for	Coded message(s):

	instance using a restorative reflection sheet which explores the thoughts and feelings around a situation, the outcome is explored in a non-judgemental way, conflict resolution being discussed and agreed, and then problem solving ways of managing such situations in the future.	*Listening, understanding child's perceptions, feeling valued, moving on from a situation, restorative approach, self-reflection, emotional containment & containing boundaries, non-judgemental, forgiveness, Resilience building*
Repair the Harm Done	Children should be given the opportunity to put right the harm they have done. e.g putting equipment back, make a card, go and get a resource the child likes etc. to develop meaning and empathy.	Coded message(s): **Restorative approach, repairing, resolution to a problem, non-judgemental approach, forgiveness, resilience building**
Knowing What's coming	To prepare children for what is coming next and any changes where possible, to give them that predictability and safety of knowing what to expect. Where possible make this visual and age appropriate.	Coded message(s): *Predictability, safety, relationship building, development of trust, emotional containment, independence building*
Pre-teaching	Opportunities to provide pupils with key words and vocabulary explanations prior to a session, or reminders/introductions of taught/new methods being used in a session; can foster a child's confidence and promote engagement in sessions.	Coded message(s): *Resilience, confidence to take academic risks, self-esteem, self-worth, lowering anxiety, preparing, reminders of previous concepts,*
Differentiation	This does not only mean differentiated work and resources provided within the lesson, but thought to the provision of behaviour strategies used to promote and enable positive behaviour for learning to take place.	Coded message(s): *Resilience, confidence, self-esteem, self-worth, lowering anxiety, preparing, emotional containment, independence building,*
Safe Place	Adults to negotiate with a child (particularly those who leave the classroom or move to inappropriate areas within the environment), a safe place that they can go to for time to self-regulate when they're in an emotionally heightened state. A visual aid can support them to do this if they find it difficult to verbalise. Adults will need to teach, model and rehearse this with the child when calm and try and help the child locate any warning signs they may get within themselves which can be an indication for them to go to that safe place.	Coded message(s): *Emotional Containment, self-regulation, confidence, self-esteem, safety, resilience, keeping in mind, belonging, positive relationship building, trust, independence building*
Safe Person	A safe person can be identified with the child. The role of the adult is to be non-judgemental but talk through situations and use this time as a reflective learning opportunity. The use of partial agreement during these discussions is important to show some empathy e.g. I can see that you feel upset/angry, I would feel upset/angry if… and then discuss the situation through a solution focus approach; providing them with strategies to manage a situation if it arise again.	Coded message(s): *Emotional Containment, self-regulation, confidence, self-esteem, safety, resilience, keeping in mind, belonging, positive relationship building, trust*

