



Shefford Lower School Policy for Relationships Culture, Ethos and Behaviour

Written by	Reviewed and Ratified by Governors	Shared with Staff	Last Updated	Next Review due
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1.0 Statement of Intent

1.1 Culture requires deliberate creation, a key vision and a focus on social conduct. Expectations must be as consistent and as high as possible across the school to support positive behaviour. At Shefford Lower School we have built a culture where children feel valued, have high expectations of themselves and want to behave. All members of our school community have a shared vision:

To provide a safe environment where positive relationships and a sense of community is at the core of what we do to allow all pupils to flourish. Mutual respect and diversity are consistently celebrated and we show unconditional positive regard within our warm and friendly community. Coherent expectations are built on our core values in a climate of positivity, tolerance and celebration where every child is valued

1.2 Our policy is based on respect for each individual's right to feel safe and happy in school and to be able to learn flourish. A positive, calm, safe and productive environment is essential to ensure the well-being and education of all pupils. Every member of the school community has a responsibility to promote and uphold this environment through the school's vision, ethos and values education.

1.3 The school fosters a culture of excellent conduct and learning behaviours, where positive reinforcement, strong relationships and values led opportunities lead to unified efforts from staff, pupils, and families.

1.4 We have a duty of care to all children, to the staff at the school and to school users. Therefore, the school will act where there is a physical or emotional threat perceived or otherwise.

1.5 All adults, those employed by the school and those who are volunteering or training in school, are responsible for the implementation of this policy.

1.6 Parents have chosen to send their child to Shefford Lower School and are therefore expected to support this policy, fostering positive engagement, good attendance; also, through engaging with the school and with outside agencies where necessary to support their child and to ensure their child's behaviour is safe, appropriate, and conducive to learning.

2.0 Objectives

2.1 We strive to promote positive behaviour in the following ways:

- Knowing and understanding our pupils, their context and their influences
- Create positive relationships which are developed and support children to feel safe
- Ensure all members of the community are shown unconditional positive regard
- Promote learning behaviours are taught and rehearsed alongside social norms encouraging self-reflection and metacognition
- Using simple and consistent classroom management strategies to promote positive behaviour
- Creating clear, predictable and consistent social norms including daily routines

- Use of a range of consistent rewards and sanctions which are known by pupils, parents and staff and are therefore reinforced and impactful

3.0 Our Approach

3.1 The class teacher is responsible for managing the behaviour and discipline for pupils in his/her class.

Each class has a system of positive reinforcement which is reflected by the school as a whole, through our house system, and this is further supported by carefully selected pupil ambassadors and led by captains voted for by their peers.

The intention is always to reinforce good conduct, excellent learning behaviours and positive exposures of social skills, thus fostering a climate of good relationships which are conducive to best behaviours.

The school year begins by fostering a sense of unity and belonging within the school, and the locality; this begins with a focus on these values in our learning environment.

3.2 Adults model excellent behaviours and calm attitudes, ensuring good listening and fairness, aligned to the 'Framework for Ethical Leadership', deploying kindness, wisdom, objectivity, and integrity. Pupils are rewarded for modelling these same behaviours and can earn points for their house group when they do so. Pupils improve each other through the use of ambassadors to identify pupils 'living their values' and to ensure such instances are rewarded.

4.0 School Climate for Positive Behaviour

4.1 Our supportive and purposeful learning environment is created by enabling the children to feel safe, secure, and happy in their learning. This is achieved by ensuring children are surrounded by adults they can trust, who will take time to develop positive relationships with them, within a climate of positive attitudes and clear expectations.

4.2 Expectations are grounded in the school's motto and values and are regularly revisited and made explicit to children, so that they can demonstrate success.

4.3 Staff conduct themselves in a controlled and calm manner at all times, deferring to the 'Framework for Ethical Leadership'.

4.4 There is a no shouting policy at Shefford Lower School, but it is understood that a raised voice may be necessary to draw a child's attention to a risk or danger in an emergency situation.

4.5 Should staff need to use a raised voice for an emergency or danger, children will have an explanation as to why a raised voice was used and will be given reassurance.

4.6 Staff role model and refer to our values in their interactions with each other, with children and through their own conduct. Sarcasm and emotive language are avoided E.G 'How many times do I need to....' Should be replaced with repeating the request in a quieter space/ at the child's level to encourage them to focus; 'You just don't listen....' should be expressed as 'please listen this time,

4.7 It is expected that all adults model the behaviours we would expect children to share with each other at playtime and when they take on areas of responsibility. It is understood that children are imitators, and therefore controlled and calm manners must be explicit in all instances.

5.0 General Approach to Improving undesirable situations.

5.1 Adults always remain calm and speak to the pupil/s in a controlled manner. Adults will remain aware of the non-verbal cues given by body language and stance. An approach is followed that draws minimal attention to the child and the inappropriate behaviour maintaining the child's dignity e.g. using non-verbal signals initially and discretely redirecting the behaviour; the adult will consider proximity to the pupil; the adult positions themselves appropriately to the pupil whose behaviour is causing concern; use of eye contact.

5.2 The response to children's inappropriate behaviour is one of educating children to understand that their behaviour impacts on others and on themselves and helping them to understand the consequences of their behaviour; a focus on children's future relationships is key. These messages are consistently reinforced using values-based language. The language will reflect the positive relationships used in teaching values through assemblies, PSHCE and within classrooms. Pupils are always encouraged

and rewarded when they model this language. In Early Years, the children are provided with language and characters to enable them to articulate expected behaviours and values – these are shared throughout school.

5.3 The class teacher will decide the consequence for inappropriate behaviour using the behaviour pathways (appendix 1-3). Teachers are provided with a visual representation of these pathways by their senior leader and will ensure the consequence is delivered. This may be in conjunction with other staff e.g. SENDco or, if they are involved, the Headteacher or Deputy Headteacher may decide the consequence.

5.4 Whilst the behaviour policy is intended for all pupils it may be applied differently for different age groups and with consideration for children's different individual needs.

6.0 Our school rules

6.1 These rules are simple, minimal, retainable and broad enough to be used in a range of circumstances to support the positive ethos of our school. In school we expect all members of the school community (pupils, staff, parents and visitors) to:

- **Be kind**
- **Be safe**
- **Be helpful**

In following these three rules all members of the community will challenge unacceptable, unkind, unsafe behaviour and will care for our school environment. These rules will be used to promote good learning behaviour and positive social interactions.

6.2 Implicit in this are the following expectations of staff:

- Maintain a calm, purposeful and orderly environment.
- Implement this policy consistently.
- Model smart, professional behaviour and positive relationships with children, colleagues, and parents
- Take time to know the children well and to quickly establish positive relationships.
- Embed these expectations at the beginning of the year and to reinforce them consistently within the context of the school's values.
- To consistently establish and embed clear routines and support the development of positive social norms
- Display a clear visual timetable for daily activities/ events for the whole class and individualised visual timetables for individual children when needed.
- Plan engaging work at an appropriate level for each child, including where a personalised approach for children may be required.
- Excellent supervision, meaning that staff are highly vigilant, mobile, interactive so that they can intervene very quickly to support children or de-escalate an incident.
- Support children in developing good social skills by role modelling and rehearsing play on the playground
- Take responsibility for their own and others' well-being by informing senior staff at an early stage about high level or persistent behaviours.
- Senior staff will prioritise pupil and staff well-being and staff ability to work effectively, ensuring that staff are supported.

