



Pupil Behaviour and Discipline Policy

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Signed – Headteacher	<i>Danesho</i>

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1. Aims

Our goal is to build an inclusive school environment where every child is encouraged to grow into a confident, socially responsible member of the community—driven by both the skills and inner motivation to make positive choices, even when unsupervised. We understand that learning involves making mistakes, and as educators—not controllers—our role is to guide and support. When expectations are not met, we focus on helping children reflect, learn, and improve for the future.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
 - Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
 - Outline the expectations and consequences of behaviour
 - Provide a consistent approach to behaviour management that is applied equally to all pupils
 - Define what we consider to be unacceptable behaviour, including bullying and discrimination
 - Support all children in meeting their physical, emotional, and learning needs fully and with increasing independence.
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- Support all young people in developing the skills needed to learn and play successfully and with increasing independence.
- Foster a community where every child is championed by adults who endeavour to understand and support them, promoting restorative practices rather than focusing solely on rule enforcement and consequences.
- Give children the skills to recognise behaviours that are good for them and everyone around them.



2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

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

3. Definitions

Our school values are;

RESPECT – RESILIENCE - RESPONSIBILITY

It is the adults' responsibility to "help our children to shine".

Respect, Resilience, and Responsibility. We aim to encourage children to develop high standards of behaviour and to establish a sense of these values. It is the adults' responsibility to help our children to shine.

- **Respect:** Children show kindness and respect to all people. They value dignity and equality and stand up against injustice. This includes speaking to all adults and peers with respect, using appropriate tone and language, and being mindful of others.
- **Resilience:** Children believe in themselves and others and aspire to be the best that they can be, showing resilience when they find themselves in a difficult or challenging situation. This is fostered by encouraging children to learn from mistakes and providing high support alongside high expectations.
- **Responsibility:** Children are honest and take responsibility for their behaviour and actions, asking for and receiving forgiveness, as well as forgiving others. This extends to following school routines, completing learning tasks, and contributing positively to the school community.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated defiance of adults
- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Foul abusive language
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

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

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Further details of the school's approach to preventing and addressing bullying are set out in our Anti Bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The governors of the school are responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governors of the school.
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

We expect all school staff to:

In addition to keeping the school rules we expect all employed staff to...

- Create a calm, safe, and secure environment for children.
- Model expected behaviour and positive relationships.
- Ensure that children behave in a way that is safe for themselves and others.
- Implement behaviour guidelines consistently, using the school systems for rewards and consequences.

- Communicate the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils.
- Recognise and value the needs of individual children.
- Ensure effective supervision of all pupils at all times (including break and lunchtime).
- Enable children to take increasing responsibility for their own learning and conduct.
- Liaise with parents/carers about matters affecting their child's happiness, progress, and behaviour.
- Ensure new pupils understand the procedures and guidelines.
- Record behaviour incidents using CPOMS.
- Provide a personalised approach to specific behavioural needs of particular pupils with support from the SENCO where applicable.

5.4 Other Adults

We expect all adults, including; parents, carers, visitors and volunteers to...

- Accept, contributing to, and supporting the school's behaviour policy, rewards, and consequences.
- Accept responsibility for their children's conduct and supporting them in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (e.g., attending reviews of specific behaviour interventions).
- Raise concerns about the management of behaviour directly with the school, while continuing to work in partnership.
- Take part in the life of the school and its culture.
- Speak to all adults and children with respect and using appropriate language at all times.

5.5 Children

We expect children to...

- Be safe
- Walk in School
- Do as an adult asks the first time
- Tell the truth
- Treat others kindly

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. Mobile Phones

Children who travel into school on their own may, with their parent's consent, bring a mobile phone to school. Parents must complete a form via microsoft forms in advance. The school will only allow children to bring phones to school for this reason or another exceptional circumstance that has been agreed with the school in advance. The school reserves the right to confiscate devices not permitted in school. Children must hand their phone in at the start of the school day. Phones will be stored securely in a locker during the school day and must not be used on site. This includes the school grounds whether the school is in session, or not.

- If a pupil is found taking photographs or video footage with a mobile phone this will be regarded as a serious offence and disciplinary action will be taken according to our Behaviour policy.
- If images of other pupils or teachers have been taken, the phone will not be returned to the pupil until the images have been removed by the pupil in the presence of a senior teacher.
- Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be able to bring a phone into school.
- We ask that parents should talk to their children about the appropriate use of text messages and social media, as they can often be used to bully pupils.
- Should parents need to contact pupils or vice versa during the school day, this should be done via the usual school procedure of contacting the school office via phone or email.
- Pupils must mark their mobile phone clearly with their names.
- Pupils who bring a mobile phone to school should NEVER leave it in their coat/bag when they arrive. To reduce the risk of theft during school hours, all mobile phones will be kept securely in school.
- Parents are advised that Park Way Primary School accepts no liability for the loss or damage to mobile phones whilst on site.
- The school accepts no responsibility for pupils who lose or have their mobile phones stolen while travelling to and from school.

This part of our discipline and behaviour policy was updated in February 2024 in line with Government guidance. <https://www.gov.uk/government/publications/mobile-phones-in-schools>

7. Responding to behaviour

We will not tolerate:

- Physical violence to another person **including hitting back.**
- Threatening behaviour, including verbal bullying and racist and homophobic abuse.
- Sexual harassment of any kind, including stereotypes of social roles based on sex.
- Refusal to comply with instructions from a member of staff.
- Stealing or destroying property. The school may seek to recover the cost of repair / replacement for damage to property.

7.1 Classroom management, Routines and Expectations

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the school rules, sanctions and rewards
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy for more information. This can be found on the school website.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

REWARDS

- 1) Verbal praise – including verbal reports to parents/carers at the end of the day.
- 2) A written comment on learning.
- 3) A happy face, coloured star or certificate for behaviour as well as work.
- 4) A visit to another colleague and/or the head teacher for commendation.
- 5) Public word of praise in front of a group, a class, year or school. The school operates a "Golden Book" where children are congratulated for their achievement in front of the whole school during a weekly assembly. Any adult can put names into the book. These children go to the Head Teacher/ Deputy for a treat one afternoon in that week.
- 6) Team points are awarded at break and lunchtimes, around school, and in lessons.
- 7) Use of school reports to comment favourably, not only on good learning and academic achievement, but also on behaviour or involvement and on good attitudes.
- 8) Recognition of achievements outside school.
- 9) Every second term an award is given to an infant and junior child who has shown the most improvement. Names are recorded in the trophy book. (This could be learning or behaviour).
- 10) Classes work towards whole class rewards.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

SANCTIONS

1. Verbal warning – reminder of rule broken and a chance to put things right.

Positive measures should be put in place by the adults present to support the child e.g. Distraction, visual reminders, altering placement in class or outside, finding another activity or group to play with, close active supervision.

2. Sit on own or stand by an adult for five minutes.

Positive measures should be put in place by the adults present to support the child e.g. Distraction, visual reminders, altering placement in class or outside, finding another activity or group to play with, close active supervision.

3. Go to another class with learning for five minutes.

Positive measures should be put in place by the adults present to support the child e.g. Distraction, visual reminders, altering placement in class or outside, finding another activity or group to play with, close active supervision. The class teacher should inform parents at the end of the school day.

4. Go to Deputy or Headteacher

Positive measures should be put in place by the adults present to support the child e.g. Distraction, visual reminders, altering placement in class or outside, finding another activity or group to play with, close active supervision.

5. Red book – child must phone parents to inform them and a letter is sent home. The red book is managed by the Leadership Team termly (6 times a year);

- There are three red book letters, the first for parents' information. The child is required to report to the Headteacher or Deputy at 3.15 that day.
- The second asking the parent to make an appointment to speak to the class teacher about an ongoing pattern of poor behaviour e.g. ignoring instructions. The child is required to report to the Headteacher or Deputy at lunchtime and at the end of the day for a week.
- The third letter requires parents to meet to devise a pastoral support plan to prevent the child's exclusion from school.

Positive measures should be put in place by the adults present to support the child e.g. Distraction, visual reminders, altering placement in class or outside, finding another activity or group to play with, close active supervision.

- 6. Where the actions of a child would warrant a formal exclusion the school may seek to avoid this by issuing an internal exclusion. This means that the child would be supervised with their learning away from their class for a fixed period. In these cases, the parents of the child are required to attend a Pastoral Support meeting to prevent their formal exclusion from school. Only one internal exclusion per seasonal term may be used. Should there be another serious breach of the school rules then a formal fixed term exclusion will be used and the Local authority will be notified accordingly.**

Examples of behaviours which would result in internal exclusion include, but are not exclusive to; Deliberate damage to school property, assault, repeated use of abuse towards adults or children, severely disrupting the smooth running of the school.