Slow Tone	Slowing down your speech and using fewer words helps the child to hear the direct rather than information that may overload them. E.g. tuck your chair in because we don't want people to fall over it and hurt themselves. They might just hear fall over it and hurt themselves. We want them to hear the instructions and therefore by using fewer words such as, tuck, chair, in enables them to process just the direction rather than the consequence.	Coded message(s): *Emotional Containment, predictability, confidence, resilience, self-esteem, safety, positive relationship building, trust*
First and Then Approach	This is a strategy which can support children to access their learning if they are reluctant or finding it difficult to do so. The 'first' aspect involves a differentiated appropriately chunked learning activity. The initial part of the task should be well within the child's capability to gain initial success and appropriate elements of challenge built in. The 'then' activity is a low stress level activity which enables the child to have regular opportunities to self-regulate so that they can manage the expectations placed upon them throughout the school day. It would be beneficial for the child's 'then' activity to be based on their likes, as the tasks will then be more motivating for them. Staff should give them a choice of two tasks the adult is happy with, which will provide the child with opportunities for small elements of legitimate control. It is also important that staff put a time boundary around the 'then' aspect, and provides children with time warnings of endings e.g. 5mins, 2mins, 1min etc. This also provides staff with regular opportunities throughout the day to provide explicit opportunities for children to develop the social and emotional skills they have not yet mastered e.g. turn taking, following someone else's instructions, developing their interpersonal thinking skills etc.	Coded message(s): *Predictability, structure, self-regulation, motivation, confidence, self-esteem, fostering independence skills, lower anxiety, emotional containment, legitimate control, distraction,*
'Catch Me Strategy' Using Task, Behaviour and Effort Specific Praise	Adults should provide children with frequent task, behaviour and effort specific praise e.g. 'you have remembered to add full stops into your sentence', 'I noticed that you sat at your table waiting for the teacher to speak to the class well done' or 'you have worked very hard keeping within the lines while you colour in the ship'. It is important that staff notice the appropriate behaviours that the children are exhibiting regularly so that they are gaining praise for appropriate behaviours, and are more likely to exhibit the desired behaviour staff would like to see.	Coded message(s): *Self-esteem, self-confidence, motivator, development of relationships, social skills development, sense of belonging*
Meet and Greet	A member of staff to meet with the child, at the beginning of the day and after lunch. This is a useful strategy to prepare the child for the day/morning/afternoon e.g. Adults can go through the child's visual timetable, set up the first and then activity, provide talk time, reminders of behaviour you want to see and encouragement for the day/morning/afternoon ahead.	Coded message(s): *Sense of belonging, predictability, self-regulation, reflection, structure, relationship building, resilience*
Role of Responsibility	This strategy is a way of making the child feel, that they belong and that it is important that they are there. This is also a low stress level activity which can help self-regulate their emotions from the daily demands placed in them through the day.	Coded message(s): *Sense of belonging, self-esteem, self-confidence, resilience, independence, motivator, self-regulation, legitimate control opportunities*
Restorative Repair	For staff to provide the pupil when calm support to put things right after an incident or a situation has arisen. This should be done in a non-blame and non-judgemental approach. This should include a logical consequence (time limited) and a learning opportunity.	Coded message(s): *Restorative approach, developing social skills, forgiveness, non-judgemental, structure, boundaries, resilience*

Restorative discussion learning experience	For adults to provide the pupil when calm with reflection time and discuss a situation that has occurred and an opportunity to problem solve and think of alternative ways of responding in an assertive manner. Adults should then role play and practice this as he will then be more likely to use it independently.	Coded message(s): *Restorative approach, developing social skills, forgiveness, non-judgemental, structure, boundaries, resilience*
Assertive Responses	For the pupil to be taught a range of scripts e.g. 'The Magic Script' which help the child to respond assertively towards others in situations, in a more confident, appropriate and socially acceptable way.	Coded message(s): *Independence, resilience, assertiveness,*
Achievement/Brag /Celebrations/ Brilliant Book-Choice	Positive work, photos and visual rewards to be incorporated with the catch me strategy in a 'Brag Book/Celebration Book'. This will help the child recognise the positive parts of themselves even at times when he is finding things more challenging emotionally at times. This will separate the difficulties they are experiencing from his self-identity.	Coded message(s): *Self-esteem, self-worth, confidence, sense of belonging, developing relationships, social skills building,*
Child Led Play	For adults to engage in child led play with a pupil during the low stress level activities. The adult could also commentate on what the child is doing as well as copy them. By doing this the child will feel attended to and this overtime will be a way of supporting the child develop a positive attachment with the adult.	Coded message(s): **Developing positive relationships, attunement, emotional containment, confidence, self-esteem, self-worth, social skills development, self-regulation**
Talk Time	For adults to continue to provide talk time during the pupil's day. This could be incorporated into his low stress level activity 'then' choices. This enables the child to develop their confidence and self-esteem and some mastery over certain concepts and interests they have. This will make them feel important and offer them an opportunity to again, feel attended too, important and aid developing positive attachments with adults.	Coded message(s): **Self-regulation, belonging, offloading, self-esteem, confidence, verbalising thoughts and feelings, resilience, positive relationships**
Self-directed Challenge setting	For the pupil to have the opportunities to find small and manageable challenges they can set for themselves. Adults should encourage achievable tasks so that the child can gain initial success. This will, overtime, make the idea of taking small academic risks less threatening and daunting for him.	Coded message(s): *Confidence, self-esteem, independence, self-worth, resilience, growth mindset*
Revisiting work through a graduated process	For adults to provide a graduated process in encouraging the child to revisit work, comment on it and self-assess. For instance initially, staff could get the child to highlight three full stops in their wiring, two adjectives, three addition sentences etc. These should be well within the child's capability to get them used to the idea of revisiting their work. Self-assessment could begin with identify one aspect they like. This over time could be extended to two or three things they like and one thing they could do to improve it.	Coded message(s): *Confidence, self-esteem, independence, self-worth, resilience, growth mindset, success*
Modelling mistakes	For staff to model making mistakes regularly, as this is a way of modelling to the child that it is ok to make mistakes. A discussion around what they have learnt from their mistake is also very important for a child to experience.	Coded message(s): *Resilience, confidence, growth mindset, emotional containment, self-regulation*
Group work roles	For a pupil to be supported to engage in small activities with a peer/small group. Roles should be provided so that the child and the other children are aware of the role that they will be taking each time (and roles will need to differ).	Coded message(s): *Social communication skills, resilience, confidence, self-esteem, belonging, independence*

