

Behaviour Policy and Statement of Behaviour Principles

Furzeham Primary and Nursery School



Approved by:
Furzeham Governing
Body

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1. Aims

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, rewards 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.

2. Legislation, statutory requirements and statutory guidance

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

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

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

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of set tasks
- Poor attitude (to include learning, with adults, peers)
- Defiance
- Breach of the school rules

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, 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
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated physical or verbal harm, 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 or gaming sites

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that all staff deal effectively with misbehaviour in accordance with agreed approaches
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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.

Teachers and staff

The culture and ethos at Furzeham school is underpinned by the TSAT 7 behaviour principles. These principles are fundamental to policy and practice and align with the school's key learning values.

Staff are responsible for:

- Ensuring all the TSAT behaviour principles are upheld; (see appendix 1)

Respect – We show mutual respect for all stakeholders and for everyone in our Trust community

Relationships – We develop trusting and honest relationships to build and maintain positive connections through a culture of high challenge and high support

Routines – Our routines are a fundamental source of consistent high expectations. These are well established and universally known and repeatedly demonstrated across our school communities

Responsibility – All students have the right to learn in a safe and calm environment. All students ‘model’ and take responsibility for their behaviour

Responses – We use strategies and interventions to de-escalate and respond to behaviour in an appropriate and proportionate manner

Reflection – Our students are given the opportunity to reflect on their behaviour and learning via metacognitive strategies, relational and restorative practice

Rewards and Repercussions – All students are held accountable for their conduct, with the use of rewards, repercussions and sanctions to support students to be their best selves

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

- Develop a positive relationship with pupils (using the agreed strategies) which includes:
- Greeting pupils every morning/at the start of lessons at the entrance doors by the teacher. Every pupil is greeted and positively noticed and reminded of the ‘rules’ be kind, be safe, be ready. Use visual signs to enhance this message.
- Straight into tasks.
 - Timetable of the day is presented in dual code format on the board.
 - Establishing clear routines and challenging the children to adhere to them for example using learning modes effectively.
 - Communicating expectations of behaviour in ways other than verbally – use our collective signs

- Highlighting and promoting good behaviour – praise immediately
- Concluding the day positively and starting the next day afresh recap on the strengths.
- Follow the behaviour policy
- Use the stop hand signal as a standard consistent approach alongside a varied approach when needed to refresh attention.
- Using positive reinforcement consistently – praising throughout the day
- Create and maintain a stimulating, safe and tidy environment that encourages pupils to be engaged – all resources clearly labelled and accessible.
- Recording all behaviour incidents promptly on CPOMS and following through with actions and follow up as per the policy

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home
- Support their child and the school 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 (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Read, sign and uphold the home school agreement (appendix 2)

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following, including at the start of every term and at various points during the term as part of PSHE lessons and whole class or phase assemblies and in conjunction with the school's core learning values:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated reminder sessions wherever appropriate.

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 through school council agenda.

Pupils will read, sign and uphold the home school agreement (appendix 2)

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

6. Behaviour Curriculum

School ethos and culture

Furzeham has consistent and clear behaviour expectations that promote positive behaviour and support all pupils to be their best selves.

We believe in fostering respect, honesty, and friendship in all children and adults alike, developing integrity and compassion, and valuing the worth of each individual. Celebrating success and nurturing self-esteem through the celebration of children's achievements and fostering positive attitudes towards all people, races, religions, and ways of life. This helps people develop spiritually, morally, and culturally while celebrating equality and diversity.

Positive staff and pupil relationships underpin the school's behaviour culture. Where appropriate, adjustments may be made to ensure all pupils can meet behavioural expectations in the curriculum.

Furzeham School Rules (see appendix 3)

We have three school rules that are taught and explicitly referred to throughout the school:

Be ready - actively thinking, following the learning modes, being prepared.

Be safe – walking feet, listening ears, if there's a problem, telling an adult.

Be kind - kind hands, kind words, kind feet

The Golden Rule

We all adopt the Golden Rule.

We treat other people as we want to be treated. This Golden Rule is in addition to school rules. It is displayed in all classrooms and referred to by staff when discussing behaviour with the children. It is the phrase we use when helping children to empathise with others and consider the consequences of their actions.