- 7. We recognise the consequences of formal exclusion from school and seek to avoid this wherever possible. The school will use its' best endeavours, seeking advice from specialists and doing everything possible to prevent the permanent exclusion of a child. However, the school reserves the right to use formal fixed term and permanent exclusions in extreme circumstances. When this does happen staff and governors will follow DfE guidance and have due regard to Kent Exclusion Guidance.**

SLT will closely monitor children's behaviour and the way in which it is dealt with by adults.

7.5 Reasonable force

Physical intervention should always be the last resort not the first. Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder where there is an imminent risk to themselves or others
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

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

7.6 Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

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

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

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

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

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

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

A member of staff authorised by the Headteacher may use a metal detector to assist with the search.

A member of staff authorised by the Headteacher may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

A member of staff authorised by the Headteacher can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

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

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information. This can be found on the school website

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Managing Allegations Against Staff Policy and Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils. These can be found on our school website.

8. Serious sanctions

8.1 Detention

The school does not issue detentions, though sometimes children will be asked to finish learning in their own time.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers may be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as;

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency working

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information. This can be found on the school website.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for too long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit still for too long
- Training staff in understanding conditions such as Autism
- Use of sensory spaces where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- The support that has been offered to the child to help them to succeed.
- Is it clear that the pupil is unable to act differently at the time as a result of their SEND?
- Any antecedent that may have contributed to the child's response to an incident

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

Measure could include:

- Reintegration meetings
- Daily contact with the pastoral team
- Being on report
- Reporting home
- Part time arrangements and "back chaining"

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of de-escalation techniques
- What specific behaviours are communicating
- Self-regulation
- The needs of the pupils at the school
- How SEND, ACES and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions

- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via surveys)

Behaviour incidents are considered and trends analysed at weekly DSL meetings

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Governing Body.

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Staff code of Conduct
- Managing Allegations Against Staff Policy

NOTE

(Section 89(5) of the Education and Inspections Act 2006 gives headteachers a statutory power to discipline pupils for poor behaviour outside of the school premises, for example, when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable. This legislation is for schools only and is not applicable to independent schools.)

Appendix 1: written statement of behaviour principles

Park Way Primary School

Statement of principles for promoting good behaviour

(to be read in conjunction with Behaviour & Discipline Policy)

Introduction

Legislation requires that a statement of principles promoting good behaviour be provided by Governors. These principles will underpin the school's Behaviour Policy, which will define the roles, responsibilities and practice in this area. Establishment and implementation of the policy lies with the Headteacher of the school. The principles are intended to support the school's values by promoting a friendly, creative and purposeful community whose members feel valued and supported, and where courtesy and mutual respect are expected from everyone.

Section 88 of the Education and Inspections Act 2006 requires governing bodies to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing the written statement. This document has been developed taking this guidance into account.

Principles

The Behaviour Policy is written to fulfil the Governor's duty of care to pupils and employees and to promote teaching and learning and high standards of attainment. The policy should define measures to achieve these objectives. At Park Way Primary School we value everyone as an individual, capable of growth, change and development. Our core values of respect, resilience and responsibility underpin the working of the school. They are values which we expect everyone to abide by and which we try to nurture in our pupils. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of young people as effective and responsible citizens.

The Governors expect the Behaviour Policy to be in accordance with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable pupils. It should also support the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

In developing strategies for the management of behaviour in school the policy should make use of both rewards and sanctions and establish a climate where praise and encouragement, helping children to learn desirable behaviours far outweigh the principle punishment and admonition. Rewards should be used to demonstrate that good behaviour is valued by the whole school community and to encourage similar behaviour in others.

Sanctions should be used to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; and to deter other pupils from similar behaviour. In most cases, sanctions should be applied to individuals not groups. In support of the school's values of respect, resilience and responsibility, the policy should support restorative justice, repairing harm done to relationships and people, to encourage pupils to take responsibility for their actions.

Where allowing a child to remain in school would seriously harm the education or welfare of the pupil or others in the school, staff will act swiftly to meet the needs of this child and to prevent exclusion. Governors will support exclusion as a last resort.

The school's policy will need to balance both collective and individual needs*. The school staff will have due regard to the SEN code of practice in meeting the needs of individuals to ensure that they have full curriculum access. School staff will work collaboratively with the LA and other local schools to promote Inclusion. *For example, vulnerable pupils – such as those with special educational need, physical or mental health needs, migrant and refugee pupils and looked-after children – can experience particular difficulties with behaviour (for example, related to medical conditions, lack of understanding or trauma) and may need behavioural support. In addition, the school will need to take account of their individual needs and circumstances when applying the school's behaviour Policy – for example, by adjusting the framework of rewards and sanction – to make the policy effective and avoid a potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.

Appendix 2: staff training log

A record of staff training is kept on staffsafe.

Appendix 3: behaviour log

Recording

The incident must be dealt with appropriately. Recording the incident is not a way of referring it to someone else and the recording of the incident in itself does not constitute dealing with it.

Serious breaches of behaviour should be recorded on CPOMS

Reports should contain the following...

Antecedents – What we know about what happened before the incident.

Behaviour – What actually happened (not reported unless this can be proven)

Consequences – What happened as a result of the main incident.

GOLDEN RULES

- 1. Date and time must be included - this can be edited on CPOMS**
- 2. State where it happened**
- 3. State who was involved**
- 4. Use bullet points and be brief – detailed clarification can be sought later if required**
- 5. Be specific – don't say being unkind or disruptive, say exactly what was done or said**
- 6. Don't make value judgements or subjective comments**

Appendix 4: Red Book

Red Book

Staff have identified some offences, which are totally unacceptable, and the children are aware that if they breach these rules, names would immediately be recorded in the Red Incident book and the children will telephone their parents to inform them. These include: -

- 1) Leaving playground without permission
- 2) Swearing – must be overheard, not reported.
- 3) Fighting and play fighting.
- 4) Blatant defiance, e.g. refusing to come when called.

The Red Book is organised by the Senior Management Team. When entered into the red book children must report to the Head or Deputy at the end of the day (3.15pm). The child is given a fresh start the following day. Parents are informed on the first occasion a child's name is entered into the book. If a child's name is entered in the book for a second time they must report to the Headteacher or Deputy at 12.00 and at 3.15 for a week. Where a child's name occurs on three occasions within a half term, parents are asked to meet with the Head Teacher to devise a pastoral support plan.

The school may choose an internal exclusion as an alternative to a fixed term formal exclusion at this stage. (See guidance in appendix 3)

ONLY THE LEADERSHIP TEAM MAY MAKE THE DECISION TO ENTER A CHILD IN THE RED BOOK. STAFF SHOULD REFER INCIDENTS FOR CONSIDERATION BUT NEED NOT TAKE RESPONSIBILITY

FOR THE FINAL DECISION. A MEMBER OF THE LEADERSHIP TEAM WILL INFORM THE CHILD AND PARENTS OF THEIR DECISION. –

DO NOT TELL A CHILD THEY ARE “IN THE RED BOOK” – A member of the leadership team will make that decision.

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Appendix 5: Procedure for children who leave the school premises

If a child threatens to leave the premises or leaves the school premises without permission, DO NOT PURSUE THEM. Ensure that a member of the Senior Leadership Team is informed immediately. If you cannot find a member of the SLT, please inform the school office who will contact the SLT.

Appendix 6: Persistent Low Level Disruption

Persistent low-level disruption such as “backchat”, comments to other pupils, interfering with others and refusing to cooperate with group activities has the most stressful and disruptive influence on learning for both staff and pupils. It is particularly difficult to deal with as the incidents on their own may not be serious, but over time the learning of all the children can severely disrupted.

This behaviour is unacceptable.