Best Bits of the day	At the end of the day staff to reflect on the day with the child, and recognise the best bits about every day. This includes adults modelling examples that they have recognised throughout the day also. These should be task, effort and behaviour specific.	Coded message(s): *Confidence, self-esteem, self-worth, developing positive relationship, growth mindset, self-worth, resilience, relationship building, feeling listened to, managing change*
Visual Timetable	This should be visual and age appropriate. This is so that the child can be clear around the structure of their day, know what's coming next, and gain frequent successes of working their way through the timetable each day. It is also a tool they can refer to whenever needed to provide a sense of security.	Coded message(s): *Predictability, emotional containment, structure, trust, resilience, confidence, independence, boundaries, fostering a feeling of safety, clear and consistent expectations, support to manage change, Reminders*
Prepare for Changes	Adults whenever possible, to provide the child with warnings for change. A surprise card could be added visually to his timetable to acknowledge and teach that there are surprises that can occur and these should be positive experiences as well as unforeseen changes that may promote anxiety when unprepared.	Coded message(s): *Predictability, emotional containment, structure, trust, resilience, confidence, relationship building*
Routines to be taught, modelled, rehearsed and consolidated	This is a way of providing regular opportunities for the child to practice these skills explicitly in a safe place provided to do so.	Coded message(s): *Predictability, confidence, social skills, self-esteem, resilience, structure, predictability,*
Time warnings before the end/change of tasks	Staff to provide the child with time warnings and incorporate a visual representation also where possible e.g. timer clock etc.	Coded message(s): *Predictability, boundaries, reminders, preparation, resilience building, trust, consistent expectations, structure,*
Individual Timetable	This is an individualised programme that incorporates learning opportunities which meet both the child's academic and social and emotional needs. Additional interventions which would support staff to proactively teach the child, the social and emotional skills they require further explicit opportunities to develop and master.	Coded message(s): *Predictability, boundaries, reminders, preparation, resilience building, trust, consistent expectations, structure, confidence,*
Consistent adult responses	For staff to develop, use and regularly review a plan which provides a consistent approach e.g. the 'Consistent Management Plan' or the 'Child Communication and Adult Response 5 Step Plan'. These plans incorporate and consist of a range of assertive responses and adult scripts. This plan will provide both consistent proactive strategies and planned reactive responses.	Coded message(s): *Boundaries, consistent expectations, developing relationships, confidence, emotional containment, predictability, self-esteem, self-awareness,*
Choices of consequences	This is providing the child with two choices the adults are happy with whilst providing the child with guidance and a small legitimate opportunity to maintain some control over the situation e.g. This needs to be done, it can either be done now or in your own time (specify this specific time with the child e.g. break time).	Coded message(s): *Legitimate control, expectations, boundaries, structure, resilience, trust,*
Legitimate Control	Staff to provide the pupil, with regular opportunities of legitimate control through providing them with two choices e.g. Are you	Coded message(s):