Learning modes (see appendix 4)

Learning modes need to be adhered to within the school day. Each one depicts a mode to engage learners appropriately. The teacher will indicate explicitly which mode is to be activated throughout all sessions in school. These will be displayed in the classroom and in the hall.

Respectful whole class – sit up, track, actively listen, respect for all.

Silent independent – on task, working hard, no talking.

Polite Paired - taking turns, working hard, on task.

Polite group - taking turns, everyone involved, achieving together.

Behaviour and conduct in the classroom

- Enter cloakrooms and classrooms in a safe orderly manner
- Sit where they are asked to in the classroom
- Being equipped for the school day with books and pens/pencils
- Starting the day strong with reading, spelling or arithmetic
- Pupils may not use or access their mobile phone during the school day (see p.27)
- Not shouting out
- Not disrupting the learning of others
- Minimising the need for any learning time to be missed (toilets at appropriate times)
- Completing all their learning including home learning to their very best ability
- Applying self-regulation and independence to tasks using strategies available.

Behaviour and conduct outside in the playground and at lunchtime

- Pupils are to play in allocated zones in the playground according to the rota.
- Pupils are to respect belongings and play equipment.
- Pupils are expected to follow game rules given out by any member of staff on duty in the zone.
- Pupils are expected to always adopt appropriate language when playing.
- Pupils are expected to stop playing and come off the equipment on the first whistle.
- Pupils are expected to line up in class lines after break and lunch time after the second whistle.
- Pupils are expected to play games that are not rough in nature.

- Pupils are expected to apply conflict resolution strategies to situations that may arise in the playground.
- Pupils are expected to sit sensibly at lunch and eat their food.
- Pupils need to clear away their lunch plate and cutlery appropriately in the dining hall.
- No jumping or inappropriate use of the stairs.
- Enter cloakrooms and classrooms in a safe orderly manner

Health and Safety

- Playing safely during lunch and break time.
- Putting litter in the bins provided
- Staying in designated play zones as per the rota and as directed
- Move around school quietly at all times
- Getting an adult if there's been an incident
- Always use the left side of the designated stairs
- No jumping or inappropriate use of the stairs.

7. Responding to Behaviour

Recognition and celebration

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.

Positive behaviour rewards

1. 'Positive noticing' Bag tags to increase feelings of belonging and safety written by the class teacher.
2. Phone calls home about positive attitudes
3. Praise verbally from staff and respected adults
4. Rewards for positive attitudes in the class e.g. 'Hot chocolate Fridays'
5. House points – Key Stage 1 & 2



- House points – Key Stage1 & 2

Children are given a House Point for attitudes to learning aligned with our school values, habits of mind and academic achievement which accumulate to bronze (25), silver (50), gold (75) and platinum (100) certificates. Individual certificates are given to the child weekly in celebration assembly or class.

The children in years 1 to 6 are split into four different houses, Vigilance (Red), Golden Hind (Yellow), Pilgrim (Green) and Provident (Blue), (equally shared between the children and grouped with siblings).

The points are recorded on a chart in each classroom and count towards individual certificates. At the end of each 'big term' the house with the most points wins the house cup. The winning house receives an in-house reward.

Each house represents a chosen charity and the school will raise money for the charity of the winning house at the end of Autumn, Spring and Summer.

Each house has two house captains from UKS2 who represent the house and represent at school council and the school community decisions surrounding charity and events.

- EYFS – Children that demonstrate positive behaviour or achievement gain ‘steps on a rainbow’ which lead towards a ‘pot of gold’. Once the children land on the ‘pot of gold’ they receive a sticker and an opportunity to receive a ‘dip in the box’
- Golden tickets - Key Stage 1

Children are given a Golden Ticket for positive behaviour or achievement.

Tickets are put into a box and withdrawn at the end of the day and the person chosen will be King or Queen for the following day. As a reward, they will have certain privileges such as sitting on a chair at carpet time or being first in the line for certain things. Each ticket that is given to a pupil is linked to individual house points.