7.0 Our reward and consequence paths

We have a clear and consistent set of consequences and rewards which are known and understood by all members of the community. These can be seen in appendix 1,2 and 3. Any child who has additional needs may have a planned adjustment to this path which will be documented in a co-produced Consistent Behaviour plan (appendix 4). These pathways are a guide for staff rather than a script. Staff are encouraged to use de-escalation techniques at any point along the pathway as required before escalating to the next step.

7.1 Some behaviours go beyond this pathway or are repeated frequently. In such instances, the steps may need to be accelerated or a member of the SLT may deal more individually with the situation. Context is always taken into consideration.

7.2 Support staff will follow the guidelines of this policy and the behaviour pathways when working with individuals or groups. Any child, who fails to respond to adult requests to change their behaviour during group/one to one activities will be returned to the class teacher. The class teacher will be kept informed about any issues regarding a pupil's behaviour.

7.3 Volunteers may remind children of the expectations and encourage good behaviour. Volunteers will not decide or deliver consequences for poor behaviour but will refer children to the teacher if their behaviour is not good enough.

8.0 Rewards

Rewards are given in recognition that children's behaviour is linked to a positive self-image and to their own self-esteem as well as to their understanding of others' needs and feelings.

- Staff ensure all children receive frequent, sincere verbal praise and positive feedback about their behaviour, attitude, or work.
- Work is marked according to the feedback policy and children receive positive comments about what they have achieved as well as clear and precise next steps
- Good work is shared in the classroom regularly and also between classes, and with subject leaders/other teachers.
- Children are shown exemplars to support their understanding of expectation and WAGOLL is used (What a Good one Looks Like).
- Children are rewarded commensurate to their abilities in all respects.
- The ethical framework will denote objectivity and equality when ensuring rewards – some children may require a personalised reward system which feeds into the whole school system.
- Examples of helpful, considerate behaviour and a positive attitude to work and play are identified and praised.
- Pupils are praised and awarded 'values stamps' (reinforced with a merit worth 2 house points each time), and ultimately 'values leaves' (merits = bronze, silver, gold etc.), for regularly exhibiting the school's values
- Role models are selected by teachers from each class termly as 'Lion Learners' and regularly celebrated
- House points are given for good effort, achievement, attitudes.
- Any member of staff may identify a child to receive a value stamp and/or a house point.
- Teachers may send a pupil to the Headteacher/Deputy Headteacher to receive a head teacher's award. These are worth 5 house points. Other senior leaders will give 'proud' stickers (worth 1 merit / 2 house points).
- There are also opportunities for the children to spend time with the Headteacher/DHT to share their work or receive a celebration e-postcard home for good effort and standards to work.
- Any 'prize related' award must be agreed with the SENDCO and DHT and will only be allowed if applied across the Key Stage. Any prizes will be mindful of the environment in terms of plastics and litter.
- Pupils who need more regular positive feedback to support their progression will have personalised approaches supported by the SENDCO.

9.0 Quality First Teaching

9.1 All teachers are expected to show excellent pedagogy in the classroom against the teacher standards. Routine regular observations will include observing the promotion of positive behaviour and supporting individual needs appropriately. Teachers are given up to date and regular CPD and feedback to ensure their classroom practice is of a high standard and promotes good outcomes, learning and positive behaviours.

9.2 Teachers and leaders, where appropriate, will design interventions and support to help a pupil to make progress. This may include an in-class intervention or an intervention from Poplar provision. These interventions will be evidenced based, designed using person centred approached and will measure impact.

10.0 The role of transition

10.1 Pupils entering the school at usual starting points or midyear will be supported by a robust transition process. The SENDCO and Vulnerable Pupil Team will support additional transition activities where this is beneficial. Transition activities may include:

- Team around the child meetings (parents, current teacher, new teacher, SENDCO, family support worker)
- Transition booklets and social stories
- Regular informal visits to new classroom or visits from new teacher
- Support from Poplar or family support worker to help transition process

10.2 When a child is transitioning between settings support may include:

- A transition booklet
- Visits to new setting

- A planned meeting or conversation new teen teachers or SENDCOs at current school and new setting
- Visiting the child in their home or current setting

10.3 The vulnerable pupil team will support effective transition within school and between settings. A four-field map may be used to support the transfer of information between teachers for our most vulnerable pupils (appendix 6).

11.0 Persistent misbehaviour

- Most inappropriate behaviour will be successfully managed following the school's behaviour pathways. When a child's behaviour is persistently inappropriate or escalates, the teacher will discuss this with the SENDCO advice may be provided, or/and an individual plan may be devised.
- For identified children the Child/ Family Support Worker may become involved following liaison with the class teacher, SENDCO and vulnerable pupil team.
- Identified children are monitored closely and known to staff, using secure library on CPOMs.
- A decision may be taken to write a Consistent Behaviour Plan, which will be shared with all relevant staff, for the child and if school resources have been exhausted, relevant external services will become involved to provide advice and support. These are stored in the 'green file' and also on the CPOMs library.
- An individualised reward scheme may be used to identify and modify specific behaviours. The child's reward scheme must target the key behaviour to bring about a change and must be used consistently by staff. It may be used alongside other communication for parents. It is the class teacher's responsibility to ensure that the child's individual scheme is shared with other teachers, TAs, HLTAs and Club Staff.
- A member of the senior management team may talk to the child about their behaviour and its consequences if the behaviour persists and staff have exhausted the steps taken in this policy.
- Observation records will be kept by the class teacher and shared at least half termly with the SENDCO.
- The electronic behaviour log (CPOMs) will be used to record on-going concerns about behaviour (or isolated more serious behaviours).
- Teachers will inform parents and will work in partnership with them so that a consistent response to behaviour can be developed between home and school.
- The class teacher will plan regular times to discuss successes and difficulties with the child and parents, providing strategies to cope with difficult situations and to improve outcomes.
- If the child does not respond by changing their behaviour, the Headteacher/Deputy Headteacher will be involved and will meet with parents to further support necessary improvements.
- Persistent misbehaviour puts a child at risk of exclusion and so an Early Help Assessment will be considered and any Team Around the Child (TAC) meetings will include a review of the child's Provision Plan/ Consistent Behaviour Plan/ Handling Plan and Risk Assessment. If Early Help is not considered appropriate, regular meetings will be organised by the Special Needs Manager.