	going to have the blue or black pen, safe place or reception sofa, you can do it now or in your own time?	Legitimate control, structure, boundaries, expectations, confidence, academic risk
Raise Profile in Class	Staff to raise the pupil's profile in class and around school, by providing positive experiences amongst a range of peers in class e.g. being given classroom monitoring jobs and roles of responsibility etc.	Coded message(s): *Social communication skills, resilience, self-esteem, sense of belonging, confidence, self-worth, motivation, low stress level activity, self-regulation, distraction*
Journey Planner	Staff to work with the pupil to create a journey planner. This is a way of achieving a desired outcome e.g. returning back to the playground for break times and lunch times. This should be a visual step by step approach, where expectations and successes are recorded with the child each day, in order to help the child achieve and be successful, as well as supported when things may go wrong.	Coded message(s): *Structure, predictability, growth mindset, confidence building, success, self-esteem, resilience, self-worth*
Scaling	Some Pupil's benefit from scaling so they begin to identify their feelings. It also supports them to practice self-regulation techniques. In addition, it enables adults to identify patterns, triggers and situations the pupil may find particularly difficult; and need further support with. Visual tool will also be helpful e.g. scaling or using Blob tree sheets, 5 point scale, volcano in my tummy and Angry Arthur.	Coded message(s): *Self-regulation, emotional literacy, emotional containment, confidence, resilience, valued, self-esteem, being listened to, feeling understood.*
Acknowledge feelings and provide take up time	I can see that you're feeling really upset/angry/excited, when you're ready I'll be…(name a place and then adult to look busy). This will help the pupil have time to self-regulate in their own time, save face, and provide him with a way back.	Coded message(s): *Emotional containment, emotional literacy, self-regulation, saving face, trust, relationship development, resilience.*
Task Chunker	Expectation lists of the task should be used, so that the child can tick off each step achieved as they work through the task. This will provide the child frequent success and reminders when needed.	Coded message(s): *Visual support, confidence, self-esteem, predictability and reminders and clear expectations, self-worth*
Equipment Checklist	This should be age appropriate and visually represented (words and pictures to support if required). This can be helpful in supporting the child to develop independence skills.	Coded message(s): *Developing independence, Structure, predictability, self-esteem and confidence building*
Low and Slow	When children become emotionally heightened, it is beneficial for the adult to respond in a lower and slower voice. This helps the child to feel emotionally contained and use the adult to support self-regulation.	Coded message(s): *Self-regulation, emotional containment, boundaries being maintained, Predictability, Conflict resolution skills*
Touch and Talk	When children don't appear to respond it may be because they are preoccupied. Adults should avoid raising their voice to gain the child's attention as this may trigger an escalation in behaviour, make the child move to a defensive position and embarrass them publically. It can be helpful for the adult to provide a gentle touch to the shoulder to gain the child's attention before talking to them.	Coded message(s): *Feeling respected, emotional containment, boundaries being maintained, Predictability, nurture, respect, relationship building*