- **Parents will be informed and asked to be actively involved in possible solutions to the behaviour problem**
- **A behaviour record will be kept by the teacher (not on CPOMS). Though it must be recognised that this in itself can be extremely time consuming and stressful for teaching staff.**

Appendix 7:



Park Way Behaviour Manual

Routines

Clear and established routines that all staff, children and parents/carers adhere to are the first step to positive behaviour management:

School uniform

Staff	Children	Parents/carers
Staff will be dressed professionally and role model the expected standards. This includes adhering to the staff code of conduct, staff dress code and modelling expected standards for children.	Children will wear the correct school uniform (including proper PE kit on PE days) to school every day and will follow the school policy regarding jewellery, make-up, nail varnish etc.	Parents/carers will ensure children come to school each day in the correct school uniform.
All staff will check children are wearing the correct uniform every day and will address 'fixable' issues with uniform immediately and privately with the child. e.g. if children are wearing a hoodie instead of a school jumper, if a child is wearing nail varnish or improper footwear -they will be asked to correct this eg. Borrow plimsols or remove varnish.	Children will look smart.	Parents/carers will make sure children don't come into school wearing jewellery (other than stud earrings), make up (including eyelashes) or nail varnish/acrylic nails.
Staff will speak to parents/carers if a child is not wearing the correct uniform.	Children will not bring smart devices into school. Phones will not be used on school grounds and will be handed in at the door.	Parents/carers will inform the school immediately if their child has a valid reason for not being able to wear an item of the school uniform. E.g. A religious bangle

Travelling to/from school

Staff	Children	Parents/carers
Staff will welcome children and parents/carers into the school every day and will say goodbye at the end of the day.	Children will remember that whilst walking to school, their uniform is recognised by the public and therefore they are representing the school and will behave in a respectful manner to their peers and members of the public.	Parents/carers will ensure children arrive at school in time for registration at 8.55am. The school will inform parents if their children are late.
Staff will inform SLT if any parents/carers/children tell them about incidents that have happened on the way to/from school so that this can be addressed.	Children will arrive at school between 8.45am, ready for registration in class at 8.55am.	Parents/carers will drive carefully near the school site and will park sensibly avoiding parking on the pavement, double yellow lines and zig zags. Parents will ensure that children are not on the school site at all until 8:40 unless they are going to breakfast club.
	Children will report any incidents to the school of other children showing poor behaviour outside of school whilst wearing our school uniform.	Parents/carers will report any incidents to the school of children showing poor behaviour outside of school whilst wearing our school uniform.
	Children will travel to and from school in a safe manner, remembering what they	Parents/carers will ensure children are collected from school at the end of the day

	have learnt about Road Safety in school.	at 3.15pm.
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Arrival at school

Staff	Children	Parents/carers
Staff will be at the gate/door and will greet all children and parents/carers with warmth and care when they arrive at school.	Children will say good morning to the member of staff on the gate and be polite and courteous.	Parents/carers will ensure their children come into school sensibly through the school gates and will ensure children walk sensibly to their classroom door.
The member of staff on the gate/door will ask any children who ride their bike/scooter onto the school grounds, to dismount and walk their bike/scooter to the designated parking areas.	If riding a bike or scooter to school, children will dismount outside the school gate and then walk the bike/scooter to the designated parking areas.	Parents/carers will not bring dogs onto the school site.
The member of staff on duty will be available to speak to parents/carers if they have any concerns to raise or if there is anything they need to discuss.	Children will walk sensibly to their classrooms where they will be greeted at the classroom door by staff.	If attending Breakfast Club, parents/carers will ensure their children do not arrive in school before 8.00am
A member of staff will be on the classroom door every morning and will greet children with warmth and care. They will make a positive comment to begin the day and will adopt a 'fresh start' approach each day.	If attending Breakfast Club, children will be signed in, place their belongings neatly on the benches at the side of the hall and will sit sensibly and be polite and respectful to the BC staff.	Parents will not come into the hall for breakfast club. They will deliver their children and then leave.
If attending Breakfast Club, a member of the BC staff will greet children at the door and ensure they are signed in.	If children have a registered phone, they switch it off before entering the school site and hand it in when they arrive in school.	
Staff will ensure a timetable for the day and Early Morning Activities are displayed as children enter the classroom.	When they enter the classroom, children hang their belongings on their peg, and calmly begin early morning tasks.	
Staff expect a quiet calm classroom as children arrive.		
Staff will start the register at 8.55am.		

Leaving school at the end of the day

Staff	Children	Parents/carers
Staff will recount the learning with their class at the end of the day before the children are dismissed.	Children will be polite and courteous to staff as they leave the school site.	Parents/carers will make sure their children are collected at 3.15pm.
A member of staff will be at the gate and will dismiss all children with warmth and care.	Children won't start riding their bikes and scooters until they have left the school site.	Parents/carers will be respectful to staff, other parents and will ensure their children behave in the same way.
Staff will usher parents/carers and children out of the school as quickly as possible so that after-school clubs can get started as quickly as possible.	Children won't use their mobile phone until they have left the school site.	
Staff will ensure children don't start riding their bikes or scooters until they have left the school site.		
Staff will ensure children don't start using their phones until they are off the school site.		

Speaking to others

Staff	Children	Parents/carers
Staff will greet everyone around the school with a smile and a positive greeting.	Children will speak to everyone in the school with respect and say please and	Parents/carers will speak to everyone in the school with respect and say please and

	thank you.	thank you.
Staff will speak to everyone with respect and use manners by saying please and thank you.	Children will refer to all adults by their title and surname (e.g. Mrs Dhanecha) regardless of their role or if they are a visitor, as a sign of respect.	Parents/carers will use respectful language when speaking everyone in the school in person, on the phone or via email.
Staff will use children's preferred names, rather than nicknames or surnames, when speaking to them as a sign of respect. Where staff do not know a name, they will ask. Where names are hard to pronounce staff will clarify quietly in private so that they get it right.	Children will use respectful language rather than slang terms when speaking to all adults in the school.	Parents/carers will raise concerns with the appropriate adult at the school, starting with the class teacher. If raising a concern via email, parents/carers will understand that emails will be responded to as soon as possible (in most cases within 48 hours).
Staff will speak clearly, calmly and concisely to students at all times. Staff will not say "what did you say?" if a child says something they shouldn't.	Children will show staff that they are listening when having a conversation with an adult in the school. Eye contact is not required of them.	
Staff will speak to children about any behaviour issues or concerns in private, not in public and will not shout unless someone is in imminent danger.	Children will stop when approached by an adult and engage in a conversation and/or follow instructions given first time, every time.	
Staff will communicate with parents/carers with respect and professionalism. Staff will acknowledge when the school has made a mistake and will listen and work together with parents and carers.		

Speaking to peers

Staff	Children	Parents/carers
Staff will always speak to each other with respect and professionalism in all forms of communication (e.g. face to face, emails etc.).	Children will always speak to each other with respect, using an appropriate tone and volume, inside and outside of the school.	Parents/carers will use respectful language when speaking to each other.
Staff will challenge children who do not speak to each with respect and will use sanctions and restorative conversations as appropriate.	Children will tell an adult if any behaviour such as bullying or offensive language is used.	Swearing or offensive language is not allowed on the school site.
	Children will speak appropriately to adults e.g. they will not use 'slang'	Parents/carers will support the school in any sanctions issued if children are not respectful to each other.

Moving around the school

Staff	Children	Parents/carers
Staff will walk around the school, modelling our expectations to the children.	Children will walk around the school, being mindful of others who are learning, especially in shared areas like the learning zone.	Parents/carers will only enter their child's classroom if invited to do so.

Staff will speak to children and other members of staff with positivity and kindness.	Children will clear up shared areas when they have finished with them e.g. in the learning zone or gold room.	If parents/carers need to access the school office, they will do so via the main school gate and will not attempt to enter the school through a classroom or through the school hall.
Staff will challenge any children who are not moving sensibly around the school and will remind children of the right way to move around the school.	Children only leave the classroom if they have been given permission by an adult to do so.	
Staff (and children) will clear up shared areas when they have finished with them e.g. in the library.		

Lunch and break times

Staff	Children	Parents/carers
Staff will lead their class out onto the playground, ensuring they walk sensibly in a line until they are on the playground (or hall if going direct to the hall for lunch).	Children walk sensibly onto the playground (or into the hall) at the beginning of break/lunch time.	Parents/carers encourage children to be polite to adults and children and to play nicely with their peers at break and lunch times.
Staff on duty will be on the playground or hall on time	If the field is out of bounds, children need to stay on the playground only.	Parents/carers will support the behaviour policy and any sanctions issued for not following break and lunch time protocols.
Staff will wear a high visibility vest (hi vis) on the playground	Children use the equipment that is provided by the school – they don't bring equipment in from home and they don't attempt to hide school equipment to avoid sharing with other children.	
Staff will be in their allocated areas/zones whilst on duty and won't be standing and talking to other members of staff for safeguarding/health and safety reasons.	Children are encouraged to use the toilet at break/lunch time so that they don't need to go during lesson time which will disrupt their learning. However, they will be allowed to go when they need to.	
Equipment is set up and ready for the children to use at lunchtime and Play Leaders facilitate play in their zones. At 12:50 the whistle will be blown and equipment cleared away. Things will NOT be left out.	Children circle up on the playground when the bell or whistle goes at the end of break/lunch, quickly, quietly and sensibly and wait for staff to take them back to class. Children will clear up play equipment together. Children do not sit on benches or in the huts when they should be lining up—where there are issues staff will arrange for them to come in early.	
Teachers/TAs will be ready to meet their class on the playground when the bell goes at the end of break/lunchtime so that they can escort them back to class as quickly as possible so that vital learning time isn't lost. If there is a delay staff will play a circle game until the door is clear.	Children do not "high five" the children holding the door open – a simple "thankyou" with a response "you're welcome" will do.	

In the hall at lunchtime

Staff	Children	Parents/carers
Staff will be on time and in the correct	Children come into the hall quietly and	Parents/carers will pack sensible lunches for

place for lunch duty.	sensibly. If children are having a school dinner they will join the back of the queue in single file and wait patiently.	their children to eat at lunchtime.
Staff will be proactive when on duty. They will manage queues and support the catering staff.	If children are wearing a coat, they will take this off to eat their lunch and will place it on the benches at the side of the hall.	Parents/carers will support the behaviour policy and any sanctions issued for unacceptable behaviour in the hall at lunchtime.
Children are led into the hall for lunch by an adult (either straight from class by their teacher/TA or by a Play Leader from the playground).	Children are polite and respectful to staff in the hall at lunchtime and will sit where they are directed to sit by staff.	
Staff direct children to their seats and will monitor school dinners and packed lunches to ensure children are eating enough before going back outside. Active supervision.	Children sit down when they are eating and talk to the children on their table but don't shout or call out to children on other tables.	
Staff will follow the school behaviour policy and challenge inappropriate behaviour which is too loud, boisterous, intimidating or dangerous.	Children will clear up any mess they have made and throw away any rubbish from their table.	
Staff will ensure school dinners clear their plates/trays correctly and will ensure children clear up any mess they have made before leaving the hall.		

Assembly

Staff	Children	Parents/carers
Staff are aware of children who may need to sit near to an adult in assembly and will plan for this in advance. Classes will leave and "prep for best" leaving plenty of time.	Children walk into assembly in silence and sit down in silence, listening to the music and having some quiet reflection time.	Parents/carers who attend will follow the same rules as their children and therefore won't talk as children are coming into the hall and will actively participate.
Staff sit on chairs (not benches) on both sides of the hall – if one side is adult-heavy, they will move to the other side of the hall to ensure there is sufficient staff representation on both sides of the hall. Adults should model desired behaviour by not having conversations before, during or after assembly in the hall.	Children will sit where instructed.	
Staff actively join in and also monitor behaviour in their own class and of the children around them.	Children actively participate e.g. by joining in with singing	
Staff ensure children come into the hall in silence and leave the hall in silence – this is the responsibility of the class teacher and not the adult leading the assembly. Adults will have oversight of the line	. The children leave in lines, not groups. Children leave the hall in silence, and walk sensibly to their classrooms.	

Educational Visits and out of school activities

Staff	Children	Parents/carers
Staff, alongside the EVC will complete the process for organising Educational Visits in a timely manner using the online system to record all planning, risk assessments and other necessary documentation	Children arrive on time for the start of an educational visit, wearing the correct uniform or agreed appropriate attire in the case of visits that require non-school uniform.	Parents/carers will support the school in providing payment (where required) and returning a completed consent form for any educational visit in a timely manner
Staff will discuss any queries regarding the visit with the Educational Visits Coordinator well in advance of the trip.	Children walk quietly through the school when they are leaving so that they don't disturb others who are learning	Parents/carers will contact the trip leader in advance of the educational visit where they need to seek further advice or support

Staff will talk to the children prior to the trip so that children know what to expect, the timetable for the day and to remind children of behaviour expectations.	Children talk to the person next to them on the coach but they need to keep noise levels to a minimum and be respectful of the person driving the coach.	Parents/carers will support the school by providing students with the correct uniform or appropriate attire for the context of the educational visit
Staff will check that children are equipped with all necessary resources, provisions, and attire, prior to them leaving the school site.	Children follow instructions from adults at all times to ensure they remain safe throughout the visit.	Parents/carers will ensure children arrive safely, in a timely manner for the departure and plan for collection or safe journey home upon their return.
Staff will take responsibility for collecting a first aid kit, inhalers and any other medication prior to leaving for their educational visit	Children show exemplary behaviour outside of school and children and staff adhere to the school behaviour policy	Parents/carers will support the school behaviour policy and any sanctions that are issued for behaviour during the educational visit.
Staff will celebrate the opportunity to enrich children's learning through educational visit opportunities and will treat the visit as a fresh start for each pupil		Parents and carers will support visits as part of the curriculum not an optional activity
Staff follow all trip procedures and are aware of risk assessments linked to the trip		

Swimming Lessons

High Visibility vests must be worn – this is a requirement . There is a bag of these in the disabled toilet.

The teacher should collect these at the pool before the children get changed and the bag should then be brought back to school.

Staff	Children	Parents/carers
There will be at least two adults to supervise the class.		
The children will be counted before they leave school. There will be a completed swimming register.	The children will sensibly walk in pairs, adults on the edge of the pavement	
The teacher will stand in the middle of the road and see all children across the road. Great care should be taken crossing the car park of the leisure centre.	Children will pay attention when crossing the road	
IF AN EMERGENCY VEHICLE APPROACHES EVERYONE WILL STOP AND STAND WELL BACK.	IF AN EMERGENCY VEHICLE APPROACHES EVERYONE WILL STOP AND STAND WELL BACK.	IF AN EMERGENCY VEHICLE APPROACHES EVERYONE WILL STOP AND STAND WELL BACK.
The teacher will remotely supervise from the door of the changing room	Children will change sensibly	Parents will not enter group changing rooms
The teacher will accompany all the children together to the poolside	Children will remain with their peers	

and will remain with the children. DO NOT SEND CHILDREN UNACCOMPANIED		
At the end of the lesson each child's name should be marked against the register.	Children will not leave until told they may do so by the teacher.	Parents will ensure that their child is "signed out"
The children are dismissed from the changing rooms. No child will be allowed to wander through the centre or to meet parents in the car park.(They will need to be reminded of this)	Children will not leave until told they may do so by the teacher.	Parents will ensure that their child is "signed out"

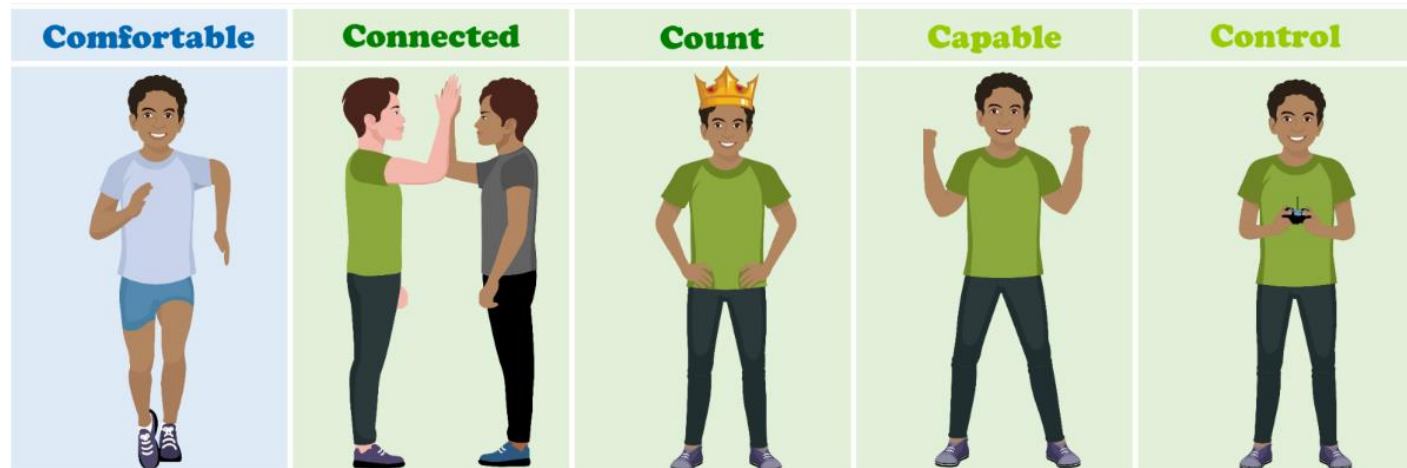
Strategies and provision to promote good behaviour

Meeting children's needs – The 5Cs

We all have needs which must be met well for our brain to be at its best. There are three main categories of needs:

- Needs linked to our body
- Needs linked to our feelings
- Needs linked to the way we think and learn

We can summarise all of our physical and emotional needs as our 5C needs:



Summarising our 5C Needs				
Comfortable	Connected	Count	Capable	Control
✓ I have sufficient sleep to feel energised for the day.	✓ I feel people like and care about me ✓ I feel connected to others. I feel	✓ I feel I count around here. ✓ I don't feel the underdog in any	✓ I feel I can do what I'm being asked to do and am given supports	✓ I have autonomy and can make decision without feeling I have to

<ul style="list-style-type: none"> ✓ I eat regularly and well. ✓ I hydrate throughout the day. ✓ I am free of pain. ✓ I exercise and feel physically healthy. ✓ The temperature, light and sound levels are ok for me around here. ✓ My body has enough movement to feel ok. ✓ I feel physically comfortable. 	<ul style="list-style-type: none"> people respect and value me. ✓ I feel a sense of connection to adults, my peers and to the school/family as a whole ✓ I feel I belong and people accept and like me for who I am ✓ I feel a sense of belonging at home, with my group of friends, in clubs and at school. I don't feel an outsider. ✓ I feel people are on my side, even when I don't manager as well as others or make mistakes ✓ I know adults will support me, no matter what 	<ul style="list-style-type: none"> way. I feel I am as important as other people. ✓ I am given responsibilities and feel trusted. ✓ I feel my voice is as important as other people's. ✓ I feel listened to – my opinion and ideas count. ✓ I feel informed about important changes that will affect me. ✓ I feel an important part of the family, clubs I attend and school. When I don't, adults help me plan ways to improve this. 	<ul style="list-style-type: none"> and help for things I find hard. ✓ I have lots of opportunity for showing my strengths. It helps me to feel capable. ✓ I feel I am doing well and making progress. I get feedback which is honest and based on real evidence – so I know it's true. I am helped to track my progress. ✓ I don't feel I'm 'doing work' for adults – I feel it's for me to learn, grow and improve. ✓ The use of coaching helps me to feel supported on an ongoing basis for things I find harder – I'm not just punished for it. ✓ I have opportunities for working with my peers, so I don't feel isolated. 	<ul style="list-style-type: none"> check in about the small stuff. ✓ I am trusted to make decisions. ✓ I know what is expected of me. ✓ Communication is good so I know what is coming up and what to expect ✓ I have certainty about what is expected of me and what to expect each day.
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Inclusive Classrooms

Staff have a sound understanding of the Mainstream Core Standards and are expected to use this document to ensure their classroom is inclusive. All classrooms should have visual timetables, sensory support systems (e.g. move and sit cushions for those children that need them, fidget tools, ear defenders etc.), Zones of Regulation display and 'check in' system, regular movement breaks/sensory room sessions where needed etc.

Clear strategies for gaining children's attention

Each teacher will use the hand up system for gaining children's attention.

How to Prep 4 Best

- Prior to any activity or event, adults should routinely use the 'Prep4Best' sequence, during which the class think through their needs, what might go wrong and decide what will help them to prevent this so they can be at their best.
 - This may not need to be repeated for regular activities once all children have established how they will be at their best but should be repeated regularly as a reminder and always take place prior to any new or unfamiliar task.

- Prep4Best ensures all staff set consistently high expectations and ensures a proactive rather than reactive approach to behaviour.
- Prep4Best is also a good habit for children to develop and prevents an individual from launching into a task without preparation.

Category	Prep Tip	Why It Matters
Transitions & Timings	<ul style="list-style-type: none"> • Allow extra time to get from A to B, especially with younger classes. 	Ensures calm, orderly movement and avoids late arrival or missed instructions.
	<ul style="list-style-type: none"> • Give clear 5-minute and 2-minute warnings before transitions. • Give clear timetable guidance so that children know how their day will “map out” • If there are changes or you are going to be absent prepare your children for this – they rely on you. 	Helps pupils mentally prepare to switch activities.
Behaviour & Grouping	<ul style="list-style-type: none"> • Seat pupils strategically (e.g. separate chatty pairs). 	Reduces low-level disruption and maximises focus.
Start of the day	<ul style="list-style-type: none"> • Make sure you are ready for your children to come in. Be mentally and physically present. • Check uniform and have these conversations in a private problem solving way – it is usually not their fault and they showed up so we want them to know we care and will help them to put it right. • Greet children at the door – ensure that there is a calm start to the day. Engage with learners. • Complete zones of regulation and use support staff to address issues 	Sets the tone for the day
	<ul style="list-style-type: none"> • Use a seating plan or partner list for group activities. 	Encourages cooperative learning and prevents arguments or disengagement.

Category	Prep Tip	Why It Matters
Class Routines & Procedures	<ul style="list-style-type: none"> Explicitly teach classroom routines (lining up, tidying, handing in learning). 	Builds consistency and reduces lost time and confusion.
	<ul style="list-style-type: none"> Reinforce expectations regularly, especially after holidays. Build your “tribe” in class to do the very best that they can and to help each other as a tribe where everyone is valued and everyone belongs. 	Refreshes pupil memory and restores calm after routine breaks.
Equipment & Resources	<ul style="list-style-type: none"> Prepare lesson materials and resources ahead of time. Tables will be clear at the end of the day. 	Avoids delays and allows smooth lesson delivery.
	<ul style="list-style-type: none"> Children have access to their water bottle throughout the day. This can be filled up at the beginning of the morning and again at break and lunchtime if required. 	Hydration – readiness for learning.
	<ul style="list-style-type: none"> Check that all tech is working (whiteboard, tablets, visualisers). 	Prevents last-minute tech issues that impact learning time.
Outdoor Readiness	<ul style="list-style-type: none"> Remind/check for coats/wellies/water bottles before break/lunch. 	Keeps children comfortable and safe in varying weather.
	<ul style="list-style-type: none"> Designate pupils to check cloakroom if needed. 	Encourages independence and speeds up transitions.
Scaffolding & Support	<ul style="list-style-type: none"> Anticipate which pupils need scaffolds, extra resources, visuals or adult support. 	Differentiated support boosts confidence and access to learning.
	<ul style="list-style-type: none"> Prepare resources like word banks, sentence starters, manipulatives. 	Allows all learners to engage meaningfully with the task.
Duties & Cover	<ul style="list-style-type: none"> Arrive to playground duty a couple of minutes early. Actively supervise and engage with groups where there may be issues “brewing”. Help them to play fairly and mediate. 	Ensures continuous supervision and sets the tone for punctuality.
	<ul style="list-style-type: none"> Brief cover staff or TAs on specific pupil 	Maintains consistency

Category	Prep Tip	Why It Matters
	needs or changes.	and reduces risk of behaviour issues.
Tidy-Up Systems	<ul style="list-style-type: none"> Set a timer or play music for tidy-up time. Have an established routine with monitors. 	Creates a sense of urgency and makes it fun. Children take a pride in their classrooms.
	<ul style="list-style-type: none"> Assign 'classroom jobs' (e.g. table monitors, resource helpers). 	Builds responsibility and keeps the classroom organised.
Toilets	<ul style="list-style-type: none"> Children are given the opportunity to go to the toilet before/during/after break/lunch so that they are ready to learn and don't need to do this during lesson time. When they do need to go in lesson time, staff should monitor this so that they know who is in the classroom at all times and obviously groups of children will not go to the toilet at the same time. Use toilet passes 	Learning time is not wasted. Toilets are kept clean and no issues
End of Playtime/lunchtime	<ul style="list-style-type: none"> Children circle up – adults will play a circle game until there is space for their class to come in quietly and calmly. Classes can practise this until they can do it well. This is not a punishment and we are not cross – we are just practising until we get it right. 	Children come into the building calm and ready to learn.

Movement breaks

Movement breaks can be done as a whole class or for individual children. Staff need to consider which type of movement break would be most beneficial:

What energy state are the children in?	Signs to look out for	Types of movement recommended to support regulation
High energy	Moving in their seats, fidgety, loud, noisy, restless, overactive, off task, disruptive, hyperactive	Calming/organising activities
Just right energy	Just enough energy, relaxed and alert, able to focus, sitting upright, paying attention, listening, looking at the teacher/board, learning	Movement breaks benefit even those who already appear to be in a calm alert state. Movement can benefit these students by enabling them to remain in that state for longer.
Low energy	Sluggish, sleepy, yawning, zoning out, slouched posture, quiet, hard to engage.	Alerting activities
Class with a mix of energy levels	Some children have low energy, some have just right energy and some have high energy	Start with a short alerting activity and follow with a calming/organising activity. This helps everyone to finish in a calm alert state.

Examples of activities:

Alerting Movements Seated	Alerting Movements Standing
Chair aerobics <ul style="list-style-type: none"> - Straight leg raisers: Keep your ankles together and extend your legs until they are straight then lower back down. - Squats: Sit up straight, put your hands behind your ears, feet flat on the floor and lean your weight on your heels. Try keep your back straight but not rigid. Looking straight ahead can help. On a slow count of 1-5, stand up, then lower back down again to another slow count of 1-5. Continue for 5 repetitions. - Tummy Crunchers: Sit with your weight towards the front of the seat and your arms behind you, holding on to the back of the seat. Then bring both knees up together towards the chest. - Punching Arms: This can be done seated or standing. Using two hands punch the air in front of you for 1-3 minutes at any speed. It is important to ensure there is enough clear space in front of students. If standing, keep knees slightly bent and centre the core to maintain balance. 	Marching on The Spot: March on the spot in seated or standing. Lift your knees up high one at a time and raise the opposite arm into the air. Lower your leg and arm together. Aim to complete the movement slowly whilst maintaining balance. <p>Jog on The Spot: Increase your speed and transition from a march to a jog on the spot</p> <p>High Knees: Stand or sit with feet hip width apart. Lift up your right knee as high as it will go and raise your left arm in the air, then switch quickly so that the left knee and right hand are up before right foot and left hand are down. This is a quick movement. Continue the exercise for as long as needed.</p> <p>Jumping Jacks or Half Jacks: Stand with your feet hip width apart and arms by your side. Jump by moving your legs to the side and stretching your arms out like a star fish. Jump back into starting position (legs centred and arms by your side). Another option is to</p>

Chair sports

- Swimming: Move your arms as if doing the front or back crawl and kick your legs in front of you with toes pointed.
- Cycling: Hold on to the seat of your chair and pedal your legs as if riding a bike.
- Paddling: Use an imaginary paddle to paddle a canoe (both sides).

complete the exercise without the arms which is called a half jack.

Squat Hold: Stand with feet hip width apart and lower into a squat position by bending your knees. Keeping your spine straight, chest lifted and your knees behind your toes. Hold this position for 30 - 60 seconds. It can be helpful to have your arms out in front of your chest for balance.

Squat Jump: Ask students to first lower into a squat position. Then from there, jump straight up and swing your arms overhead. Return to squat. Repeat for 30 seconds.

Quarter Turn Squat Jumps: Ask students to first lower into a squat position. From there, using your arms and legs to jump up and turn 90 degrees to the left. Land softly with your knees bent and return to the squat position. Repeat and continue to turn 90 degrees until you face the front again.

Criss Cross Crunches: Stand with feet hip width apart and hands behind your head. Twist your body by, bringing your left elbow down and across the body. Raise the right knee up and across to meet the left elbow. Repeat with the right elbow and knee for 15-20 repetitions.

Wall Push Up: Stand facing a clear wall, arm's length from the wall. Extend your arms out to measure the correct distance. Place both hands against the wall. Slowly lower your chest towards the wall bending your elbows to a 90-degree angle. Pause once the upper arms form a 90-degree angle. Push yourself back up to the starting position. Repeat 5 times.

Wall Sit: Stand tall against a wall with your head and back touching the wall. Stand with your feet shoulder-width apart and a few inches away from the wall. Rest both arms at your sides. Bend the knees and lower into a squat position until your thighs are parallel to the floor and hold the position for 20-30 seconds. Return to starting position by straightening your knees and standing tall again. Repeat once more.

		<p>Lunges: Stand with feet hip width apart and place hands on your hips. Step forward with your left leg and slowly lower the right knee towards the ground until the front knee is bent at least 90 degrees. Keep the rear knee just off the floor. Keep the torso upright and look forward. Pause and hold, then push off the front foot to return to the standing. Alternate with right and left leg one at a time. Repeat to complete a lunge on each leg 5 times.</p>
Calming/Organising Movements – Muscle Work Movements	Calming/Organising Movements – Yoga Movements	Calming/Organising Movements – Breathing/Relaxation Movements
<p>Toe Raisers: Stand or sit with feet hip width apart. Raise your toes (not heels) off the ground one at a time. Repeat 10 times.</p> <p>Chair Push Up: Sitting on the edge of the chair, grab the edges of the seat and push up so your bottom is lifted off the chair. Hold for 5-10 seconds.</p> <p>Chair Pull Down: Grab the legs of the chair in each hand and pull your bottom into the chairs surface for 5 to 10 seconds.</p> <p>Book aerobics</p> <p>Bicep Curls: Hold a book in one hand and bend at the elbow to raise the book towards your shoulder.</p> <p>Triceps Push Backs: Hold a book in one hand and lean forward over the desk with the other hand holding the desk. Hold the arm up with the book parallel to the body, bend the elbow to 90° and raise and lower the book extending backward up to shoulder level.</p> <p>Twists: Hold the book to the chest with both hands and twist slowly from side to side.</p>	<p>Breathing: In a seated position, place both feet flat on the ground, feet and body facing forward, (pause) straighten your back and spine, sitting upright in your chair. Slowly take a deep breath in and out. Place one hand on your chest and the other hand on your stomach or lower rib cage, (pause) slowly take a breath in through your nose (pause), feel your belly and rib cage rise with each inhale and notice how your chest falls with each exhale. Sitting tall, spend a few moments here.</p> <p>Shoulder Stretch: Sit up nice and tall, take a deep breath in...and a slow long exhale. Now drop the hands onto the knees. Roll shoulders forward and backwards in circular motions. On an inhale squeeze shoulders up to the ears, hold (pause) and on an exhale slowly release. Repeat this a number of times, noticing how the neck and shoulders feel.</p> <p>Side Stretch/Twist: Bring your right hand to the outer edge of your left leg. Bring your left hand behind you for a gentle twist. Inhale lift your</p>	<p>Mindful Breathing & Body Scan: Gently come back to your breath, inhale and slowly exhale. You may like to close your eyes and put one hand on your chest (pause) and your other hand on your stomach (pause). Notice how your chest rises with each inhale and falls with each exhale. You may like to imagine your breath like the river of an ocean flowing in and flowing out. Try to stay focused on your breathing for the next few moments. Bring your attention to your body on your chair. Then feel the weight of your body on your chair. Make sure that your back is straight and that you are comfortable. Take a few deep breaths. While you are breathing relax your shoulders, (pause) your hands, your stomach muscles, (pause) the muscles in your face, let go off all the tightness in your body. Now bring your attention back to your breath. Notice how your breath feels against your mask, (pause) is it warm or cold? Filling your lungs and back out through your nose, (pause) notice your stomach and chest rise and fall each time you breathe. Now bring your attention to this process,</p>

<p>Overhead Lifts: Hold the book in one or two hands and lift it above the head in one smooth motion. Hold for 10 seconds.</p>	<p>heart, exhale twist a little more. Release and come back to centre. Repeat on the other side.</p> <p>Cat/Cow: Gently move forward on your chair. Sitting straight and lengthening your spine long with both feet on the ground. On an inhale arch the spine back (pause) roll your shoulders down, opening the chest. On an exhale round the spine (pause) and lower chin to chest, letting the shoulders and head come forward. Repeat these movements for a few rounds. Gentle inhaling and exhaling as you move</p> <p>Sunshine Arms: Inhale straighten arms by your side and sweep both arms up over head to touch. Exhale and gently bring both your arms back to your side (pause) and repeat. Gently inhaling and exhaling as you move.</p> <p>Hand Press: Gently press both hands and fingers together in prayer position across your chest. Pushing both hands against each other and hold here for three breaths. Slowly inhaling and exhaling as you push. Release the pressure on the hands for a breath and push again.</p> <p>Eagle Arms: Bend your elbows, (pause) cross your left elbow over the right elbow. Press the back of your hands together, (pause) or wrap your left hand around your right hand and press your palms together. Move your elbows up and keep your fingers active. Lengthen your spine, broaden</p>	<p>(pause) focus on the feeling of the breath, the inhalation and exhalation. You may notice your mind wandering, if so, that is ok, (pause) that is what minds do. Try and bring your attention back into the room and focus on your breathing. Take some time here to check in how your body feels now. Slowly come back into the room and open your eyes.</p> <p>Progressive muscle relaxation: Bring awareness to your feet and toes, breathing in deeply and slowly releasing. Curl your toes down and tense the muscles in the soles of your feet and release the muscles in your feet as you exhale (repeat x2). Now bring your awareness to the back of your lower legs, tighten these muscles and hold and let the muscles go limp as you exhale. Feel your muscles relax. Now tense the front of the thighs, hold for a moment and release (repeat x2). Now, gradually tighten muscles in your lower back, hold this for a few seconds and release and repeat. Feel the tension leaving your muscles, relaxing more and more. Gradually tighten all the muscles in your legs from your feet to your lower back and hold, gently release and notice your body feeling more relaxed (repeat x 2). Now bring your awareness to your stomach and tighten these muscles. Release your breath and let go on an exhale, repeat. Now focus on your back, draw in a nice deep breath and then tighten these muscles and release your breath and letting go of any tension. Bring awareness to your shoulder</p>
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	<p>through the collarbones. (Do the same on the other side of the body) Hold here for a few breaths and gently release. Repeat with the left arm underneath.</p> <p>Forward Fold: Slowly move forward from your hips (pause), folding forward until your stomach is resting on your legs (pause) and your hands are touching the floor or ankles. Look at the ground. Inhaling and exhaling here. Inhale and gently come back up to seated and release.</p> <p>Gentle Back Bend: Sit back on your chair for a gentle back bend. Interlace fingers behind your chair and look up. Releasing and slowly coming back to centre. Take a moment to check in on your breathing and how your body feels after this gentle movement exercise.</p> <p>Standing/Mountain Pose: Stand with your feet hip width apart, pour your weight into your feet. Hug your outer hips to the midline, (pause) pelvis staked over the foundations of your feet. Lengthen through the front, sides and back of the body. Broaden through the collarbones, lengthen through the spine to the tip of your crown (pause) looking forward. Use the breath as a focus point, you do not need to change your breathing, (pause) instead just pay attention to your breath.</p> <p>Rocket/Side Twist: Press your hands together in prayer position across your chest (pause) and reach to the sky</p>	<p>muscles and your neck. Slowly draw in a nice deep breath and bring your shoulders up to your ears and squeeze these muscles firmly and slowly release and repeat. Let go of all the tension in your arms and hands, tighten the muscles in your arms and hands and slowly release. Notice how relaxing it is to release that tension. Now, tighten the muscles in your face, squeeze your eyes closed, breathing in and out and then relax all your facial muscles, feel your face softening (repeat). Bring awareness to the muscles in your jaw, open your mouth as wide as you can and exhale and allow your mouth to gently close (repeat). Now, let your mouth relax and let the breath float out, listen to the sound of your breathing and notice how your body feels now. Noticing if your body feels relaxed and calm. Gently come back to the classroom.</p>
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	like a rocket. Inhale, reach arms straight over head. Reach to the right, (pause) extending and grounding down through the hips, hold here. Stretch and reach over to the right. Come back to centre and hold in centre for a breath. Inhale extend both hands over to the left, (pause) grounding down in the chair. Inhale and exhale in this side stretch and (pause) gently come back to centre.	
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Sensory Room

Some children require more sensory input during the school day and a sensory space can positively impact on children's learning and wellbeing when used appropriately. The Sensory Room is available to all children and is a space for children to spend time calmly so that they can be better prepared for learning and interacting with others. Prior to using the sensory room, staff should consider strategies that can support children in the classroom/the broader classroom environment e.g. movement breaks. The sensory room is an intervention and should not be used as a reward or denied as a punishment.

The space should be used proactively and not reactively, where possible. Ideally, the space should be used at regular scheduled times of the day to support and maximise a child's participation in learning/school-based activities.

Each child who uses the sensory room will have their own individualised sensory need and therefore the room needs to be used to suit the needs of the individual child. For this reason, only one or two children at a time should use the room. The adult in the room needs to be calm and regulated so that they can support the child through co-regulation. The adult should guide the child towards either calming or alerting activities depending on what he/she needs. If a child needs alerting activities then a calming activity should be done before going back to class. *The most important piece of kit in a sensory room is always the person facilitating the session.*

Sensory spaces should also be set up in classrooms for those children that need a calming space to retreat to on a frequent basis.

The Umbrella Room

Sometimes a movement break/sensory session isn't enough and children may need to have time away from the classroom, for whatever reason. The pastoral team will assist children to help them to regulate and be ready for learning, often at the start of the day or after lunchtimes. Children must not be sent to the Umbrella room as a "sin bin" for misbehavior and there are times when the pastoral team will work with or check in on children in classes. This is done in a carefully planned way with the consent of the SENCO or Headteacher.

The Learning Zone

Some children find it incredibly difficult to learn in the classroom environment due to their additional needs. However, children must never be sent to work outside the classroom unless there is an adult with them.

Common Room

The common room is available for years 5 and 6 and they will organize this themselves. They may use the external door to enter and exit but cannot keep doing so during the same lunchtime.

Zones of Regulation

The four Zones of Regulation are used to categorise and identify the variety of feelings and energy states we all experience. Learning about The Zones of Regulation framework provides us with an easy way to think about, communicate around, and care for our feelings. Since every person experiences a wide range of feelings, we stress that all the Zones are okay, and you should not attach judgement or shame to any one Zone. Children have access to a variety of tools to help them to regulate: [Tool of the Week – The Zones of Regulation](#)

Recognition of expected behaviour

We believe that recognising expected and appropriate behaviour will increase the likelihood of children continuing to show expected and appropriate behaviour in the future.

Individual recognition:

- Specific verbal feedback (linked to the school values and keys to learning where possible) e.g. "Thank you for showing good sitting on the carpet", "Well done for working well with your partner to solve that math's problem"
- Name on the class recognition board
- Stickers
- Headteacher Award each week
- Trophies at the end of each term.
- Times Tables Rock Stars/Numbots certificates/trophies
- Specific verbal feedback to parents/carers about their child
- Postcards home to parents/carers

Children should be reminded all the time that behaviour needs to be 'good for me, good for you, good for everyone'.



All classes should have this visual displayed in their classroom.

Consequences (NOT punishments)

Stage 0: Verbal and non-verbal responses to 'low level' unacceptable behaviours/to promote expected behaviours (whole class and individual)

- Adult to give a reminder about expected behaviour/school rules. "Good for me, good for you, good for everyone".
- Whole class reminder rather than an individual reminder e.g. "I'm just waiting for a few more children to put their pen down" or "Well done Alice, well done Jake etc. To those that are doing the right thing"
- Use of "No thank you" to a specific action/behaviour (and positive praise when the child corrects their behaviour)
- Reminder for a child to 'fix' their sitting/looking etc.
- Direct verbal reminder about behaviour expectations e.g. "Denise, show me good sitting, thank you"
- Recognise the children who are showing the expected behaviour e.g. "Well done Sandra and Sarie for showing good sitting", "Well done Richard for putting your hand up rather than calling out"
- Non-verbal reminder e.g. show a visual or put finger to lip to remind children that there's no talking at that point
- Non-verbal reminder – point at Behaviour poster and at the specific rule that you want to remind the child of
- Reminder of behaviour expectations rather than telling them off: "Remember, we use kind words in our school". Model expectations at all times.
- Expectations reminder: could ask a question 'What is our expectation for.....?'
- Direct an adult in the class to move to and support an individual child
- Chunk tasks (verbally and visually): "Write the date and the first sentence - I'll come back to check in with you in 5 minutes".
- Assess whether the child/whole class needs a movement break
- Identify agreed calm-down areas/safe space: if a child becomes wound up/anxious, encourage and allow him/her to remove self to agreed place
- Use of timers for the whole class/individual children

Praise the child if they are able to model good behaviour as a result of the reminder.

Stage 1: Verbal Warning /Private chat

If the reminder is not successful in changing the behaviour, the teacher/TA needs to have a private conversation with the child. Ask the child to come and have a chat with you/step out of the classroom with you for a moment – don't send them out of the classroom as that sets the wrong tone and the conversation won't have the desired effect. The conversation should follow this structure:

1. Start with curiosity and a space for the child to speak: "Are you ok? I thought it would be better to talk away from everything. I was wondering what was wrong/if everything is ok."

2. Accept where we are: "I asked to speak to you because I noticed you were struggling to keep to our rules."
3. Signal where we're going: "This is just a pause. I want to get you back in and working."
4. Reset expectations: "I need you to..."
5. Offer help. "What do you need most right now to help you get back to learning?" Or just "How can I help you now?"
6. Plan to go back in: "Okay, breathe. We need to go again." Or, "When we go back in..."

Stage 2: Time out for 5 minutes and follow up/coaching conversation

Where the child continues the behaviour, they will be asked to move and sit on their own or go to the calm area for 5 minutes with a timer. This is a time for reflection. Say: 'Think carefully about your behaviour while you are here. I will come back to you in 5 minutes (child to take a timer so that it is only 5mins)'.

Follow the time out with a follow up/coaching conversation:

- What happened?
- How did this make people feel?
- Who has been affected and how?
- What should we do to put things right?
- How can we do things differently in the future?

The coaching conversation may not be able to take place immediately after the time out but should happen as soon as possible and **only when the child is calm and regulated**.

Stage 3: Go to another class for 5 minutes

If stages 1-2 haven't been successful then support from a colleague should be sought. The child should go to a partner class with a five-minute timer. The time is to be used as a reset. Do not send other children to deliver children to the partner class. If necessary send an adult but remember that we never discuss a child's poor behaviour with another adult in front of the child.

A coaching conversation may not be able to take place immediately after the time out but should happen as soon as possible and **only when the child is calm and regulated**.

Stage 4: go to Deputy or Headteacher

This should be seen as the last resort where either the child or other children in the class are not safe or behaviour is disrupting teaching and learning and it is therefore impossible for the teacher to teach the class.

In some extreme cases, where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, it is appropriate to move straight to stage 4.

A coaching conversation will always take place after a Stage 4 incident – **the incident and the coaching conversation must be recorded on CPOMS**.

De-escalation strategies – How to ensure calm in a crisis!

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

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

De-escalation for children presenting difficult and dangerous behaviours



Responding in the moment

When things go wrong it is important to stay calm, connect and support (CCS).

- Calm: Focus on staying calm and kind, even when the young person is saying and doing things which are hurtful, worrying or even dangerous.
- Connect: Say and do things which show you 'get' how things are for them. Help them to feel supported and cared for. Say things that help them to feel that you are there for them and

understand what they are experiencing. You don't have to agree with their actions – this is the 'paramedic stage' and you can address your concerns at a later time.

- Support: Offer them something that might help, offer them options so that they have a sense of control over the situation. Stay focused on the fact that this is the 'paramedic stage' and addressing the behaviour can happen later.

Possible situations and how to approach/manage them:

Situation	Actions
Child has left the classroom or is refusing to come in after break/lunch.	<p>Adult to stay with the child to make sure they are safe. Do not try to resolve matters whilst they are in a heightened state – be present and calm. "I can see that you need some help. I'm here to help you. Talk and I will listen" "I understand that you're upset because **** wasn't playing the game fairly. Maybe we can go to the sensory room or the learning retreat to calm down."</p> <p>Praise child if they return to class once regulated.</p>
Child has left the classroom feeling angry/frustrated.	<p>Do not chase or give lots of attention. Don't attempt to discuss the incident.</p> <p>"NAME, I can see that you are angry/upset/frustrated. When you're ready, I'm here."</p> <p>SLT only need to be notified if the child becomes a danger to themselves or others. Calling SLT to support when support isn't needed can add to their heightened state and isn't necessarily the help that they need.</p>
A child is causing damage in the classroom	<p>"NAME, you are not being safe in class If child refuses to leave, an adult needs to remove the other children from the classroom. "NAME, I can see that you are angry/upset/frustrated. When you're ready, I'm here." Adult to notify SLT that the situation has occurred. SLT to be called for support if the child is a danger to themselves or someone else.</p>

- Avoid multiple adults being around a child – if you are not adding anything to the party then leave!
- Be aware of hypervigilance – they will know they are being watched regardless of how clever you think you are being.
- Whilst a child is in a dysregulated state, do not discuss behaviour incidents in front of them as it can be a trigger to increase anxiety.
- Don't over talk or offer too many choices/alternatives – give them time to process their options.

- Don't 'cheerlead', lecture or criticize.
- If in doubt – kindness is always the best option.
- A coaching conversation can happen when they are regulated and ready to talk – sometimes this might not even be until the next day

How to have a Coaching Conversation

If we don't 'follow-up' then we will forever be 'mopping up' – therefore it is essential that coaching conversations take place so that children can change their behaviour in the future.

1. **Introduce:** Introduce the issues in a way that helps the child to stay calm and feel supported. Use phrases such as "Don't worry, you're not in trouble." Introduce issues in a matter-of-fact way so that the child doesn't become defensive, "I noticed..."
2. **Listen:** Listen in a way which aims to really find out what life is like for the child, stay curious and ask open, 'clean' questions (questions that make sure the person is not influenced by the coach's on thoughts, feelings and beliefs) to find out more. Repeat back their words, ask more questions to probe – try to get to the core of the issue so they understand. Guide the child from what they don't want to what they do want and how to get there. Don't lecture, criticise or persuade them to think differently.
3. **Share:** Share concerns in a way that helps them to feel supported. Say what you have noticed. Try to use 'I', not 'you' to stay as a 'positive challenger' rather than a 'blamer'.
4. **Solve:** Invite the child to problem solve and think of solutions that will work for everyone. Use phrases such as "I wonder if you can work out a way in which you feel good and I/others do too?". When they respond with "don't know", have other phrases which are calm and positive yet also keep pursuing in a way that is kind yet definite.
5. **Repair:** Help the child to see different perspectives, help them to work out who and what needs repair (link to 5Cs) and help them to plan where the 'repair' will take place. It is essential to hold 'repair' every time a child causes harm or disadvantage to a person or thing. Help the child plan repair for any harm done through their words or actions – it is not for planning how the child can feel and do better next time as Coaching Conversations focus on that. Ensure that everyone disadvantaged by the incident feels cared for and supported and that amends have been made.
 - If a child refuses to repair, it is a sign that they have weaker skills in empathy. There is no point forcing an apology as this can cause greater resentment for all parties and will not improve the child's skill of empathy. If the child says 'I don't care', stay calm and kind and explain that empathy is a skill and it sounds like this is something that they need to work on/develop.
 - It is important to maintain high expectations – if a child does not have strong skills in empathy yet, additional sessions should be planned in which they learn and practise the skill.

Repair Time is separate to a Coaching Conversation and they have very different purposes: the purpose of the Coaching Conversation is to problem-solve the concerns and needs of all parties and find a solution to enable the child to do better next time. Repair Time on the other hand is about

reflecting on any amends that should be made and building the skills of social cognition and empathy.

Coaching Time/Coaching for Change

Some children will require more intensive support to help them manage their behaviour. Coaching Time should take place in the event that a Coaching Conversation has been used several times yet not led to any noticeable improvement.





It is vital that the child does not see Coaching Time as a punishment but rather as a commitment to wanting them to do better so they can achieve well. This message should be emphasised to the child and everything should be done to ensure the experience is a positive one for the child, whilst also firmly holding them to account for making progress.

Coaching Time should be carried out in a spirit of support with an adult with whom the child has a good relationship, such as the class TA.

Coaching Time should incorporate the following different elements:

1. Make sense of responsibilities and difficulties
2. Plan ways to meet 5Cs in helpful ways
3. Practise skills
4. Plan ways to manage better next time.

It is vital that time is given to coaching for change in order to help the child identify which of their 5Cs are not being met and to help them to build skills to show more pro-social and pro-learning behaviours:

FLEXIBLE	REGULATED	DELIBERATE	ATTENTIVE
			
<p>I will do something I do not really want to do.</p> <p>I can manage ok when things change.</p> <p>I can think of different solutions to a problem.</p> <p>I can compromise a bit of what I want so that other people have some of their wishes too.</p> <p>I can take turns.</p> <p>I can shift my opinion when I hear more information.</p> <p>I can do things in a different way than I am used to.</p>	<p>I can change my energy to suit the mood and situation.</p> <p>I regulate my emotions when tasks are challenging for me or a bit boring (task tolerance control).</p> <p>I persevere with an idea or task and can tolerate the unpleasant feeling of challenge or boredom.</p> <p>I regulate and manage my emotions in a way that is ok for others around me when things go wrong or don't go my way (frustration or disappointment control).</p> <p>I regulate and manage my emotions when I feel anxious, worried or sad (anxiety control).</p> <p>When I experience big feelings (affect), I use a strategy to quickly become calm so other people around me are not affected badly.</p>	<p>I can stop before I say something, holding on to what I want to say or do until I have thought through the impact of it.</p> <p>I can hold on to a feeling of desire and have ways to manage it rather than acting upon it immediately (e.g. when waiting my turn to speak or buying something).</p> <p>I can now be deliberate about the things I say and do, making sure they are helpful to me and others before I go ahead.</p> <p>I know the areas in which I can be impulsive. I watch out for these triggers and prepare ahead of time so I am ready with my strategies to avoid them.</p>	<p>I can keep my thoughts and attention on something for as long as most people my age.</p> <p>I am able to control my attention on tasks chosen for me by an adult.</p> <p>I am able to control my attention on tasks which are hard for me or a bit boring for me.</p> <p>I can ignore things which aren't to do with the task I am doing, such as people walking in to the room, people speaking, noises, things moving outside of the window etc.</p> <p>I can keep my attention on the important, relevant information and can select this well.</p> <p>I can shift my attention when needed; e.g. I can focus on what the teacher is saying and then on someone giving a message to the class.</p>

If three Coaching Times have taken place and these have not led to a change to the unhelpful behaviour, an individual plan and a coaching programme should be put in place. The Coaching Programme is a more intensive level of support for children who have higher levels of difficulty. This will need to be devised by SLT.

Communication with parents/cares

Parents/carers need to be informed by the class teacher when children are successful and this should be done in private. There is nothing worse as a parent than standing on the playground at the end of the day with a teacher making a beeline for you to tell you bad news about your child in front of the other parents. Just like the children it helps to have some "positive pennies" in the bank, so try to develop good working relationships with parents and recognise that they are trying to help too.

Playtimes/lunchtimes – how a dispute is dealt with

Incidents at break and lunch time should be dealt with in the same way as they would be in the classroom, following the 4-stage approach.

Remember:

- Listen – all children have the right to tell you their side of the story, but some won't be ready to tell it right now and that's ok.
- If you need to have a private conversation with a child, ensure that you don't have an audience.
- Don't forget to have a coaching conversation – it only needs to be short and could be at the end of the day, or the beginning of the next day.

Recording and monitoring behaviour

Incidents that reach stage 3 or stage 4 should be recorded on CPOMS . An overview will be presented to Governors at each FGB meeting.

Regular time will be given at staff meetings to review behaviour incidents and to have honest and reflective conversations about how staff managed a behaviour incident and what went well or what we might do differently next time.

