



Sheffield Lower School Relationships Culture, Ethos and Behaviour Policy

Written by	Reviewed and Ratified by Governors	Shared with Staff	Last Updated	Review cycle	Next Review due
Duncan Wakefield Deputy Headteacher	January 2026	January 2026	January 2026	Annually	October 2026

1.0 Statement of Intent

1.1 At Sheffield Lower School everyone has the right to a safe and positive environment which allows teaching to be carried out effectively and a positive environment for all to learn and succeed. Expectations must be consistent across the school to support a culture of positive behaviour.

1.2 At Sheffield Lower School, we aim to build a culture where children feel valued, have high expectations of themselves, as well as each other and to create a want to behave. All members of our school community have a shared vision:

1.3 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 develop as future citizens. Mutual respect and diversity are consistently celebrated and we show unconditional positive regard within our warm and friendly community. Consistent expectations are built on our core values in a climate of positivity, tolerance and celebration where every child is valued.

1.4 We aim to teach children to hold themselves to the highest standards of behaviour and support pupils to ensure they are always respectful, responsible and ready to learn.

1.5 A positive, calm and safe 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 as set out in our aims.

1.6 Our Aims:

- Encourage responsible behaviour and raise children's self-esteem, values and well-being
- Provide a curriculum and framework, which allows us to teach the behaviours we expect from children and what they can expect in return
- Promote a view of community and personal accountability which equip children for the responsibilities of adult citizenship
- Prevent bullying, racism and anti-social behaviour.

1.7 The Behaviour Curriculum, works alongside this policy and aims to teach and support positive learning behaviours. Behaviour is learned, just as any subject is, and as a result is taught as part of the Curriculum so that children know and understand what good behaviour looks like.

1.8 Our 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. 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.

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

1.10 Parents who choose to send their child to Shefford Lower School are expected to support the school's policies by fostering positive engagement, promoting good attendance, and working with the school and any relevant outside agencies when necessary. Their involvement helps ensure that their child's behaviour remains safe, appropriate, and conducive to learning. We are committed to working closely with parents and carers to uphold our Behaviour Policy and Behaviour Curriculum and will share these with them as fully as possible.

2. Legal Framework

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

- DfE (2023) 'Keeping children safe in education 2022'
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- DfE Statutory Guidance

2.2 This policy operates in conjunction with the following other policies and procedures;

- Suspensions and Permanent Exclusions Policy
- Anti-Bullying Policy
- Shefford Lower School Behaviour and Relationships Curriculum
- Health and safety Policy
- Safeguarding and Child Protection Policy
- Equality, Diversity and Inclusion Policy
- Use of Reasonable Force Policy
- SEND Policy and Information Report
- Attendance policy (links to suspensions and transition support)
- Staff Code of Conduct
- Child on Child Abuse Policy

3. Objectives

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

- Knowing and understanding our pupils, their context and their influences
- Creating positive relationships which are developed and support children to feel safe
- Ensuring all members of the community are shown unconditional positive regard

- Promoting the behaviour curriculum that are taught and rehearsed alongside social norms encouraging self-reflection and metacognition
- Using consistent and adaptive classroom management strategies to promote positive behaviour
- Creating clear, predictable and consistent social norms including daily routines
- Using a range of consistent rewards and sanctions which are known by pupils, parents and staff and are therefore reinforced and impactful
- Ensuring reasonable, individual and adaptive strategies are in place for all children to be able to succeed.

3.2 Shefford Lower School is committed to promoting equality, diversity, and inclusion in all aspects of school life. Our Behaviour Policy is applied consistently and fairly to all pupils, regardless of race, ethnicity, religion, gender, disability, sexual orientation, socioeconomic background, or any other protected characteristic. We aim to ensure that every child feels safe, respected, and valued, and we actively challenge discrimination, prejudice, and unfair treatment. Through our behaviour expectations and support systems, we strive to provide an environment in which all pupils can thrive and achieve their full potential.