Interpersonal Thinking Skills Development	This is an intervention which helps children reduce their impulsivity and strengthens the thinking process to manage a range of situations over time. This can be provided by the Essex SMART Thinking Programme. The child may benefit from having the opportunity to practice and develop effective social thinking skills. The child begins to 'Stop, Think, Choose and Do'.	Coded message(s): *Self-regulation, Emotional containment, choice, developing confidence, growth mind-set, social skills development, Emotional Literacy development, Resilience, Self-reflection, Self-control, structure to the thinking process, self-esteem*
Self-regulation Development	The child should be provided with opportunities to develop their Emotional literacy skills. This includes the ability to develop their recognition of different emotions they experience, and the ways to manage them using a range of strategies. Such resources to support the child could include the 5 point scale, Anger mountain, Big Bag of Worries, Self-regulation cards, relaxation, calm box and mindfulness. Adults will need to support the child initially with this.	Coded message(s): *Self-regulation, Emotional containment, confidence, structure, feel valued, feel understood, develop assertive responses, restorative approach, Emotional literacy development, develop a sense of belonging, developing independence*
Sensory Support	Some children can have underlying sensory needs. Sensory checklists, sensory boxes, sensory breaks, and sensory resources can be several ways in which adults can support a child's identified sensory need(s).	Coded message(s): *Self-regulation, understanding child, identified possible additional SEN or medical needs.*
Reward Systems	Providing the child with a reward to work towards can provide them with the motivation they may need to attempt academic risks. Steps to success using stickers/points can provide a visual representation and frequent success can be acknowledge. Once a child has gained a step of success, this should not be taken away as a consequence.	Coded message(s): *Confidence building, self-worth development, sense of belonging, resilience building, structure and boundaries, self-regulation, legitimate control, manage changes, predictability*
Video Strips/Comic Strip	A visual tool to help children discuss an event and reflect on it with an adult who is non-judgemental and a non-blame approach is adopted.	Coded message(s): *Attuning and understanding the child, feeling valued, develop sense of belonging, emotional containment, fostering a feeling of safety, growth mindset, interpersonal thinking skills development, social skills development, self-regulation, feeling listened to*
Buddy System/Positive Peer Support	Using positive role models to support children in school as children can become isolated with an adult. This helps to develop the child's social skills, interpersonal thinking skills and independence skills.	Coded message(s): *Developing independence, interpersonal thinking skills, social skills, confidence, self-esteem, motivation, self-regulation, emotional containment, self-worth, sense of belonging*
Assertiveness Building	Assertive scripts e.g. Magic script (may need to be differentiated depending on the child(ren).	Coded message(s): *Acknowledge feelings, self-regulation, social skills development, interpersonal thinking skills, resilience building, self-esteem building, confidence building*

De-escalation Script

An emotionally aroused child (angry or upset) may not be able to think calmly or logically about what is happening. Their behaviour is giving us a message about how they feel. To avoid the situation from escalating, we need to:

- **Acknowledge**
- **Empathise**
- **Reassure**
- **Direct**

The following script can be used:

A: I can see and hear that you are feeling upset right now.
 (*Mood match with your tone of voice, starting with a voice that is controlled, but also sounding emotionally charged. As they engage with you, model gaining control and gradually bring your voice down.*)

E: I would be upset too, if………….. *(State what has happened to upset the child)*

R: It's OK to feel upset.

D: When you are ready to……….. (*State what it is they need to do*)
 I will know when you are ready because…….

You may also go on to say:
I need you to be safe/ behave in a safe way.
I am going to do………… now, but I will check to see if you are ready.

<div align="center">

REMEMBER!

Say as little as possible!

BACK OFF –If possible!