Whole-class rewards - whole school

- Each class has ten ‘special tokens’, which can be earned if the class collectively demonstrates a positive attitude to learning. Once the class has gained all 10 tokens, a reward is collectively agreed by the class. The tokens are prominently displayed to act as a constant reminder. Within EYFS, marbles or similar are used instead of tokens.
- Celebration assembly - This assembly is held at the end of each week to celebrate the achievements of the children across the school. During the assembly, children are awarded the following: - The class teacher nominates two children to demonstrate our school learning values. The children will be rewarded with a ‘Class Cup’ and ‘Star pupil’ certificate, both of which are to be displayed and the cup stays in the classroom. Certificates are linked to school values /habits of mind, prize ceremonies (phase and class), special assemblies.
- Attendance reward – ‘Furzeham Class Bear’ is awarded to the class that has the best attendance each week and awarded in celebration assembly.
- Headteacher’s & Deputy Headteacher’s award at the end of each term - a cup and a certificate is presented at the end-of-term assembly.
- Communicating praise to parents via a phone call or written correspondence

- Prize ceremonies (phase and class) for example, the Margaret Fensome award, Soroptimist literacy award and Tim Ward cup are all celebrated in special assemblies.
- Positions of responsibility are celebrated in assembly, such as school council, sports leaders, reading ambassadors, thinking drive team or being entrusted with a particular decision or project, Head of house.
- Headteacher postcards – for special recognition.
- It may be necessary for individual class teachers and or year groups to implement a specific reward system to meet the needs of children within that class, therefore individual approaches may work alongside the main rewards. These would be reviewed and changed regularly.

Restorative practice

A restorative conversation is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and try and come up with a mutually acceptable solution. Where there has been an issue the people involved will meet with a mediator who will ask them for solutions. When there has been an issue the people involved will meet with a mediator who will ask them three main questions

1. What happened?
2. Who else has been affected by this?
3. What can be done to stop this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think how this may have affected the other persons but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset. Restorative conversations have been shown to work extremely well if there has been a repeated problem between a pupil and a member of staff because it gives them opportunity to air their differences, appreciate how the other feels and move on in a positive light. Always with the aim to solve the problem, move on and prevent the same situation arising again. Restorative conversations also work very well when pupils fall out with each other allowing them to see the impact of their actions, apologise if necessary and put it behind them. Conversations are held in a neutral

place with a mediator. The mediator's job is to keep all calm and civil and to help people move forward.

Responding to misbehaviour

When a pupil's behaviour does not align with our school rules and ethos, staff will respond in order to restore a calm and safe learning environment.

Staff will challenge behaviour that falls short of the standards by responding in a consistent, fair and proportionate manner.

De-escalation techniques will be adopted using the restorative practice strategies. (see appendix 5)

All pupils will be treated equitably under the policy, with any factors that contribute 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.

The school will follow these sanctions in response to misbehaviour. These sanctions are in priority order. Used in conjunction with the Behaviour Thresholds level (Torbay LA behaviour thresholds – appendix 6)

All behaviour deemed to be misbehaviour is logged daily on CPOMS by the class teacher or the member of staff involved.

Follow and align with Behaviour thresholds Level 1 (Torbay LA behaviour thresholds)

- A reminder of the expectations of behaviour by indicating the appropriate learning modes (a verbal or non-verbal reminder as is appropriate) and reminder of our school conduct may be necessary e.g 'please remember we don't call out' 'It's against our school rules'
- Offer support using stem sentences and restorative approach conducted as appropriate. (appendix 7)
- A reminder of the next steps including the sanctions: 'Can I remind you that if you continue to break the school rules you will have to move to another part of the classroom.' (Up to 2 warnings per lesson)
- The pupil is asked to take five mins to regulate (without learning material) in the resource room with an adult if appropriate. Pupils have their views sought through reflection strategies including thinking hats. This aligns with the TSAT behaviour principles. Pupil to complete first and discuss with adult at appropriate time. (Thinking hat reflections proforma and Emotional regulation opportunities would be available. Appendix 8)

- Sending the pupil to another class **with learning** for that session – pupil to walk with an adult where feasible (**Level 1 internal exclusion**) Conversation with the parent and logged on CPOMS.

Follow and align with Behaviour thresholds Level 2 (Torbay LA behaviour thresholds)

In the event of repeated internal exclusions at behaviour level 1, the following would apply:

- Class teacher reports to pastoral lead and headteacher via CPOMS for next step decisions e.g Pastoral support, SEND adjustment, Individual Behaviour Support Plan (IBSP), timetable variation, parent meet with class teacher, meeting with the headteacher or DSL. (see appendix 9 IBSP)

If there is a continuation of misbehaviours which cannot be addressed through previously agreed approaches and school interventions then the following would apply:

- Removal of the pupil from the classroom to another classroom or member of the SLT for a set period of time (**Level 2 internal exclusion**) Parent called by the teacher and CPOMS updated. Class teacher makes phone call home to agree new approaches or plan.