12.0 The Headteacher will be immediately involved and parents notified by the teacher if any of the following occur:

- Fighting
- Biting
- Sexual Behaviour
- Theft
- Cause of physical injury to another individual
- Bullying
- Discrimination: Race including racist incidents, gender including homophobia related incidents, religion, age, disability (Refer to the Equality Policy)
- Persistent disruption to the learning of others

12.0 Incidents of the above behaviour will be considered individually and may result in suspension. Any recurrence of the above, following a consequence and parental involvement, may result in suspension. Frequency and intensity are both factors when considering the impact of the behaviour.

12.2 The behaviour will be assessed, and a full written risk assessment and a Consistent Behaviour and Handling Plan may be put in place. This assessment will be recorded on the school electronic system.

12.3 Repeated incidents of the above will not be tolerated at Shefford Lower School. If this behaviour is not improving, external agencies must be involved e.g. Health, Chums, Jigsaw. In order to support parents, the School's SENDCo and/or Child and Family Support Worker may attend appointments with them when possible.

13.0 Conduct outside of School

13.1 Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". Disciplining beyond the school gate covers the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. This includes instances on the world wide web, such as cyber bullying.

13.2 Subject to the behaviour policy, teachers may discipline pupils for:

misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

13.3 In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

13.4 In all of these circumstances the head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

14.0 Consequences

14.1 If a further consequence is needed to follow the behaviour pathway. This should relate directly to the behaviour causing concern e.g. drawing on a table – cleaning it off during own time (playtime). Causing upset to others – reflecting on consequences during own time/writing or preparing an apology. Causing repeated class disruption – working in a different class or in a more isolated environment.

14.2 Consequences involving the pupil being removed from any aspect of school provision, isolated or sitting alone will be decided on a child-by-child basis and should be limited in use and duration. (Teachers should be aware of the possible rewards sanctions hold for pupils who persistently misbehave e.g. it may be that a child misbehaves to be kept in at break time, or a child may thrive on individual attention whether positive or negative).

14.3 Where a child has been removed, suspended or isolated reintegration and repairing relationships must be supported and correctly recorded.

15.0 Tactical/ Planned Ignoring & Active Ignoring

15.1 All behaviour is communication and much low-level behaviour will stop if tactically ignored. However, tactically ignoring behaviour on an on-going basis may cease to be effective. This strategy will not be used if: the behaviour is attention seeking (which is likely to lead to an escalation of behaviour); unsafe for the individual or others; if the behaviour is stopping other children from learning; other children replicate the behaviour; the behaviour is persistent over time and so the strategy is not working.

15.2 If tactical ignoring is needed persistently the teacher will inform the SENDCo and a plan will be agreed to improve the behaviour.

15.3 Active ignoring is different to tactical ignoring and communicates to the child that they are being ignored until their behaviour alters. For example, a pupil who is constantly calling out and disrupting might be told "I know you want to share something, but I need to ignore you for a moment because....I will come to you when....."

16.0 Time-out (Not an internal exclusion - staff refer to this as 'time elsewhere' aligned to our positive ethos)

16.1 Occasionally, Time-elsewhere within class may be used to allow a pupil time to calm down and reflect on his/ her behaviour under supervision. It must always be time limited.

16.2 Time-elsewhere in another classroom is additional to the behaviour ladder, must only be used after the behaviour ladder has been fully applied, the child continues to repeatedly not behave appropriately and is disrupting learning in their classroom. The child should be taken by an adult to the class and the other teacher informed of the length of timeout. An adult should collect the child/ take the child back to the class.

16.3 Children are never given time-elsewhere alone outside of a classroom.

16.4 Removal from the class/lesson /playground environment must be to one where there is no attention or reward.

16.5 The receiving teacher will seat the child in a quiet area apart from other pupils for the requested time (5 minutes, 10 minutes, remainder of the session). Work should not be sent with the pupil nor should he/ she be allowed to join in with another class's activities, unless by special arrangement, or unless the removal is for a longer period of time which would be agreed by the Deputy Headteacher/ Headteacher and with parents' knowledge.

16.6 Parents must be informed by the teacher and the conversation recorded on CPOMS, if a child has time-out beyond their own classroom. If a child is subject to an individual plan, this should also reflect a record of any behavioural escalations.

17.0 Playtimes

17.1 Playtimes are extensions of learning times, and so the fostering of positivity, using our values and our house groups to further facilitate the Shefford ethos is of equal importance. Pupils will be expected to model the calm and rational behaviours they are exposed to by staff in class and on the playground. Pupils are rewarded by staff, and by their ambassadors using the positive house point reinforcements.

17.2 Again, staff are always expected to remain calm, retain unconditional positive regard for the pupils and act fairly when managing disputes and/or conflicts – thus demonstrating to children how to develop conflict resolution skills also. Antecedents will always be explored and will be included in records.

17.3 If an instance of negative behaviour is noted, playtime behaviour will be managed following this policy. The member of staff on duty will record the incident, ensure it is investigated following agreed procedures and pass the written record to the child's teacher. Once an issue has been escalated to a member of staff/Headteacher the usual procedures and consequences will apply. This may include break/ lunchtime removals for serious misbehaviour that repeatedly puts pupils' well-being at risk.

17.4 Playtime 'View & Review'

It is appropriate at play to reinforce good play behaviours using a 'view and review' technique. This is when the person on duty ensures the child remains by their side and together, they view the play behaviours of children who are successfully managing games and navigating social cues. Together they point out the desirable behaviours and expectations, and the child is able to articulate what is expected when they return to their playing activities.

17.5 A staff playleader and child playleaders will be available to model good play, share games and model high expectations of behaviour. Zones are laid out to offer the children alternative activities and areas to play.

18.0 Power to use reasonable force.

18.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

18.2 The term “reasonable force” covers the broad range of actions used by staff that involve a degree of physical contact with pupils. “Reasonable” in this circumstance means using no more force than is needed. Control can be passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold a child back physically or to bring a pupil under control. This is typically used in more extreme circumstances such as separating 2 fighting pupils or with pupils who are hurting themselves or others.

18.3 Staff always try to avoid acting in a way that might cause injury.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should depend on individual circumstances.

18.4 Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm.

19.0 Physical Handling/ Restraint:

19.1 Please refer to the school’s policy on physical restraint.

19.2 All staff are expected to know and understand how to effectively support de-escalation. These strategies will be used where any child is showing signs of emotional distress through their behaviour. Staff will be trained in aspects of this at least half termly.

19.3 Pupils should not be physically handled unless this is necessary in order to keep the pupil or others safe (No Other Way: NOW).

19.4 Every effort will be made to de-escalate the incident. If the behaviour continues, and if it is safe to do so, the pupil should be left, whilst being supervised, to turn the behaviour around e.g. if the pupil is refusing to come back into the building but is safe within the school grounds, the adult should wait until s/he comes willingly of his/her own accord. If required, physical restraint will be exercised in accordance with the Local Authority’s guidelines and the school’s policy.

19.5 In the exceptional circumstances where it is necessary to manage a pupil in this way, class teachers and other employed adults, who have responsibility for the whole class at the time, are authorised to do so. 2 members of staff should be present when physical restraint is used and if possible 1 of these will be the Child and Family Worker Support Worker.

19.6 To support children in school who are at risk of physical handling or who have been physically handled once, TEAM TEACH Physical Handling Plans and risk assessments will be in place. These are drafted in consultation with parents and the SENDCo. A list of staff who are trained in TEAM TEACH is displayed in the staff room.

19.6 Any child who has been physically handled will receive appropriate emotional support and parents will be informed

20.0 Physical Handling Recording:

20.1 Following an incident involving physical intervention by a member of staff, the Headteacher must be informed and a full factual report on the events before, during and after the incident must be recorded using CPOMs.

- Details of where and when the incident took place.
- Circumstances and significant factors which led to the incident.
- Duration and nature of any restraint used.
- The names of pupils and staff involved/present.
- A description of any injury sustained by pupils or staff.
- A description of any action taken after the incident.
- The report on CPOMs is dated and digitally signed by the member of staff concerned and the Headteacher/Deputy Headteacher.
- Risk assessment and Consistent Behaviour and Handling plan will be completed and agreed by the SENDCo within 48 hours.
- A meeting will be arranged with parents and, if agreed, an Early Help Assessment will be completed within a week.

21.0 Searching, Screening and Confiscation

21.1 Shefford Lower School is committed to safeguarding and promoting the welfare of the members of its community. In the general course of school life, given pupils' good conduct overall and taking into account the very good relationships between pupils and staff, it is unlikely that searching pupils will be necessary. However, there may be occasions when it becomes necessary to search the person or the belongings of a pupil.

21.2 Separate advice is available in the school's policy for the 'Searching, Screening & Confiscation'.

22.0 Suspension and Permanent Exclusion

22.1 In cases where a child's behaviour puts either themselves or others at risk of serious harm, or causes significant disruption to learning, the Head Teacher may suspend/exclude them from school. This decision is always considered seriously and the Headteacher will inform the Chair of Governors of the decision to suspend or permanently exclude. Suspensions/permanent exclusions are reported to the Local Authority at the time they happen and to the Governing Body on a termly basis. DfE advice and procedures in respect of suspensions/exclusions from school can be found here:

<https://www.gov.uk/government/publications/school-exclusion>

22.2 Further advice can be obtained from the School's Inclusion Support officer at CBC.

22.3 Following a suspension or permanent exclusion, the reintegration process will be followed and a meeting held (appendix 5).

23.0 Internal Exclusion (Not time-out in another classroom)

23.1 Internal exclusion can only be authorised by the Headteacher or Deputy Headteacher. An internal exclusion may be given if:

- A child's behaviour is repeatedly or significantly disrupting learning and the child is not responding to adult requests to change their behaviour.
- A child is responsible for causing significant harm (e.g. bullying) to another child/staff member and distance needs to be created between the children so the victim feels safe.

24.0 Fixed Term Suspension/ Permanent Exclusion

24.1 In the majority of cases it will be possible to inform the parents that the pupil is at risk of permanent exclusion. Steps will be taken to try to avoid exclusion such as the implementation of a Pastoral Support Plan, involvement of Jigsaw (the Behavioural Support Service), Education Welfare Service, or School's Inclusion Officer. The school will offer to undertake an Early Help Assessment (EHA) in respect of children at risk of exclusion. The school will complete Risk Assessments and Consistent Behaviour and Handling Plans.

24.2 In exceptional circumstances the Headteacher may decide to exclude a pupil following one serious incident. Such incidents may include significant harm to another individual, physical assault on an adult or behaviour that puts themselves, or others, at significant risk. However, this list is not exhaustive. Incidents will be considered and evaluated individually.

24.3 Parents/carer will be contacted and informed without delay. In accordance with [DfE guidance](#) the reason for permanent exclusion, dates that the child is excluded and the arrangements for returning to school will be provided '*without delay*'. This may not be the same day the decision to exclude takes place, although this is preferred. The emphasis is on ensuring the response is appropriate and proportionate in accordance with the DfE guidance, allowing for full and thorough investigation.

24.4 Work will be provided for the period of the suspension. It is considered best practice in the interests of the child, that a reintegration meeting should be held on the day the child is reinstated to class. The reintegration meeting will be between a member of the Senior Leadership Team and a parent or carer, and where appropriate, always include the child. Communication regarding this will be via the head teacher or delegated by the head teacher. This meeting will follow school's reintegration agenda.

24.5 The meeting will ensure communication of the plan in school to support successful reinstatement and manage future behaviour, in accordance with the DfE guidance.

Reinstatement will be on the terms of a plan for their pastoral needs if the pupil does not already have an individual plan. The pupil's behaviour will be closely monitored and regularly reviewed with their parents.

- Fixed term suspensions for up to 5 days, the parents can make written representations to the board of governors.
- 5 – 15 days the board of governors must meet if requested by the parent.
- Suspensions of more than 15 days in one term will mean the board of governors must meet to review the exclusion.

In respect of Fixed Term suspensions, the Governing Body cannot overturn the Headteacher's decision but can have their findings attached to the record.

25.0 Permanent Exclusion

If it becomes necessary to permanently exclude a pupil in order to ensure the safety and education of all children, DfE guidance will be followed. Advice will be sought from the Inclusion Officer at the Local Authority.

A decision to exclude a pupil permanently should only be taken – in response to a serious breach or persistent breaches of the school's behaviour policy **and** where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision will be reasonable, proportionate, fair and a last resort.

Permanent exclusion may be a response to an isolated serious incident or persistent behaviour breaches.

The local authority will be responsible for providing full time education for the pupil from day 6 (school day) of the exclusion.

26.0 The Right to Appeal a Permanent Exclusion

26.1 Parents have the right to ask for the decision to exclude a child to be reviewed by the board of governors. The board of governors must meet to review a *permanent exclusion* within 15 school days. Parents/carer are encouraged to attend the Governors discipline hearing for permanent exclusions to make representations and are able to bring support or a representative.

26.2 The board of governors may take the decision to reinstate a child or decline to reinstate the child who has been permanently excluded by the Headteacher.

If the board of governors decline to reinstate, the local authority will write to parents offering them the chance to request an 'Independent Review'.

26.3 If parents feel the school has failed to implement its policies, they should follow the school Complaints Procedure.

27.0 Parents

27.1 Children are less likely to encounter difficulties if the behavioural expectations and boundaries are similar between home and school. This is also transferrable if a child has more than one home, and communication of shared boundaries and expectations are key to pupil security and feelings of safety.

27.2 Therefore we aim to work in partnership with parents to encourage and develop positive behaviour. This may be through Individual Provision Plans or Early Help Assessments if a child's behaviour is an on-going cause for concern.

27.3 Parents will be informed if their child has behaved in a way that has disrupted the learning of others, caused concern in relation to health and safety or caused harm to another child. They will be informed if their child is persistently disrespectful or repeatedly fails to respond to adult intervention.

27.4 If a parent is informed about their child's poor behaviour the behaviour must be considered to be beyond the scope of that managed on a daily basis, either in terms of severity or frequency. All comments or discussions with parents about their child's behaviour will take place in privacy. If such communication is needed on an on-going basis, the best means of communication will be agreed with the child's parents.

27.5 Staff will seek parents' views and support in developing appropriate behaviours.

The school will actively encourage positive images of all children and discourage any negative labelling by adults or children.

27.6 Class teachers will keep a record of conversations with parents about pupils' behaviour and, when possible, parents will be asked to initial the record at the time of discussion. The SENDCo, head teacher or deputy head teacher may request to view such records intermittently.

27.7 – Teachers will set up communication systems where a child's behaviour needs to be discussed regularly. This may take the form of a weekly meeting, weekly phone call or positive communication book. Teachers will use these modes of communication rather than delivering news of behaviour at the classroom door where a child is having regular incidents.

28.0 Child and Family Support Worker

28.1 The school employs a child/ Child and Family Support Worker who provides; additional support to children with emotional or behavioural needs over and above that within a general class setting; general parenting advice and strategies; and who will work with classroom and other staff to identify successful strategies to meet a child's emotional and behavioural needs.

28.2 The child and family support worker liaises closely as part of a pastoral team for pupil care/guidance/support. Other members of this team include the senior leadership team, the SENDCo and Poplar Class staff.

28.3 The class teacher is responsible for meeting the emotional and behavioural needs of *all* children within their class. The Child and Family Support Worker or Inclusion Manager does not replace this responsibility. The class teacher will decide whether to discuss the need for an Individual Provision Plan with the Inclusion Manager.

28.4 If a teacher requires assistance with a child in order to continue teaching effectively, the Child and Family Support Worker will be called and will attend immediately or arrange for someone else to attend.

29.0 Identification:

29.1 The Child and Family Support Worker may become involved if:

- A child has asked for help.
- A child's parent has approached them asking for support.
- The Headteacher has asked them to work with a child/ family.
- Through an Early Help Assessment process
- The Inclusion Manager has identified a need for this level of support.
- The class teacher has requested this support.

29.2 The Child and Family Support Worker ensures that teachers remain responsible for implementing strategies and for recording and monitoring progress and the impact on learning. Teachers are also responsible for delivering consequences for behaviour that happens in their lessons, although this should be in liaison with the Child and Family Support Worker if she is supporting that child.

29.3 The Child and Family Support Worker will only work with a child beyond the classroom after this has been an agreed level of intervention through discussion with the SENDCo/ Deputy Headteacher/ Headteacher.

29.4 The SENDCo will meet regularly with the Child and Family Support Worker to review EHA cases and to ensure the right level of intervention.

29.5 The SENDCo will meet with the Child and Family Support Worker to review other cases and their progress.

29.8 The Child and Family Support Worker can be contacted via the class teacher or directly via the school office or email.

29.9 The vulnerable pupil team will meet at least half termly to discuss children with a number of vulnerabilities (including behaviour) where support will be designed and reviewed). Poplar staff will meet the SENDCo at least fortnightly review support.

30.0 Equal Opportunities

30.1 All children are entitled to a broad and balanced curriculum, irrespective of their age, gender, race, physical or intellectual ability. Each child will have the opportunity to develop at a level and rate appropriate to their needs and will be provided with graduated interventions to support accelerated progress where it is appropriate.

30.2 The class teacher is responsible for ensuring that an effective learning environment is maintained for all children through effective class management, appropriately planned activities, and implementation of the school's policies.

30.3 In respect of behaviour the teacher must meet the needs of pupils, maintaining positive relationships and responses to all children and taking steps to avoid any labelling that may occur in and out of their classroom. The class teacher is responsible for ensuring all children are able to learn without persistent disruption due to pupil behaviour.

31.0 Individual Needs

31.1 It is recognised that the characteristics of some conditions result in inappropriate behaviour. The expectations and code of conduct are the same for all children but the level of support to sustain appropriate behaviour will be greater, and applied individually, for some individuals. These children will have their needs and targets for progress identified on Individual Education Plans. If available, additional adult support may be targeted for the times that pose the most difficulty for the pupil. In accordance with the Equality Act 2010, staff have a responsibility to anticipate and take **reasonable** steps to avoid such difficulties for a pupil with an identified need of this nature.

32.0 Confidentiality

32.1 Any concern about a child's well-being, behaviour or learning is a matter of confidentiality.

All staff are aware of and respect the need for confidentiality for pupils and parents/ carers.

Information is shared between staff appropriately to meet needs for observation, support or to implement strategies.

32.2 Behaviour records may be shared with the child's next school and may be shared with external agencies with parents' permission. School records may be shared under any circumstances if the matter is considered to be a safeguarding matter.

32.3 Information within a child's Individual Provision Plan or Early help Assessment will only be shared with external agencies in agreement with the child's parents or if it is necessary to ensure the child's safety.

32.4 Discussions with parents/carers about children's learning or behaviour will take place out of the hearing of others. Teachers will select appropriate modes of communication to ensure this, inclusive of phone calls and virtual meetings.

Staff should be aware of other people in school, e.g. volunteer helpers, kitchen staff, and respond to pupils' behaviour in such a way as to maintain confidentiality.

32.5 Incidents are managed sensitively, in a manner that protects the child's positive image in the eyes of his/ her peers.

Steps are taken to avoid children becoming aware of any observation or recording that does not apply to the whole class.

32.6 Strategies involving a pupil's peers/ friends to encourage appropriate behaviour will be presented positively and implemented with parents/ carers agreement.

32.7 The ethic of openness will support involvement of the child. IE: entering into contracted behaviours before a trip for example.

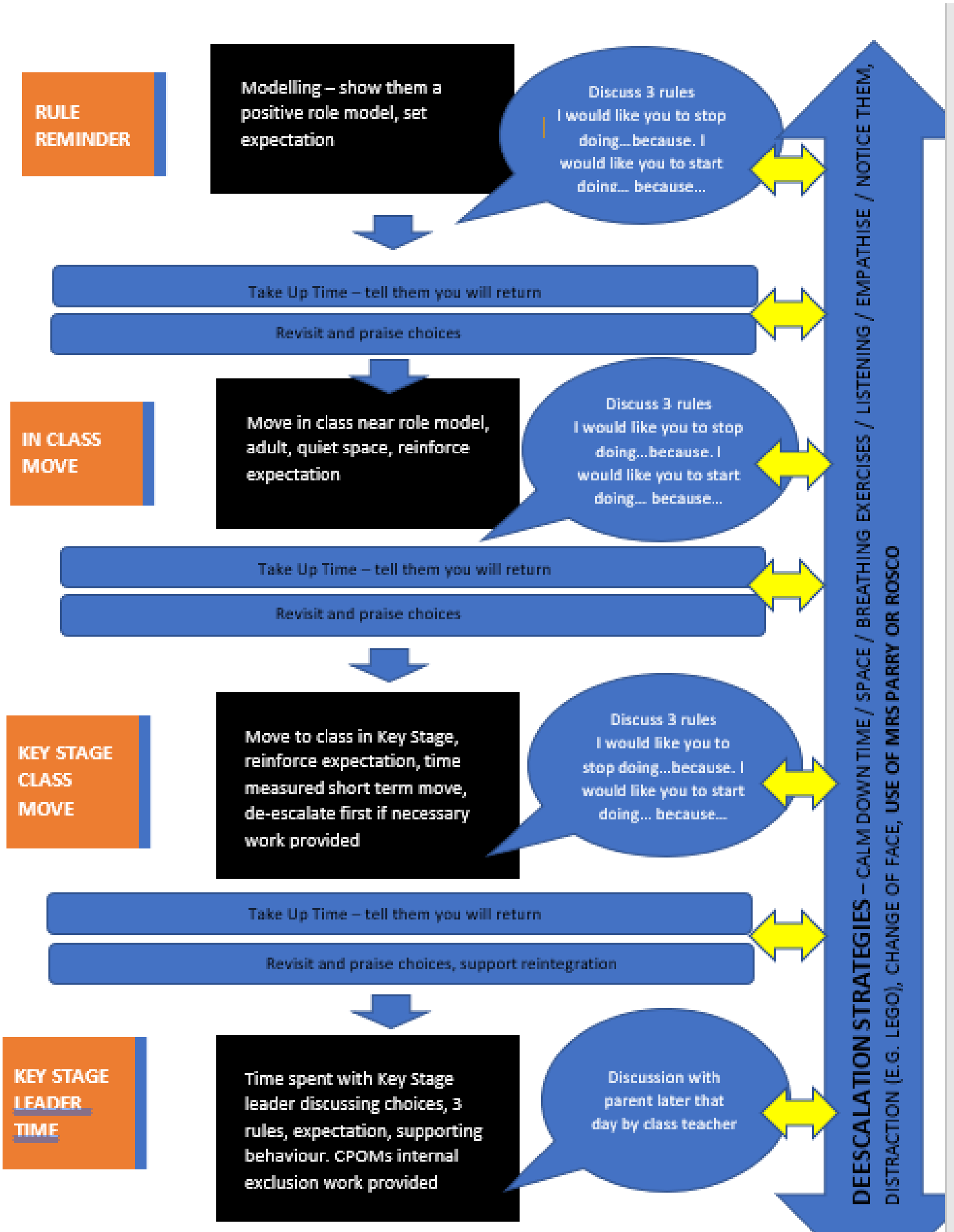
33.0 Recording

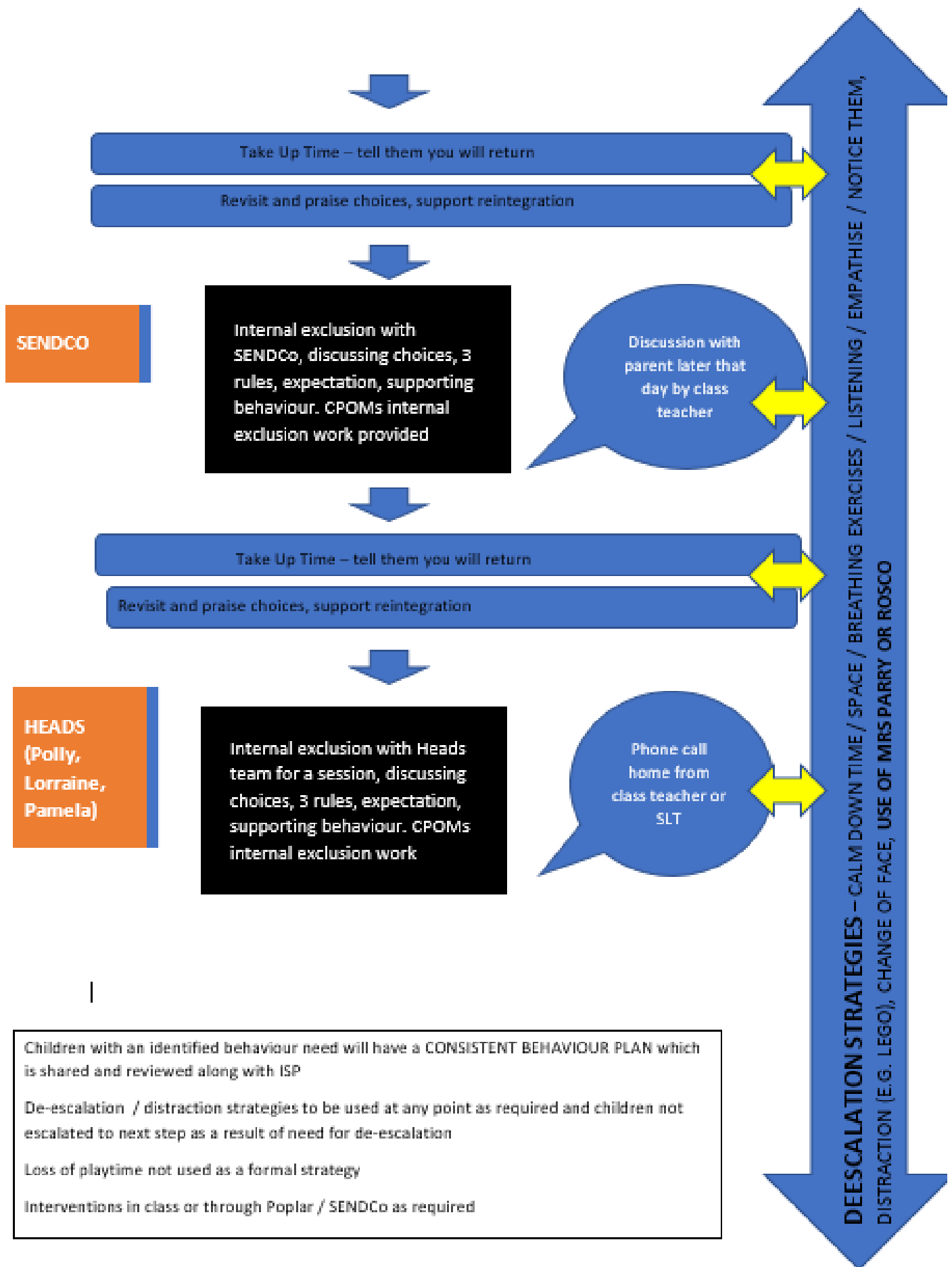
33.1 CPOMs is the platform by which staff record all support and intervention. Further action and advice is recorded alongside the initial incident.

34.0 Monitoring and review

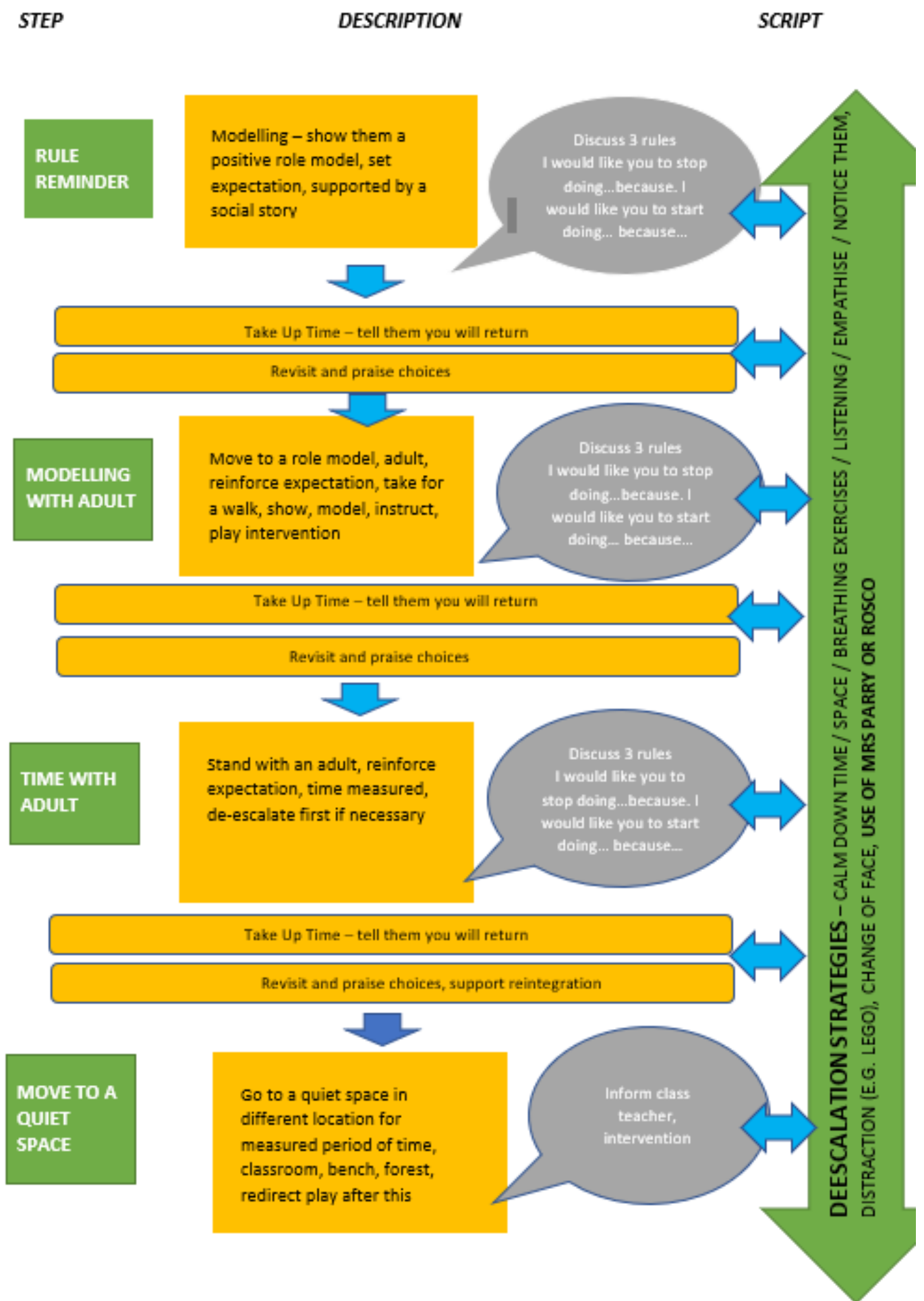
34.1 The implementation of this policy is monitored by the SENDCo, Senior Leadership Team, Headteacher and Governors. It is reviewed annually.

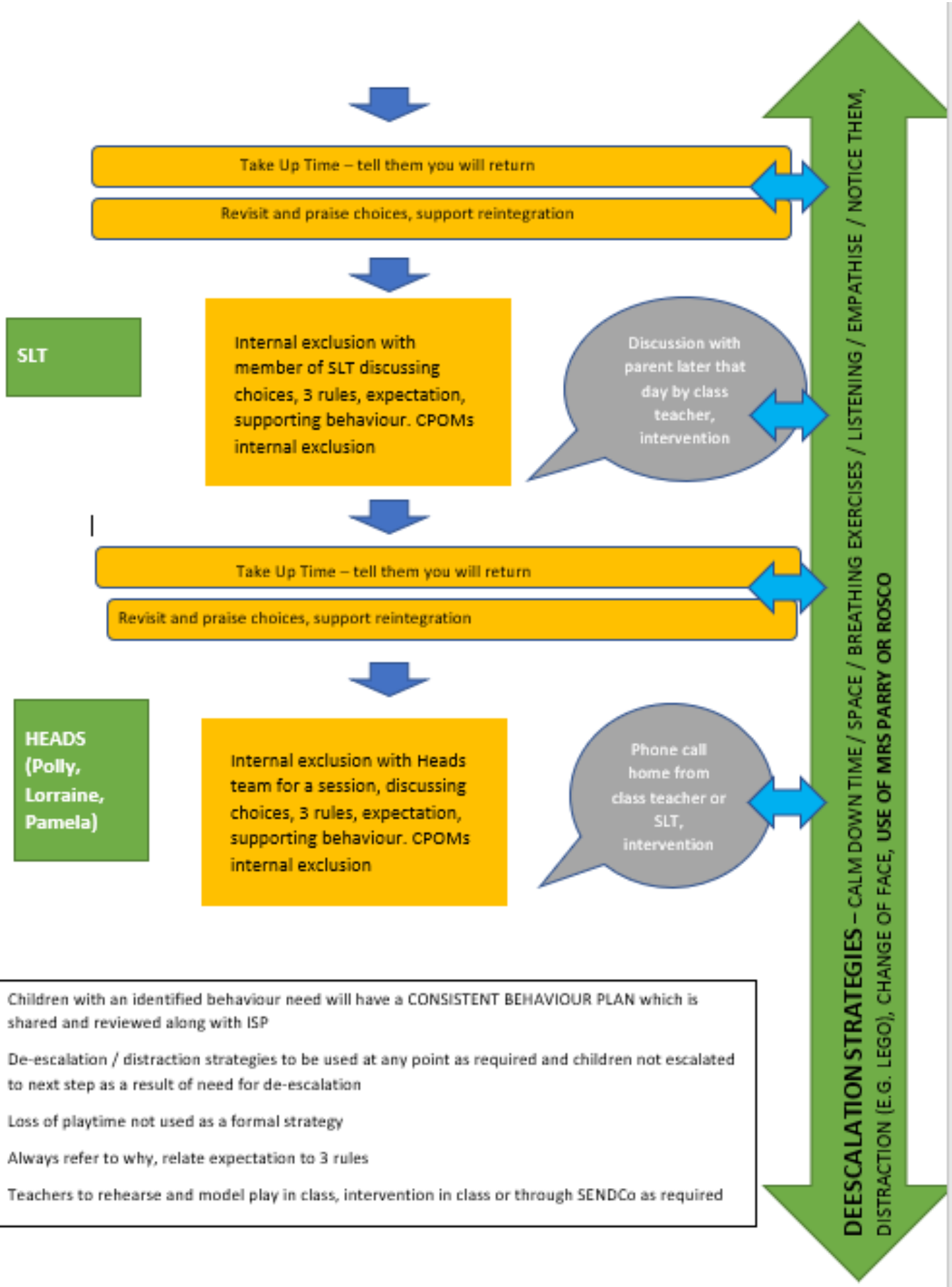
Appendix 1 – Behaviour pathway – In Lessons





Appendix 2 – Behaviour Pathway – on the Playground





Children with an identified behaviour need will have a **CONSISTENT BEHAVIOUR PLAN** which is shared and reviewed along with ISP

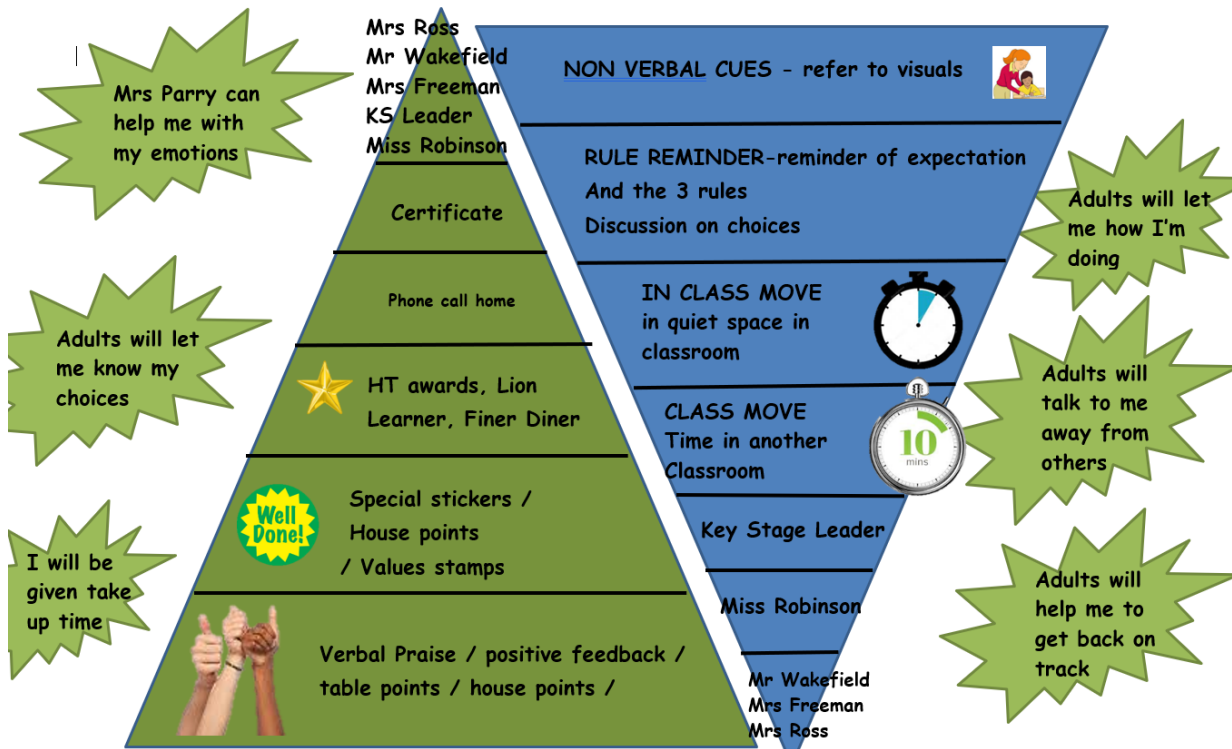
De-escalation / distraction strategies to be used at any point as required and children not escalated to next step as a result of need for de-escalation

Loss of playtime not used as a formal strategy

Always refer to why, relate expectation to 3 rules

Teachers to rehearse and model play in class, intervention in class or through SENDCo as required

Appendix 3 – Visual Classroom Rewards and Consequences Pyramid



Appendix 4 – Consistent Behaviour Plan and Risk Assessment

Consistent Behaviour Plan

Name: _____ Class: _____ Date: _____ To be reviewed: _____ Signed: _____

Lives with:

Trusted adults :

Strengths/interests.

Helpful language:

Unhelpful language:

Photo

Additional information/notes:

Diagnosis/medical
Conditions/medication

De-escalation Skills	Try	Avoid
Reassurance		
Help script (talk and I'll listen, I can help)		
Negotiation		
Choices		
Humour		
Tactical Ignoring		
Give space		
Supportive touch		
Time out, supported by adult.		
Consequences		
Success reminders		
Removing audience		
Change of face...who? Trusted adults.		
Minimise noise/sensory demand		
Distraction		
Take up time		
Other		

Triggering phase **Escalation phase**

Known triggers/difficulties/dislikes

Behaviours

Strategies

Behaviours

Strategies

Behaviours

Strategies

Risk Assessment



Name _____ Academic Year 21-22 Autumn 1 2 Spring 1 2 Summer 1 2

Year: N R 1 2 3 4

Warning signs (Please select those applicable and known to have occurred)	✓	Frequency H = Hourly D = Daily W = weekly O = occasionally	Intentionality D = Deliberate A = Accidental I = Incidental (in crisis) H = Habitual	Hazard (H) 1-4 (See appendix A)	Probability (P) 1-4 (See appendix A)	Level of Risk (H x P) 1-16
Damage to property						
Violent/aggressive behaviour						
Impulsive/dangerous behaviour						
Abusive/swearing						
Absconding/absenting						
Reckless disregard for personal safety (e.g. running across busy road)						
Bullying						
Inappropriate sexual behaviour						
Racial/gender/religious/learning disability discrimination						
Self harm / self injuring						
Other						

Parent/Carer signature: _____

Reintegration Meeting Agenda

Once filled in to be uploaded to document vault on CPams and placed in green file

Pre-Meeting Team Around Child (TAF Discussions) – (e.g. Head, Deputy Head, SENDCo, Teacher, Key Stage Leader, FSW). Reviewing support.

In Meeting Agenda:

REFLECTION – what went wrong? Why? Is there anything we should know?

REPAIR – A reflection on positives of the pupil and what they are capable of – bring along a best piece of work to show them and parent

BOB – Give them Book of Brilliance and talk it through

ADAPTATIONS – How support may look / change

How feeling now – any concerns, worries, triggers? Children or staff worried about seeing?

TRANSITION - Agree a transition activity - provide a transition activity to take to class (choice of 3)

Transition adult – trusted adult - Poplar, class TA or FSW to support reintegration into class including talk time

LATER IN THE DAY –

- Review consequence path and or social stories to support positive choices
- Phone call home to let parents know how reintegration has gone
- First item in Bob book and shown to child
- Check in from VP team member

Appendix 6 – The 4 Field Map

EWB | Pupil Profiling based on Risk and Resilience [Protective] Factors - using an interactive 4-field EWB Map