</div>

Appendix 6: behaviour and consequences chart

Behaviour		Consequences and Actions
STAGE 1 – possible behaviours		
Some low-level disruption Swearing about a situation or to other pupils Inappropriately familiar & rude to adults Blanking adults Fidgeting on carpet despite warnings Looking at others instead of focussing on task Swinging on chair	Annoying other children Lack of respect for resources Telling tales Copying naughty behaviour of others Running in inappropriate places Off task talking Repeatedly talking in assembly	• Told by adult what you have done and how to put it right – reminded of the Golden Rules • Miss part of your break to complete work (2 minute blocks) • Move from group and sit alone for a fixed period of time– 'Time out' in class.
STAGE 2 – possible behaviours or;		
Continuance of Stage 1 behaviours; General low level disruption Answering back (to adults) – wanting the last word Open defiance (unusual for you – a one off) Off task behaviour One off harm to another child	Racist & homophobic language Persistently ignoring the TA's or teacher's instructions Throwing things (unusual for you) Swearing at another pupil	• Told by adult what you have done and how to put it right – reminded of the Golden Rules • 'Time out' in blocks of 5 minutes, in another class for a short time – up to 15 mins with work to complete if appropriate. • Completion of ABC logs
STAGE 3 – possible behaviours or;		
Continuance of Stage 2 behaviours; Increased on-going low level disruption Running away from any adult Refusing to line up for TAs at end of break / lunch Persistent arguing with another pupil Answering back (to adults) Open defiance (frequent for you) Off task behaviour despite adults trying to help you to focus Swearing frequently at other pupils	Throwing things (more regular occurrence for you) Persistently and immediately ignoring adult's instructions Occasional harm to another child intimidation / goading of another child Covering up the truth / unable to accept responsibility Repeatedly talking on the carpet despite help from your teacher not to do this being in place.	• Class teacher to make parents aware of the persistent nature of stage 1 and 2 behaviours and analysis of ABC logs to be undertaken for patterns and triggers • (if repeated behaviour requires Stage 3 consequences for 2 weeks in a row, Stage 4 consequences will begin). • Completion of ABC logs
STAGE 4 – possible behaviours or;		
Any persistent repetition of Stage 3 behaviours; Regularly refusing to line up at break/lunch for TAs Open and ongoing defiance Persistent back chatting Fighting involving the same child(ren)	Persistent disruption (daily issues involving a high level of one or more of previous types of low level behaviours) **Bullying** – ongoing verbal, physical or psychological actions which by intent, make others feel inferior or cause distress by pupil towards another.	• Deputy Head or Inclusion Manager asked to see you if you are persistently not working in class and a discussion had about the need for a class teacher report which DH/IM will monitor for one week. • Brought to DH/IM if your behaviour is persistently inappropriate and consideration of stage 4 consequence / support • Parents to be contacted for a formal discussion with class teacher and DH/IM and details put on record – ABC behaviour log • Use of outside agencies e.g., educational psychologist and counsellor, SSG • Sent to Head Teacher if behaviour is physical and / or persistently inappropriate and consideration of stage 5 consequence / support
STAGE 5 – possible behaviours		
High level' disruption in class which significantly disrupts and affects the teaching and learning of others Deliberate defiance to any adult Lying to an adult Persistent / malicious talk about other children , including bullying	Persistent arguing with other pupils Persistent foul language directed at an adult Aggression towards an adult or pupil Persistent fighting Flight – running away from an adult on a regular basis	• Behaviour Support Plan – involvement of Head Teacher, Inclusion Manager, educational psychologist, behaviour support services, parents, and child. • Signed Headteacher contract – child to report to Headteacher at end of pm. IM if Head Teacher unavailable. • Managed move to another school • Part-time timetable **Possible CAHMS
STAGE 6 National Standard List of Reasons for Suspensions / Exclusions – CONSEQUENCE: Internal suspension, Lunchtime suspension, Fixed Suspension, permanent Exclusion		
• **Physical assault against a pupil or adult**– fighting (another child) , violent behaviour, wounding, obstruction and jostling • **Verbal abuse / threatening behaviour against pupil OR adult** – threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon • **Bullying** – verbal, physical, homophobic bullying, racist bullying • **Racist abuse** – racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti		• **Sexual misconduct** – sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti • **Drug and alcohol related** – possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse • **Damage** – vandalism, arson, graffiti • **Theft** – stealing school property, stealing personal property (pupil or adult), stealing from local shop on a school outing, selling and dealing in stolen property • **Persistent disruptive behaviour** – challenging behaviour, disobedience, persistent violation of school rules • **Other** – includes incidents which are not covered by the categories above but this category should be used sparingl