Follow and align with Behaviour thresholds Level 3 (Torbay LA behaviour thresholds)

In the event of repeated level 2 behaviours or a single serious breach, the headteacher will consider the following:

- Fixed term suspension set by Head teacher
- Off-site direction to local secondary school as appropriate
- Referral to appropriate external agencies

Follow and align with Behaviour thresholds Level 4 (Torbay LA behaviour thresholds)

In the event of repeated fixed term exclusions, or a serious breach of the school rules (see serious breach section) the headteacher will consider the following:

- Permanent exclusion

N.B. Whilst these sanctions are in priority order, the school reserves the right to move to any level dependent on the seriousness of the misbehaviour.

Sanctions on the playground

There is an expectation that pupils follow the school rules and when outside.

In the event that a pupil fails to follow the school rules, they will be asked to take 'time out' to sit on a bench and reflect on their actions. MTAs will adopt restorative practices and conflict resolution approaches as appropriate.

If behaviours continue or a serious breach takes place, MTAs will alert the SLT member on duty. SLT member will apply sanctions as appropriate:

- Loss of breaktime or lunchtime (pupil overseen by SLT member) and agreed interventions e.g adjusted lunchtime arrangements (Level 1) Parent informed.
- Lunchtime exclusion off site – Requirement for pupil to leave the site during lunchtime for a set period of time (collection by parent) (Level 2)
- Fixed term suspension (Level 3)

Sanctions at Breakfast Club and After School Club

Behaviour expectations at breakfast and after school club align with the school's behaviour expectations. If pupils break the school rules, warnings will be given and reminders issued. If misbehaviour continues, pupils will be required to sit out of an activity to reflect on their actions. In the event of repeated incidents, the school reserves the right to suspend the pupil from the club.

8. Behavioural Best Practice

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, using the Positive Handling techniques in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (using the school's online reporting system – CPOMS) and reported to parents

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. The school will always use trained staff (Team Teach) where feasible.

Confiscation, searches, screening

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

Confiscation

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

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

Searching a pupil

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outer clothing includes:

- Any item of clothing that is normally worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

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

- Trays
- 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 and items identified in the school rules.

An authorised member of staff 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.
- If they believe that a search has revealed a safeguarding risk

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

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

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).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour in conjunction with our online safety policy and safeguarding policy 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.

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.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or person either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the school. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the school. Pupils when they feel they are being bullied in or outside the school can report it to any member of staff. This also applies to parent /carers who are encouraged to report incidents of bullying to the school where a thorough investigation will take place. Any pupil seen to be the perpetrator of bullying (as defined in the definition above) will be sanctioned according to the behaviour and anti-bullying policy.

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.

Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Mobile phones

- Pupils in Year groups 4, 5 & 6 are allowed to bring mobile phones with them to school.
- Upon arrival at school, they are to be switched off and given to the class teacher or member of staff who is in charge of the class. Phones are then stored in the teacher's desk drawer at owner's own risk.
- Pupils cannot use or access their phone during the school day
- At the end of the day, phones are passed back to the pupils.
- Pupils are only allowed to use their phone outside of the school building.
- There will be some exceptions to the rules for medical reasons agreed by the headteacher and parent.
- The school cannot be held liable for damage or loss of a pupil's phone.

9. Behavioural Context

Safeguarding

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

We will consider whether a pupil's deregulation 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. All staff will receive up-to-date safeguarding training and have regular refresher training.

Recognising the impact of SEND on behaviour

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

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

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

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

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

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

- Short, planned movement and learning breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

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

10. Pupil Transition

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.