4.0 Our Approach

4.1 All staff are responsible for managing the behaviour and discipline for pupils within the school. There is a whole school 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. This works in line with our school values system and mission statement.

4.2 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 excellent behaviours.

5. Values

5.1 The school year begins by fostering a sense of the school's core values. These values are taught through our behaviour curriculum which is regularly revisited and imbedded across all key stages. Teachers and children use the language of our school values and values based super heroes to enforce this through the curriculum and their learning.



5.2 Adults model excellent behaviours and calm attitudes, ensuring good listening, fairness and kindness. Pupils are rewarded for modelling these same behaviours, this can be demonstrated through values stamps or our school house points system.

5.3 We also teach the fundamental British Values of democracy, mutual respect, the rule of law, individual liberty, and tolerance of those with different faiths and beliefs. These values, along with key social norms, are embedded throughout our curriculum and reinforced in all classrooms.

6. School Climate for Positive Behaviour

6.1 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. Staff conduct themselves in a controlled and calm manner using positive framing and relationships to promote behaviour.

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

6.3 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. 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.

6.4 Staff role model and refer to our values in their interactions with each other, with children and through their own conduct.

6.5 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.

7. General Approach to Improving Undesirable Situations.

7.1 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 and always consider the child as an individual, knowing that different children might need different support or strategies.

7.2 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 and the behaviour curriculum.

7.3 The language will reflect the positive relationships used in teaching values through assemblies, PSHE and within classrooms. Pupils are always encouraged and rewarded when they model this language.

7.4 Staff will decide the consequence for inappropriate behaviour using the behaviour pyramids (Appendix 3). Teachers are provided with a visual representation of these by their senior leader and will ensure the appropriate 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 also decide the consequence.

7.5 Whilst the behaviour policy is intended for all pupils it may be applied differently or with reasonable or adaptive adjustments for different age groups and/or with consideration for children's different individual needs.

7.6 At Shefford Lower School we always avoid shame-based interactions and avoid singling out or shaming children.

8. Our school rules

8.1 These rules are simple, minimal 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***

8.2 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.

8.3 Implicit in this are the following expectations of staff who will;

- 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.

9. Our reward and consequence paths

9.1 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 or individual needs may have a planned adjustment to this path which will be documented in a co-produced Consistent Approach 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.

9.2 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.

9.3 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 or 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.

9.4 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.

10. Rewards

10.1 Rewards are given in recognition that children's behaviour is linked to a positive choice 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).
- Inclusion is always considered 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' and ultimately 'values leaves' 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 postcard home for good effort and standards to work.
- Pupils who need more regular positive feedback to support their progression will have personalised approaches supported by the SENDCo.
- Children can be sent to any adult to reinforce and celebrate positive behaviour, choices and rewards.

11. Classroom Teaching

11.1 All teachers are expected to show strong 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/coaching and feedback to ensure their classroom practice is of a high standard and promotes good outcomes, learning and positive behaviours.

11.2 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 approach and will measure impact. All children are individuals and staff use their knowledge to ensure the right approach is used for each child.

11.3 Ordinary Available Provision (OAP) should be a feature of design in all classrooms to ensure all children can access the classroom and that reasonable adjustments are considered to support children with their behaviour.

12. The role of transition

12.1 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

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

- A transition booklet
- Visits to new setting
- A planned meeting or conversation between teachers or SENDCOs at current school and new setting - Visiting the child in their home or current setting

12.3 The vulnerable pupil team will support effective transition within school and between settings. There will always be a transition plan/pathway for an extended period of absence including suspension.

13. Persistent disruptive or inappropriate

- 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/behaviour lead and 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.
- 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 relevant staff involved with the child.
- 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.
- When behaviour becomes persistent the class teacher will inform and liaise with parents notifying them of this.
- 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.

14. The Headteacher/Heads team will be immediately involved and parents notified by the teacher if any of the following occur:

- Fighting
- Biting
- Sexualised 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

14.1 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.

14.2 The behaviour will be assessed, and a Consistent Behaviour Approach Plan may be put in place. This assessment will be recorded on the school electronic system CPOMs.

14.3 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.: 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.

15. Child on Child Abuse

15.1 All staff are aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

15.2 Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

16. Conduct when representing the School

16.1 Teachers have the power to issue consequences for pupils for showing inappropriate or poor behaviour when representing the school. Consequences beyond the school gate covers the school's response to noncriminal 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.

16.2 Subject to the behaviour policy, teachers may discipline pupils for:
disruptive/inappropriate behaviour 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 disruptive/inappropriate behaviour 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.

16.3 In all cases of disruptive/inappropriate behaviour the teacher can only issue consequences to the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member and in conversation with parents.

16.4 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.

17. Consequences

17.1 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. 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.

17.2 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).

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

17.4 As a school, we work closely with families and outside agencies to support children with their behaviour. We monitor a group of pupils who may be at risk and use this information to develop targeted strategies for improvement. When needed, we hold *Team Around the Child* (TAC) meetings to collaborate and agree on effective solutions.

18. Time Elsewhere

18.1 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.

18.2 Time-elsewhere in another classroom is reflected in the behaviour pyramid. 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. This will be discussed through phase leaders and parents will always be notified.

18.3 Children are never given time-elsewhere alone outside of a classroom without an adults knowledge or supervision.

18.4 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 be sent with the pupil and they should not 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. These should always be used as times of reflection and be followed up by the class teacher with the child.

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

19. Playtimes

19.1 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.

19.2 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.

19.3 If an instance of negative behaviour is noticed, 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. Children will always be given a playtime but this may be separate to others if they are showing dangerous behaviour.

19.4 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.

19.5 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.

19.6 As a school we follow OPAL (Outstanding Play and Learning). OPAL allows the children to engage in play and develop social skills. The OPAL play team and staff facilitate this and there is a range of equipment that is available to support children with their play. Play assemblies and play leaders support this and deliver key messages and health and safety advice on the different activities and areas.

20. Power to use reasonable force.

20.1 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.

20.2 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.

20.3 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. Staff are given CPD when working with particularly challenging behaviour needs to support with this along with supervision. De-escalation is always the first strategy in place.

20.4 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.

21. 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. There will always be a same sex member of staff present and two members of staff for a search. This will be recorded on Cpoms and parents/carers will always be informed.

22 Physical Handling/ Restraint:

Please refer to the school’s policy on reasonable force policy

22.1 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.

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

22.3 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.

22.4 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.

22.5 To support children in school who are at risk of physical handling or who have been physically handled once, risk assessments will be in place. These are drafted in consultation with parents and the SENDCo. A number of staff are trained in TEAM TEACH.

22.6 Any child or adult who has been physically handled or involved in physical handling will receive appropriate emotional support and parents will be informed.

23. Physical Handling Recording:

23.1 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.
- Parents/Carers will be informed within a timely manner.
- 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.

24. Suspension and Permanent Exclusion

24.1 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 a member of the governing board of the decision to suspend or permanently exclude. Suspensions/permanent exclusions are reported to the Local Authority and to the Governing Body. These are monitored on a termly basis by the governing board. DfE advice and procedures in respect of suspensions/exclusions from school can be found here:

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

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

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

25. Internal Exclusion (Not time-out in another classroom)

25.1 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. The objective of these is to give the child time to reflect and be supported.

26. Fixed Term Suspension/ Permanent Exclusion

26.1 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 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 Consistent Behaviour and Handling Plans.

26.2 In exceptional circumstances the Headteacher may decide to suspend 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.

26.3 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.

26.4 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.

26.5 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.

26.6 Pyramid of exclusions. When a headteacher makes a decision around exclusions and or exclusions become persistent the follow process will be followed;

- 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. This is called the governor's disciplinary committee.

26.7 In respect of exclusions, the Governing board cannot overturn the Headteacher's decision but can have their findings attached to the record.

26.8 Repeat exclusions are tracked closely and monitored to look at patterns and ensure all options are explored to help develop strategies to reduce these by working with a range of internal and external stakeholders and to avoid permanent exclusion.

27. Permanent Exclusion

27.1 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.

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

28. The Right to Appeal a Permanent Exclusion

28.1 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/carers are encouraged to attend the Governors discipline hearing for permanent exclusions to make representations and are able to bring support or a representative.

28.2 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'.

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

29. Parents

29.1 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.

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

29.3 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.

29.4 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.

29.5 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.

29.6 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.

29.7 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.

30. Child and Family Support Worker

30.1 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.

30.2 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.

30.3 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.

30.4 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.

31. Supportive Practice

31.1 We always aim to support children to develop strategies and offer support to help them succeed. As a school we explore

31.2 Trauma informed practices, Support for families, Monitoring, TAC meetings, Mentorship and Interventions are invested in as part of school practice.

32. Identification:

32.1 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.

- 32.2 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.
- 32.3 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.
- 32.4 The SENDCo will meet regularly with the Child and Family Support Worker to review EHA cases and to ensure the right level of intervention.
- 32.5 The SENDCo will meet with the Child and Family Support Worker to review other cases and their progress.
- 32.6 The Child and Family Support Worker can be contacted via the class teacher or directly via the school office or email.
- 32.7 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.

33. Equal Opportunities

33.1 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.

33.2 Teachers are 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.

33.3 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.

34. Individual Needs

34.1 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 Support 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.

35. Confidentiality

35.1 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.

35.2 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.

35.3 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.

35.4 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.

35.5 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.

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

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

36. Recording

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

37. ARP and The Orchard

37.1 At Shefford Lower School, we recognise that children learn in different ways, at different rates, and that some children may need additional provision to access the curriculum and achieve their full potential. The Orchard is an inclusive classroom where all children's learning needs are met through individualised approaches, therapies and timetables.

37.2 Members of staff within The Orchard have a holistic approach to children's education and provide them with a nurturing environment which meets their social, emotional and mental health needs.

37.3 Each child follows their own Consistent Approach Plan and Behaviour Pathway which recognises their individual triggers and shares supportive strategies to help manage and regulate their behaviour. These are personalised to each individual child and are regularly reviewed and monitored by school staff, parents and carers and professionals.

37.4 Personalised rewards and behaviour pathways will be in place with the children working within The Orchard.

37.5 The Orchard use a Dojo points system which is linked with our school house point system and the colours of their houses. These are given for good choices and for following instructions. The ethos of this is around

working as a team as well as rewarding personal behaviour. Stickers or visits to other adults and leaders within school can also be used as an incentive for excellent choices.

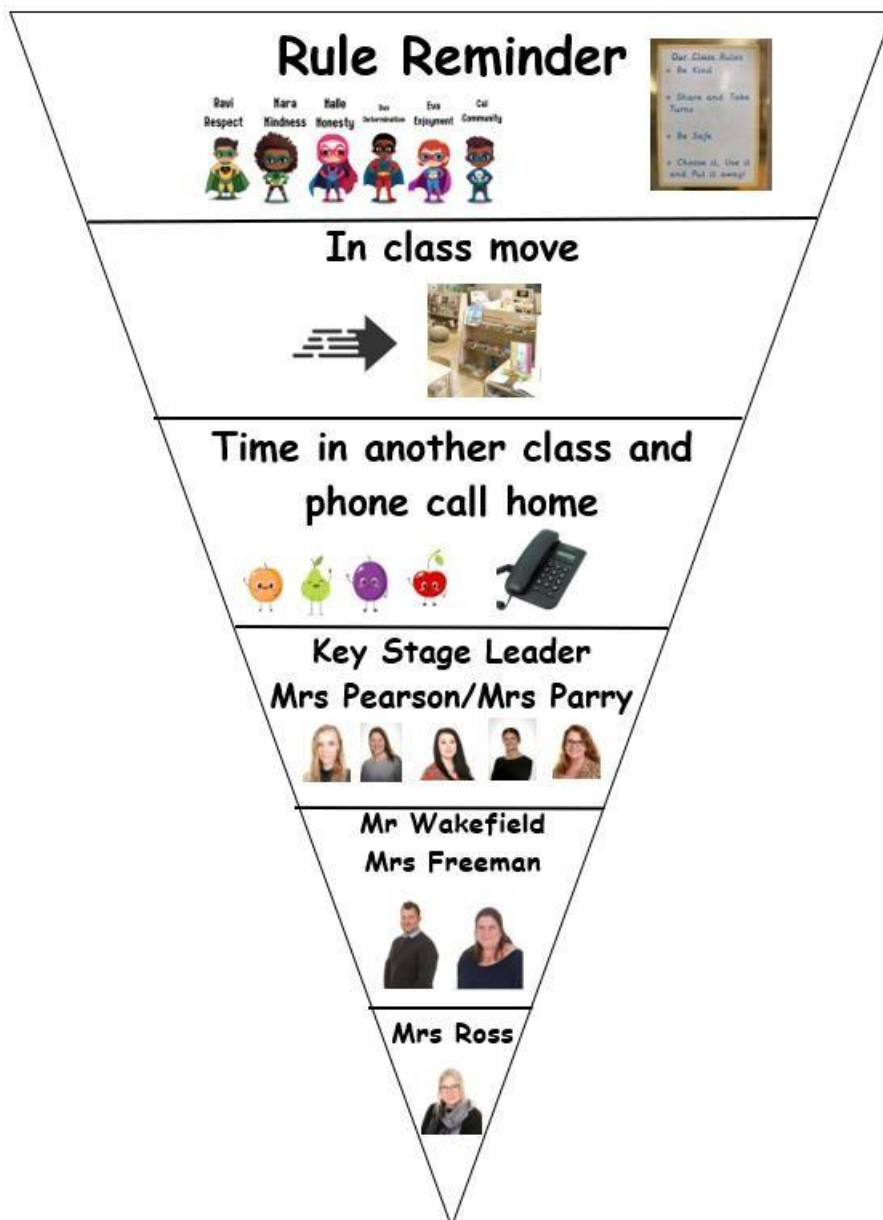
37.6 Sensory rooms and other spaces are used as a break out spaces the children can use if they need to calm or need space to support the regulation of emotions. If children show any physical and aggressive behaviours such as swearing, spitting, hitting, kicking, biting then an SLT member will be called to speak to them about this behaviour. If this continues after more disruptive behaviour parents will be called.

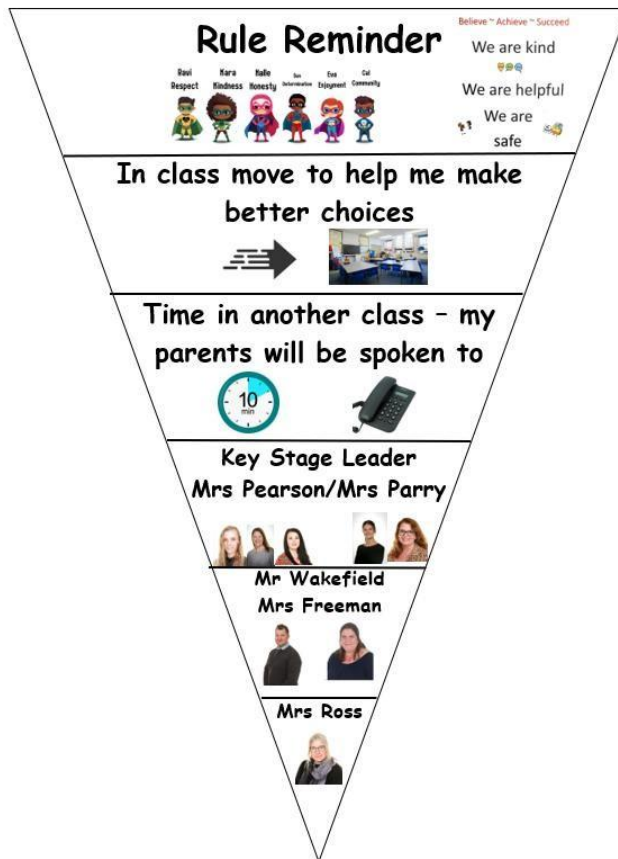
38. Monitoring and review

38.1 The implementation of this policy is monitored by the Behaviour Lead, SENDCo, Senior Leadership Team, Headteacher and Governors. It is reviewed annually. This is monitored by termly behaviour audits and learning walks as well as reviews of CPOMs and school behaviour logs.