Appendix 7: Consequence ladder

Consequence Ladder	
Stage 1 Behaviours	Verbal Warning – if behaviour is repeated then; Time out - 5 minutes in class
Stage 2 Behaviours (Including continuation of stage 1 behaviours)	Verbal Warning - if behaviour is repeated then; Time out - 5 minutes in another class Entry into the ABC behaviour log
Stage 3 Behaviours (Including continuation of stage 2 behaviours)	Class teacher inform parents Entry into the ABC behaviour log
Stage 4 Behaviours (Including persistent repetition of stage 3 behaviours)	Weekly behaviour report with Deputy Head/ Inclusion Manager Formal meeting with parents Entry into the ABC behaviour log
Stage 5 Behaviours	Formal review meeting with parents, Inclusion Manager and Headteacher Behaviour support involvement and other outside agencies
Stage 6 Behaviours	Headteacher Suspension decision

Appendix 8: ABC Behaviour Log

GREENVALE PRIMARY SCHOOL ABC BEHAVIOUR LOG			
Name of child:		**Class/Year:**	
Date:		**Adult 1:**	
Time:		**Adult 2:**	
Antecedents/Situations – What happens before the behaviour occurs (triggers)? • **Type of Incident/Location/Activity Type**			
Known trigger:			

Type of Incident			
Accident		Racist Incident	
Assault - Pupil		Self-harm	
Assault - Adult		Sexualised behaviour	
Biting		Spitting	
Bullying		Swearing	
Complete loss of behavioural control (ASD)		Insolence – Rude or disrespectful	
Damage		Theft	
Defiance		Throwing objects	
Disruptive Behaviour		Verbal abuse	
Fighting		Other (please indicate)	
Location			
Classroom		Playground	
Corridor		Office/reception area	
Hall – Lesson time		To/from school	
Hall – Lunch time		Toilet	
Activity Type			
English		Mathematics	
Assembly		Topic	
Carpet Time		Transition	
Behaviour – Write the words and/or actions observed (what the pupil did/said)			
Consequences			
Cooling off period			
Discussed with child			
Excluded from school			
Parent/Carers Informed			
Class Teacher Discussion with Parent/Carer		Telephone Call	
CPOMS			
ABC logged on CPOMs by office			

Appendix 8a: ABC Behaviour log analysis

GREENVALE PRIMARY SCHOOL Behaviour Log Analysis		
Date of analysis: Completed by:	Number of logs:	Child and Yr group:
Actions to be completed	**Date completed**	**Analysis notes**
• **Assess log for pattern/trigger**		*(transition/playtime/subject/AM/PM/sickness)*
• **Discussion with child**		*(home-life/school life/friends/learning)*
• **Discussion with teacher and IM together**		*(outside agencies/behaviour plan/observations/routine change)*
• **Parent informed**		*(behaviour plan/home life)*
As a result of the above, the following will be implemented:		
Actions:		**Timescale:**
•		
Actions to be completed	**Date completed**	**Analysis notes**
• **Plan analysed after 2 weeks and adjusted if needed after discussion with child**		*(less behaviours seen/changes to behaviour)*

Appendix 9: Zones of Regulation

The ZONES of Regulation™

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Elated/Ecstatic
Bored	Focused	Excited	Devastated
Moving Slowly	Relaxed	Loss of Some Control	Out of Control

Appendix 10: Definitions of misbehaviour or serious misbehaviour

- **Misbehaviour** is defined as:
  - Disruption in lessons, in corridors between lessons, and at break and lunchtimes
  - Non-completion of classwork or homework
  - Poor attitude
  - Incorrect uniform
- **Serious misbehaviour** is defined as:
  - Repeated breaches of the school rules
  - Any form of bullying
  - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
  - Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
  - Vandalism
  - Theft
  - Fighting
  - Smoking
  - Racist, sexist, homophobic or discriminatory behaviour
  - Possession of any prohibited items. These are:

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

Bullying
Our curriculum includes progressive lessons throughout the school to inform, educate and therefore prevent bullying and cyber bullying

- **Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

- Bullying is, therefore:

  - Deliberately hurtful

  - Repeated, often over a period of time

  - Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites