



Send Church of England Primary School

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Positive Behaviour Policy

Our Vision Statement

Childhood matters to us: it is short, precious and cannot be repeated.

Our Christian values are rooted in God.

Growing in love, every child reaches their spiritual and academic potential.

Our learners use their resilience, curiosity and independence to become fruitful and effective global citizens.

With the Holy Spirit by our side, we can achieve anything!

Date revised	September 2023
Date for next revision	September 2024
Policy Owner	Headteacher
Reviewed by	

Contents

1. Policy aims
2. Guiding Principles for Supporting Positive Behaviour
3. Roles and Responsibilities
 - a. Headteacher
 - b. Senior Leadership
 - c. Teachers and Support Staff
 - d. Children
 - e. Parents
4. Creating an environment for positive behaviour
 - a. Zones of Regulation
 - b. School Rules
5. Supporting children with SEND and/or attachment and trauma needs
6. Responding to good behaviour
7. Responding to inappropriate behaviour
 - a. Restorative Approaches
 - b. What is inappropriate behaviour?
 - c. What we do when behaviour is inappropriate or unacceptable flow chart
 - d. The use of reasonable force
 - e. Removal from classrooms
 - f. Suspension, Exclusion & Managed Moves
 - g. Reintegration
8. Searching, screening and confiscation
9. Monitoring behaviour

Aim of this policy:

In order to deliver our vision of helping each child to reach their spiritual and academic potential, we need to recognise the crucial role of behaviour and behaviour regulation. At Send CofE, children are taught and supported in developing self-discipline and self-regulation strategies, so that they are able to learn, play, live happily and peacefully with each other and flourish in a calm, positive environment.

The governors have a high level of expectation regarding behaviour and the special Christian nature of our school ensures that **everyone** puts Christian principles into practice. Our policy is underpinned by the biblical instruction to treat others as you would like to be treated yourself, and to strive for forgiveness and reconciliation.

*“Be kind to one another, tender-hearted, forgiving one another, as
God in Christ forgave you.”
Ephesians 4:31-32*

1) Our Guiding Principles for Supporting Positive Behaviour

Our approach is research informed, for example, The EEF Report, 2019 found that a proactive approach to behaviour management is by far more successful than a reactive one. Our approach is aligned with the DfE guidance 'Behaviour in schools: Advice for headteachers and school staff' (Sept 22). We agree that:

All members of our school community have the right to learn and work in a safe and calm environment.

- Good behaviour in schools is central to a good education.
- Our school rules of Ready, Respectful, Safe apply to all children and all adults in our school.
- Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive.
- Behaviour in our school meets the 'National minimum expectation':¹
 - *measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all children to help them meet behaviour standards, making reasonable adjustments for children with a disability as required;*
 - *pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;*
 - *all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which children are safe and feel safe and everyone is treated respectfully; and*
 - *any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.*

All staff have responsibility for promoting positive behaviour everywhere in school.

- The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour.
- If children do misbehave, we will respond promptly and predictably to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.
- We agree that all staff will:
 - aim to deal with any behaviour incident on the same day so that every child can start each day with a clean sheet.
 - use emotion coaching strategies to support self-regulation.
 - use restorative conversations when children need support to reflect on their actions.
- Some children may require additional support to meet a school's behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary.

A behaviour can be unacceptable; it is not the child who is unacceptable

- Everyone in our school should treat one another with dignity, kindness and respect.
- We recognise that behaviour can be a form of communication for children.
- Challenging behaviour is never seen as something that belongs to or is part of the child. It is something that happens as part of the interaction between the child, their environment and the behaviour of other people.
- For most children, developing self-regulation and managing their own behaviour is a developing process which requires considerable nurturing.

All children can be supported to behave well.

- Being taught how to behave well and appropriately within the context they're in is vital for all children to succeed personally.
- We will create an environment where positive behaviours are more likely by proactively supporting children to behave appropriately.
- Children will be taught explicitly what good behaviour looks like.