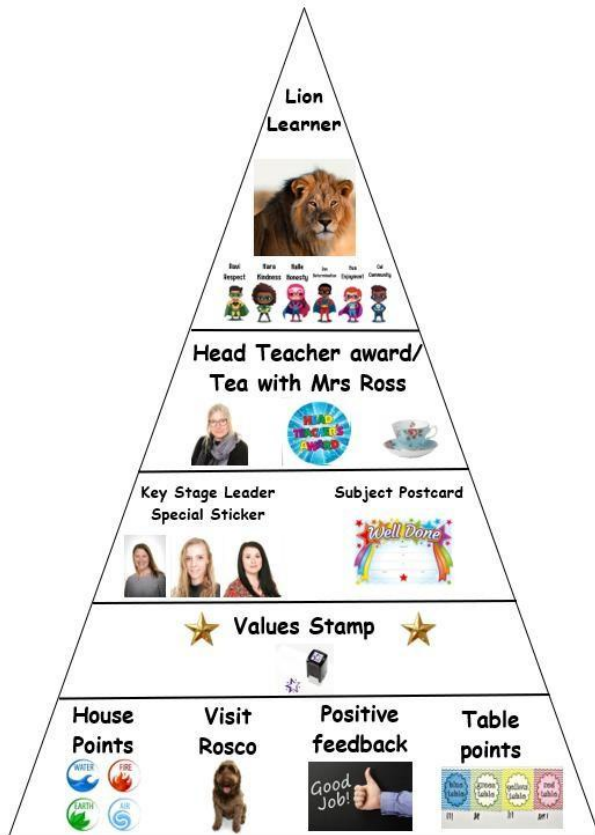
38.2 Monitoring procedures CPOMs is the main form of monitoring. We use a diagnostic tool to support the development pupils, in addition to recording serious incidents. On induction every member of staff receives training in how to record strategies and incidents on CPOMs. This information is regularly reviewed by staff as a means of supporting staff as means of developing positive behaviours.

Appendix 1 – Behaviour Pyramids EYFS





Appendix 3 – Behaviour Pyramids KS1 and KS2 – Rewards



Appendix 4 – Consistent Approach Plan

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
Outburst phase		Recovery phase	
Behaviours	Strategies	Behaviours	Strategies

Appendix 5: Risk Assessment

Risk Assessment							
Name	Academic year			Autumn	Spring	Summer	
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	Number of incidents since last review
Damage to property	✓	O	I	2	2	4	
Violent/aggressive behaviour to adults	✓	W	I	2	2	4	
Violent/aggressive behaviour to pupils	✓	W	I	2	2	4	
Impulsive/dangerous behaviour	✓	W	I	2	2	4	
Abusive language /swearing to adults	✓	W	H	2	2	4	
Abusive language /swearing to Pupil	✓	W	H	2	2	4	
Absconding/absenting	✓	O	I	1	1	1	
Bullying (Targeting behaviour)				0	0	0	
Sexualised behaviour				0	0	0	
Prejudice behaviour— Disability, Economic, Gender, Homophobic, Racist.				0	0	0	
Persistent disruption to learning	✓	W	I	2	2	4	
Persistent refusal to comply with adult request	✓	W	I	2	2	4	
Self harm / self injuring							

Appendix 6 – Reintegration Agenda following exclusion

Reintegration Meeting Agenda

Once filled in to be uploaded to document vault on CPoms 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

FINAL