¹ [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/81222/behaviour-in-schools-guidance.pdf)

- We will identify why behaviour is unacceptable, referring to our school rules, and follow an agreed procedure for dealing with this.
- When children's behaviour escalates, we take them back to the original behaviour before we deal with any secondary behaviours.
- Positive reminders and rewards will be given frequently.
- Consequences will be used to encourage children to reflect on, take responsibility for and adapt their behaviour.
- Some children will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.
- Children who have SEND, trauma or attachment issues may find behaviour expectations more difficult to follow. We may adapt our expectations but it is our job to support them in understanding and following the school rules of Ready, Respectful Safe as these apply to all children.

2) Roles and Responsibilities

Headteacher

The Headteacher is responsible for the systems and policies of the school which:

- Encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of children;
- promote, among children, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that children complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of children.

Senior Leadership Team (SLT)

- The SLT will be highly visible during the school day, with leaders routinely engaging with children, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Senior leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them.
- Senior leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school.
- Senior leaders should consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. They will also ensure that staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.
- SLT will support ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation,

Teachers and Support Staff

- Staff have an important role in developing a calm and safe environment for children and establishing clear boundaries of acceptable pupil behaviour.
- Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that children can see examples of good habits and are confident to ask for help when needed.
- Staff should also challenge children to meet the school expectations and maintain the boundaries of acceptable conduct.

- All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with children.
- Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- Staff should also receive clear guidance about school expectations of their own conduct at school (part 2 of the Teachers' Standards which outlines the high standards of personal and professional conduct expected of teachers.)

Children

All children deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this,

- Every child should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- Every child will be supported to achieve the behaviour standards.
- Children will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.
- Children should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.

Parents

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should:

- Be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.
- Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.
- Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.
- Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate children's successes, or holding sessions for parents to help them understand the school's behaviour policy.
- Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

3) Creating an environment for positive behaviours

All adults have a role to play in creating an environment in our school where positive behaviour is automatic. We expect all staff to play an active role in creating a strong foundation for positive behaviour by following these principles:

- 1. We are a Christian community which acknowledges that love is at the heart of our school**
"Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you"
Ephesians 4:31-32
- 2. Adult behaviour will never be compromised by learner behaviour.**
Adults display consistent, calm behaviour, emotional control, and communicate clear expectations
- 3. Recognise the good first.**
Pay attention to what goes well – rewards, recognition, praise, motivation, engagement

4. Make it easy to succeed

Adults set and reinforce clear expectations and rules. Routines support behaviour and non-verbal cues are constant reminders

5. Relentless routines

"We do it this way, always". ALL adults are on board and using the same language

6. Scripting difficult interventions

Adults are supported in interactions with children. We use shared language for de-escalation, managing incidents and delivering consequences

7. Restorative conversations

There is always a chance to repair and restore relationships

Zones of regulation

As part of our commitment to creating an environment for positive behaviour, we teach children to recognise and regulate their emotions. The Zones of Regulation are a scaffold to help children develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. By using the Zones of Regulation we aim to teach our children to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and behaviour. (appendix)

Our School Rules:

Our approach to positive behaviour is summarised in our school rules, which are followed and modelled by everyone in our school community:

We are Ready (to listen and learn)

We are Respectful (of self, others and property)

We are Safe (physically, emotionally and online)

What being Ready, Respectful and Safe looks like in our school:

At the start of each year, teachers work with their classes to explore what being ready, respectful and safe looks like both in class and in the playground. They create exemplifications of these for children e.g. In Y3, we show we are ready by.... These behaviours are agreed with the class, displayed prominently and referred to frequently throughout the year, especially at the start of each half term. The agreed behaviours can be found in appendix 1.

4) Supporting children with SEND and/or trauma or attachment issues

We believe that all children can be supported to behave well while recognising that some children, especially those with SEND and/or trauma or attachment difficulties may need additional support to reach the expected standard of behaviour. Creating a positive behaviour culture will create a calm environment which will benefit children with SEND, enabling them to learn.

Children who have SEND, trauma or attachment issues may find behaviour expectations more difficult to follow. We may adapt our expectations but it is our job to support them in understanding and following the school rules of Ready, Respectful & Safe as these apply to all children.

Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided. As this, we will try to anticipate likely triggers of misbehaviour and put in place support to prevent these.

Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a child whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a child with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the child concerned.

Den & Sensory Garden

Our Den and Sensory Garden are part of a proactive, positive approach to behaviour. They are a learning space that a child can use, accompanied by a member of staff, where the classroom environment is becoming overwhelming. We aim to recognise and intervene before behaviour escalates into being inappropriate. (appendix 3)

5) Responding to good behaviour

Using positive recognition and rewards provides an opportunity for all staff to reinforce our school's behaviour expectations. All staff are enabled to give praise and reward for children who are being, or who are trying to be ready, respectful and safe.

One of our key behaviour principles is '**Recognise the good first**'. We ask all staff to create a positive environment in class or in group activities by paying explicit attention to good behaviour. Acknowledging good behaviour encourages repetition.

We want all children to be successful in behaving well. Another key principle '**Make it easy to succeed**' asks all staff to reflect on their expectations. Are they clear? Do the children know what they have to do to be Ready, Respectful and Safe. Do adults establish routines to support behaviour and use non-verbal cues as constant reminders?

Examples of recognition and rewards for good behaviour may include:

- Verbal praise from any member of staff
- Stickers in class for good effort, work or behaviour
- Showing phase lead good work or sharing and recognising kindness/ effort – Phase leads give special stickers.
- Showing SLT good work or sharing and recognising kindness/ effort – SLT give special stickers.
- Being awarded Values & Star of the Week in assembly with names being shared in newsletter
- Class or team rewards (that are built up collaboratively over time)
- Sharing positive praise to parents via in person conversation or phone call
- Sending Marvellous Me notifications to parents for being –
 - Ready Respectful Safe
 - Good effort
 - Values
 - Attitude to work
 - Manners
 - Teamwork etc.

6) Responding to inappropriate behaviour

Sometimes a child's behaviour will be unacceptable, and children need to understand that there are consequences for their behaviour. When any member staff becomes aware of behaviour which is not Ready, Respectful or Safe, they should respond predictably, promptly, and in accordance with the school behaviour policy.

The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so children know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and staff may use pre-agreed scripts and phrases to help restore calm.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all children can learn and thrive, and prevent the recurrence of misbehaviour.

Restorative Approaches

As a school we use a restorative approach to responding to behaviour and the use of consequences. Consequences set boundaries, reinforce expectations, and act as deterrents. Without consequences, children would lack a framework for understanding the impact of their actions, resulting in a lower likelihood of them taking responsibility for their actions.

A restorative approach does not mean that there are no consequences; rather, it emphasises repairing harm and holding individuals accountable for their actions. Restorative practices in schools are rooted in the principles of restorative justice. These practices focus on building relationships, resolving conflicts, and restoring a sense of belonging. Restorative practices shift the focus from punishment to accountability, allowing individuals to take responsibility for their actions and learn from their mistakes.

Restorative consequences focus on repairing harm and should always directly relate to that harm.

Consequences may include:

- changing where a child sits in the lesson
- asking the child to take a time out to reflect on their actions
- saying sorry or writing a sorry card
- repairing or tidying up any mess made
- missing a short portion of break or lunch time
- peer mediation
- taking part in a restorative conversation with other children which is led by an adult

What is inappropriate behaviour in our school?

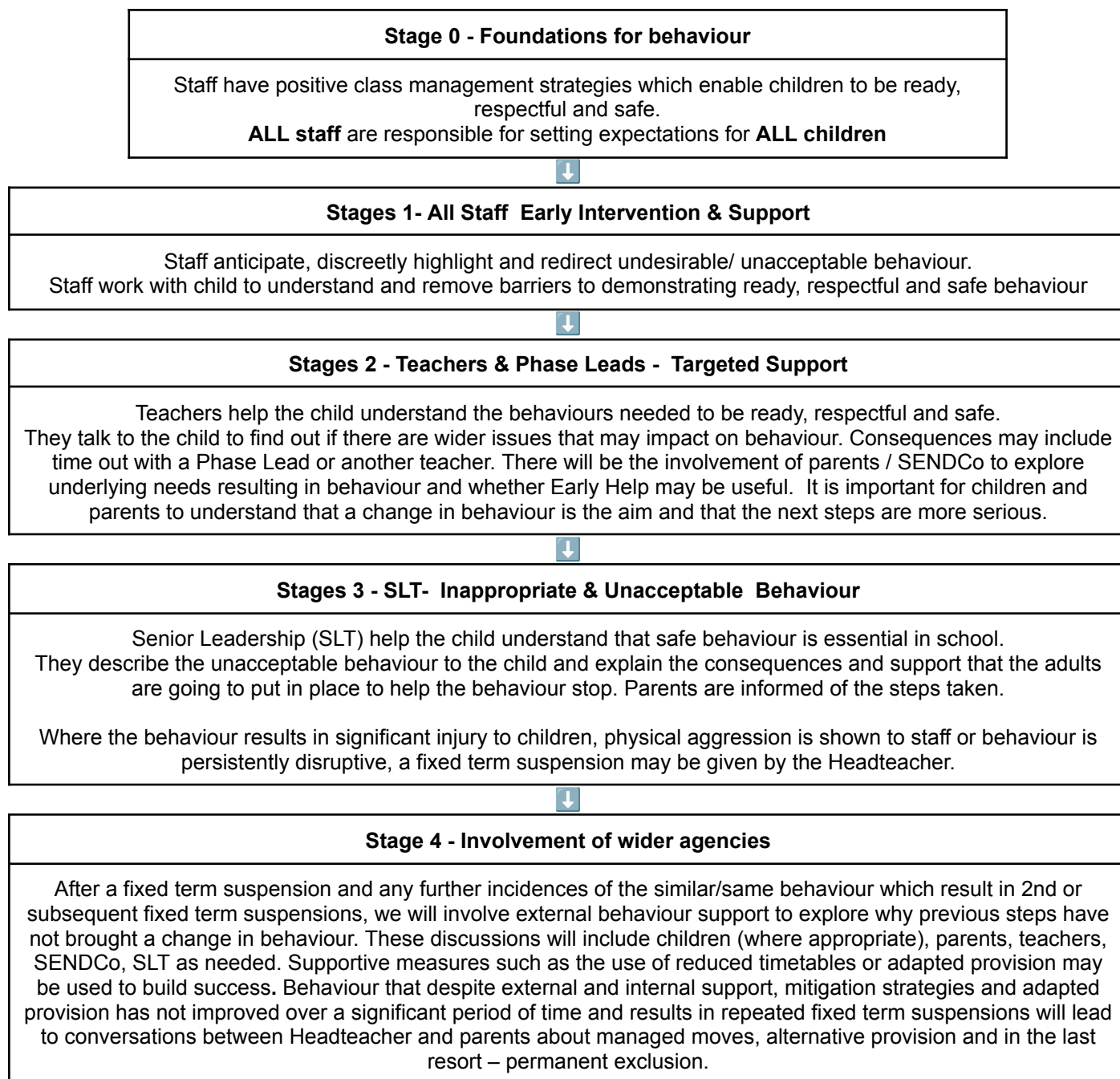
Some behaviours are more serious than those covered in being Ready, Respectful and Safe. We call these our 'Never Behaviours'.

These are:

- Deliberately trying to *or* seriously physically hurting someone by:
 - o hitting
 - o kicking
 - o spitting
 - o bitingor another way that causes injury
- Swearing
- Homophobic or Racist language
- Sexualised behaviour
- Leaving the school site
- Deliberately destroying school property, people's personal possessions
- Refusing to follow instructions of a member of staff (Persistent Disruptive Behaviour)

What we do when behaviour is inappropriate or unacceptable flow chart

A detailed breakdown of each stage can be found in appendix 2.



Use of reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no

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 at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to

be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

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

In our school we create a calm environment to minimise incidents that may require any physical intervention. We de-escalate incidents when they do arise. We only use physical interventions when the risks involved of doing so are outweighed by the risks of not doing so and to prevent behaviour which is prejudicial to the maintenance of good order and discipline.

Physical interventions may include:

- Bodily contact - where the physical presence of one or more people is used to control a pupil, e.g physically interposing between pupils;
- blocking a pupil's path;
- 'shepherding' a pupil (where a child could turn and move away from you if they desired).

Restrictive physical intervention may include:

- Bodily contact- using agreed, approved restricted holds.
- Environmental – where a change is applied within the environment for example shutting a door to prevent access to a particular area.

Our Positive Handling and Physical Intervention Policy sits in conjunction with this Behaviour policy and the Child protection/Safeguarding Policy. The use of force is illegal if the physical circumstances do not warrant it. The force used should always be the minimum needed to regain and ensure safety and control for everyone involved or present.

Removal from classrooms

Removal is where a child, for serious disciplinary reasons, is required to spend a limited time out of the classroom with a member of SLT. Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

A child may be removed from class:

- to maintain the safety of all children and to restore stability following an unreasonably high level of disruption;
- to enable children causing disruption to be taken to a place where education can be continued in a managed environment; and
- to allow the child to regain calm in a safe space.

When a child is removed from class, their education should continue in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the child.

Removing a child from class is used as a consequence for inappropriate behaviour. It should be distinguished from the use of separation spaces (e.g the sensory area and Den), where a child is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Suspension and Reintegration

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

In the event of a serious incident, Headteachers may consider a suspension to be the logical consequence. Although never desirable, schools need to consider the safety of the community as well as consider deterrence for extreme behaviours.

When a child returns from a period of suspension, a reintegration meeting is held which may include the child, parents, teachers, SENDCo and member of the SLT. The purpose of such a meeting is to reintegrate children back into school by addressing any unresolved issues and rebuilding trust. The discussion may include: What has changed since we last met? What are your hopes (our hopes) for your return to class? What might success look like for you (from the perspective of both the student and the group)? What do you need to succeed?

Exclusion & Managed moves

Headteachers can use permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. Headteachers should use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil.

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

8) Searching, screening and confiscation

We will follow the guidance for schools can be found in the DfE document 'Searching, screening and confiscation at school'

Staff can confiscate, retain or dispose of a child's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

9) Monitoring behaviour

We will collect data regarding:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use managed moves;
- incidents of searching, screening and confiscation;
- anonymous surveys for staff, children, parents and governors on their perceptions and experiences of the school behaviour culture.

This will be monitored and objectively analysed regularly to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help a school ensure that it is meeting its duties under the Equality Act 2010.

Appendix 1 - What children and teachers have agreed that Ready, Respectful & Safe looks like in our school (2023-24)

	Ready	Respectful	Safe
Year N	Greet each other Hang our things on our peg Join our friends for carpet time Go to the toilet and wash our hands	Tidy up – put away when finished Give me 5 at carpet time Turn taking Kind words/ actions	Learning how to use equipment Sitting whilst eating Washing hands
Year R	Sitting on the carpet Looking at who is talking Being quiet on the carpet Bringing in reading diary and reading books every day and put it in the basket Do morning jobs first,	Greeting each other every morning Using kind words and actions Looking after our toys and furniture	Using the climbing frame sensibly Walking in the classrooms Using tools appropriately Let an adult know when you leave the classroom.
Year 1	Sit nicely Not talking Be listening Don't walk away when learning	Not running away at tidy up time Be nice to people Sit properly Lovely lines Wonderful walking	Playing nicely Don't hurt anybody Ask to go out of the classroom Don't swing your bag Don't run in the corridor
Year 2	Show we are ready for sitting with eyes looking, sitting straight and hands in lap Have pencils/pens before we start working	Listen to who is talking Hand up when we want to say something Working quietly or whisper to not distract people Ask if you want to use something that someone else is using	Sitting properly on the carpet and chairs Ask before leaving the room Don't run inside
Year 3	Listen when others are speaking Looking at the teacher when they are speaking Looking at your learning partner when they are talking Sitting still and quietly Have everything you need	Walk sensibly around the school Be kind to others Show good manners	6 legs (4 chair legs and your legs) on the floor
Year 4	Show we are ready by having our eyes locked on. Listening to the person speaking Have our equipment ready.	Respect everyone in our classroom by using kind words. Listen to each other. Care for our learning environment.	Keep 4 chair legs on the floor. Keep our hands to ourselves. Follow adult instructions.
Year 5	Have the right equipment for each lesson Be prepared to learn anything Have a Tidy Desk Good sitting and Good Listening Reading Book Ready	Listening to whomever is speaking Treat equipment and furniture with respect Opening doors for others Start work on time Good manners – 'please and Thank-you' & Good Morning/ Afternoon'	Internet safety Walking in school buildings Use equipment safely – classroom and sports '6 legs on the floor' Stay together on school trips

Year 6	Correct uniform Smartly presented Correct equipment Looking & listening Nothing in hands Lovely lines Focused & ready to learn	Be kind Think about how others feel Pay attention to who is speaking Try your best Smile Offer to help Be a good role model	Adults know where you are Walk around the school (fantastic walking) Hold doors open Be safe online 4 chair legs on the ground Play sensible games Hands to yourself
Adults	We will plan high quality lessons. Resources are ready for learning We are on time We are dressed appropriately for PE/non-PE	Careful listening to children, parents and each other. Showing our values at all times Greeting everyone we meet Remind everyone of our school rules	Reporting safeguarding concerns to a DSL Ensuring risk assessments are carried out for potential dangers Identify and report risks

Appendix 2 - Information for staff on what steps to take at each level of our behaviour chart

*at each stage an example of the types of behaviour is given. This is not intended to be an exhaustive list

Behaviour Stage 0 - Foundations for behaviour		
What behaviours might we see?	What actions will we take?	Who takes this action?
Low level disruption e.g. talking or lack of attention in class or in lines	<ul style="list-style-type: none"> ● Notice the good - praise those who are showing ready, respectful, safe behaviour ● Adults Self-reflect on their behaviour management <ul style="list-style-type: none"> ○ Have we planned for success? ○ Have we shown children what good behaviour looks like? ○ Have we considered whether our routines are relentless and working? ○ What positive recognition strategies do we have in place? ○ Have informal conversations with colleagues/ SENDCo to share ideas & strategies 	Any member of staff can take this action

Behaviour Stage 1 - Early Intervention & Support		
What behaviours might we see?	What actions will we take?	Who takes this action?
Low level disruption e.g. talking or lack of attention in class or in lines or Undesirable/ unacceptable behaviour but which is developmentally age appropriate .	<ol style="list-style-type: none"> 1. Notice the good - praise those who are showing ready, respectful, safe behaviour 2. Use 30 second micro-script Deliver quietly and maintain pupil dignity - repeat if needed. <ol style="list-style-type: none"> a. I noticed you are... (specify behaviour) b. You aren't following the rule about being... (ready/ respectful/ safe) c. Do you remember last week (or other time) when you.... (positive behaviour) d. That is what, I need to see today. Thank you for listening. e. Walk away/give take up time. 3. Praise child and others for positive behaviour choices <p>If the behaviour repeats</p> <ol style="list-style-type: none"> 1. Adult asks the child/ren to stop the behaviour and draws attention to how it was not ready, respectful or safe. 2. Explain that our job as adults now is to help them make a plan to not show this behaviour again. 3. With the child, the adult has a short, focused conversation. This should happen as soon as possible with the adult who noticed/ dealt with the behaviour and include: <ol style="list-style-type: none"> a. Identifying the reasons for the behaviour being displayed and/or the barriers to not being ready, respectful or safe. b. Adult agreeing a consequence with the children c. Adult & children, creating a plan to support the child in being successful in not displaying this behaviour again. e.g taking turns in being in goal, having an extra alert that playtime is ending so they can finish the game in time. <p>4. Adult records the incident and plan agreed to CPOMS</p>	Any member of staff can take this action

Behaviour Stage 2 Targeted Support		
What behaviours might we see?	What actions will we take?	Who takes this action?
<p>Low level disruption e.g. talking or lack of attention in class or in lines</p> <p>or</p> <p>Undesirable/ unacceptable behaviour but which is developmentally age appropriate.</p>	<ol style="list-style-type: none"> 1. Attention is drawn by the adult that observed the behaviour and the repeat of it despite the support in place. 2. A consequence of time out with the Phase Lead (or another Phase Lead) is applied for the behaviour. 3. Class teacher contacts parents to discuss the behaviour, this can be in person or on the phone but must be private, not a playground conversation. Class teacher asks if there are any circumstances parents are aware of that are impacting on this particular behaviour. 4. Class Teacher records the incident and follow up to CPOMS <p>If the behaviour continues over a number of weeks</p> <ol style="list-style-type: none"> 1. Phase Lead contacts parents to invite them in for a meeting to discuss the behaviour, this will include a plan to mitigate any repeats of behaviour. This may include: <ol style="list-style-type: none"> a. Short term adaptation to timetables b. exploration with SENDCo etc about underlying need c. referring parents to early help etc 2. It is essential that during the meeting with parents, all parties understand that the next steps are more serious and will be led by SLT 3. Adult records the incident and follow up to CPOMS 	Teacher or Phase Lead

Behaviour Stage 3 - SLT Inappropriate & Unacceptable Behaviour		
What behaviours might we see?	What actions will we take	Who takes this action?
<ul style="list-style-type: none"> • Hitting, kicking, spitting, biting with the intent of physically someone (whether realised or not) • Behaviour which causes serious physical injury (whether intentional or not) • Swearing, Homophobic/ Racist Language • Sexualised behaviour • Leaving the school site • Deliberately destroying school property/ people's personal possessions • Refusing to follow instructions of a member of staff (Persistent Disruptive Behaviour) 	<ol style="list-style-type: none"> 1. Child is removed from the situation, SLT are contacted if child will not cooperate and come to SLT office. 2. If the child is unable to be removed from the situation, but is a risk to the safety of the other children, the other children will be removed from the room. 3. Consequence is significant period of time out with SLT e.g. rest of the day. 4. Parents are contacted and offered a meeting (in person or via zoom) or to discuss over the phone. During this meeting the following is discussed: <ol style="list-style-type: none"> a. Which Never 'Behaviour' was seen b. School outlines support for the child to help them manage the behaviour including the child's personal behaviour plan and any social stories that will be provided for the child. c. Whether Early Help or referral to CSPA would support parents (adult discussion only) 5. All parties are made aware repeats of this specific behaviour may result in temporary fixed term suspension. 6. Adult records the incident and follow up to CPOMS 	SLT
<p>A never behaviour which has seriously hurt someone intentionally or not</p> <p>Or</p> <p>Behaviour which was deliberately unsafe, destructive or persistently disruptive</p>	<ol style="list-style-type: none"> 1. Child is removed from the situation, SLT are contacted if child will not cooperate and come to SLT office 2. If the child is unable to be removed from the situation, but is a risk to the safety of the other children, the other children will be removed from the room. 3. Fixed term suspension and term of this decided on by Headteacher (DHT in their absence) 4. Parents are contacted and asked to attend school for a meeting and to collect child. During the meeting the 	<p><i>Only a headteacher can decide to suspend or exclude a pupil from school or, if they are absent, a</i></p>

Or Any incident of physical aggression towards staff, whether they were significantly hurt or not.	reason for the suspension is explained to the child and parents. 5. SLT record the incident and follow up to CPOMS 6. Following the suspension, a reintegration meeting is held with the child, parents, SENDCo, SLT & Class teacher to discuss: <ol style="list-style-type: none"> the child's personal behaviour plan any social story whether Early Help or referral to CSPA would support parents (adult discussion only) 7. SLT record the meeting and follow up to CPOMS 8. HT/ DHT to notify Surrey Exclusions team using the EX1 document 9. When Headteachers suspend a pupil they must, without delay, and no later than three days after their decision, notify parents. If a pupil has a social worker, or if a pupil is looked-after, the head teacher must, also without delay, and no later than three days after their decision, notify the social worker and/or Virtual School Head (VSH), as applicable.	<i>deputy head, who should make it clear that they are acting in the headteacher's absence.</i>
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Behaviour Stage 4 - Involvement of wider agencies		
What behaviours might we see?	What actions may we take	Who takes this action?
A pattern of repeated behaviour which results in repeated Fixed Term Suspensions even with intervention and support from external agencies Or a serious one-off incident And in both cases: where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school	<ol style="list-style-type: none"> The Headteacher in discussion with Senior Leadership decides that this is a child at risk of Permanent Exclusion. Headteacher and SENDCo/ SLT to meet with Surrey Teachers for Inclusive Practice (STIPs) & Surrey Inclusion team to review adaptations and why they are not proving successful. Parents are invited to meeting with School and Surrey Inclusion Team to discuss all options e.g. <ol style="list-style-type: none"> Making different adaptations to a child's behaviour plan Exploring a managed move to another school Support from, or referral to, the Short Stay School (PRU) Permanent Exclusion A Fixed Term Suspension of a significant length may be used while these options are explored further. Permanent Exclusion is only used as a last resort. 	HT (DHT) <i>Only a headteacher can decide to suspend or exclude a pupil from school or, if they are absent, a deputy head, who should make it clear that they are acting in the headteacher's absence.</i>

Appendix 3 - Social Story for use of The Den



The new school den

At school we usually learn in the classroom.



Sometimes the classroom can be noisy
Sometimes we may find it tricky to concentrate in the classroom
Sometimes we may need space away from the classroom to learn

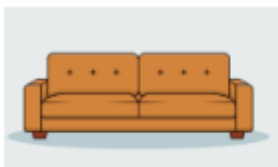
This is ok.



The den is a place where we can learn too.
An adult can take us here.

It is a shared space where children from lots of classes can go to learn.

The den is a quiet place, where we can complete our learning tasks on a sofa, at a table or even on the floor.




If I go to the den I will try and complete my learning with an adult.
I will try to be respectful of others in the room.

If I do this everyone in the den will be happy and able to learn

Once I have finished my work I will try to return to my classroom to be with my friends and my teacher.

This will make everyone happy.

HOW CAN YOU HELP YOURSELF?

The BLUE Zone	The GREEN Zone	The YELLOW Zone	The RED Zone
  	  	  	  
HOW MIGHT YOU FEEL?	HOW MIGHT YOU FEEL?	HOW MIGHT YOU FEEL?	HOW MIGHT YOU FEEL?
SAD TIRED BORED MOVING SLOWLY	HAPPY OKAY FOCUSSED READY TO LEARN	NERVOUS CONCERNED SILLY NOT READY TO LEARN	ANGRY FRUSTRATED SCARED OUT OF CONTROL
WHAT MIGHT HELP YOU?	WHAT MIGHT HELP YOU?	WHAT MIGHT HELP YOU?	WHAT MIGHT HELP YOU?
TALK TO SOMEONE STRETCH TAKE A BRAIN BREAK STAND TAKE A WALK CLOSE MY EYES	THIS IS THE GOAL! WHAT CAN YOU DO TO GET TO THE GREEN ZONE? HOW CAN YOU BE HAPPY, CALM AND READY TO LEARN?	TALK TO SOMEONE COUNT TO 20 TAKE DEEP BREATHS SQUEEZE SOMETHING DRAW A PICTURE TAKE A BRAIN BREAK	STOP WHAT I AM DOING MAKE SENSIBLE CHOICES TAKE DEEP BREATHES ASK FOR A BREAK FIND A SAFE SPACE ASK FOR HELP

Appendix 5- 'Time to think'- Restorative Justice

1. What happened? What did you choose to do?



2. What were you thinking at the time?
How did this choice make you feel?



3. Who else has been affected by your choice?



4. What do **you need** ?



5. What needs to happen to fix it and make it better?