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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

As part of ongoing CPD, our staff are provided with training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.
- Mental health training
- Restorative practice in schools

12. Monitoring Arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following using CPOMs management system

- Behavioural incidents, including removal from the classroom using CPOM (an online reporting system).
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

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 it.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the school 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
- Suspensions and exclusions policy
- SEND policy
- Bullying policy
- Online safety policy

Appendix 1: Thinking Schools Academy Trust Behaviour Principles

Respect – We show mutual respect for all stakeholders and for everyone in our Trust community

Relationships – We develop trusting and honest relationships to build and maintain positive connections through a culture of high challenge and high support

Routines – Our routines are a fundamental source of consistent high expectations. These are well established and universally known and repeatedly demonstrated across our school communities

Responsibility – All students have the right to learn in a safe and calm environment. All students ‘model’ and take responsibility for their behaviour

Responses – We use strategies and interventions to de-escalate and respond to behaviour in an appropriate and proportionate manner

Reflection – Our students are given the opportunity to reflect on their behaviour and learning via metacognitive strategies, relational and restorative practice

Rewards and Repercussions – All students are held accountable for their conduct, with the use of rewards, repercussions and sanctions to support students to be their best selves

TSAT Behaviour Principles Guidance



Appendix 2: Home School Agreement

RESPONSIBILITIES FOR PARENTS

We acknowledge that we, as parents/guardians, are the primary educators of our children and have an irreplaceable role to play in supporting our children's learning at school.

We expect parents/carers will support school by:

- Seeing that my child goes to school regularly, on time and properly equipped;
- Ensuring their child receives an efficient, full-time education.
- Letting the school know about any concerns or problems that might affect my child's work or behaviour or attendance
- Supporting the school's policies and the school's policy for behaviour;
- Upholding the ethos and rules of the school
- Giving my child opportunities for completing home learning
- Attending parents' evenings and discussions about my child's progress;
- Being polite and courteous to adults and children alike
- Encouraging my child to be enthusiastic about learning and to enjoy school
- Talking to my child about their experiences in school and encourage them to do their best
- Getting to know about my child's life at school.

Signed:

(Parent)

SCHOOL'S RESPONSIBILITIES

We acknowledge that we have a responsibility to support parents/guardians in their task of bringing up their children and to strive to provide the highest standard of education.

The school will:

- Provide a friendly welcome to your child and a secure, stimulating and enthusiastic environment in which to learn
- Ensure your child is valued for who he/she is and supported in their spiritual, moral, emotional and academic development
- Treat your child with dignity and respect
- Respect each other's beliefs, cultures and differences.
- Uphold the school's behavior policy and contact you to inform you where appropriate
- Contact you if there is a problem with attendance, punctuality or equipment;
- Let you know about any concerns or problems that affect your child's work or behaviour;
- Provide you with information about your child's progress and provide you with opportunities to talk to teachers
- Send home an annual written report of your child's progress;
- Set, give feedback and monitor home learning (as appropriate to your child's needs);
- Keep you informed about school activities and policies through regular emails, letters, newsletters and notices;
- Challenge your child to strive for the highest standard of personal and social skills.

Signed: P. Adams

(Headteacher)

PUPIL'S RESPONSIBILITIES

We expect children to:

- Follow the golden rule - We treat other people as we want to be treated.
- Be ready - actively thinking, following the learning modes, being prepared.
- Be safe - walking feet, listening ears, if there's a problem, telling an adult.
- Be kind - kind hands, kind words, kind feet
- Be quiet and receptive to lining up and in assemblies
- Be polite to all members of the school community
- Follow reasonable instructions the first time without argument.
- Play safely during lunch and break time. Stay in designated play zones
- Put litter in the bins provided
- Move around school quietly at all times
- Get an adult if there has been an incident
- Always use the left side of the designated stairs.
- Refrain from jumping or inappropriate use of the stairs.
- Enter cloakrooms and classrooms in a safe orderly manner
- Sit where they are asked to in the classroom
- Be equipped for the school day with books and pens/pencils
- Not use or access their mobile phone during the school day
- Not shout out
- Not disrupt the learning of others
- Attend school regularly and on time
- Wear the school uniform and bring all the equipment they need every day
- Take care of all school equipment and respect each other's belongings
- Think for themselves and take responsibility for their actions

Signed:

(Pupil)

Appendix 3: Furzeham School Rules

We have three school rules that are taught and explicitly referred to throughout the school.



The Golden Rule

We treat other people as we want to be treated. This Golden Rule is in addition to school rules. It is displayed in all classrooms and referred to by staff when discussing behaviour with the children. It is the phrase we use when helping children to empathise with others and consider the consequences of their actions.

Appendix 4: Learning Modes

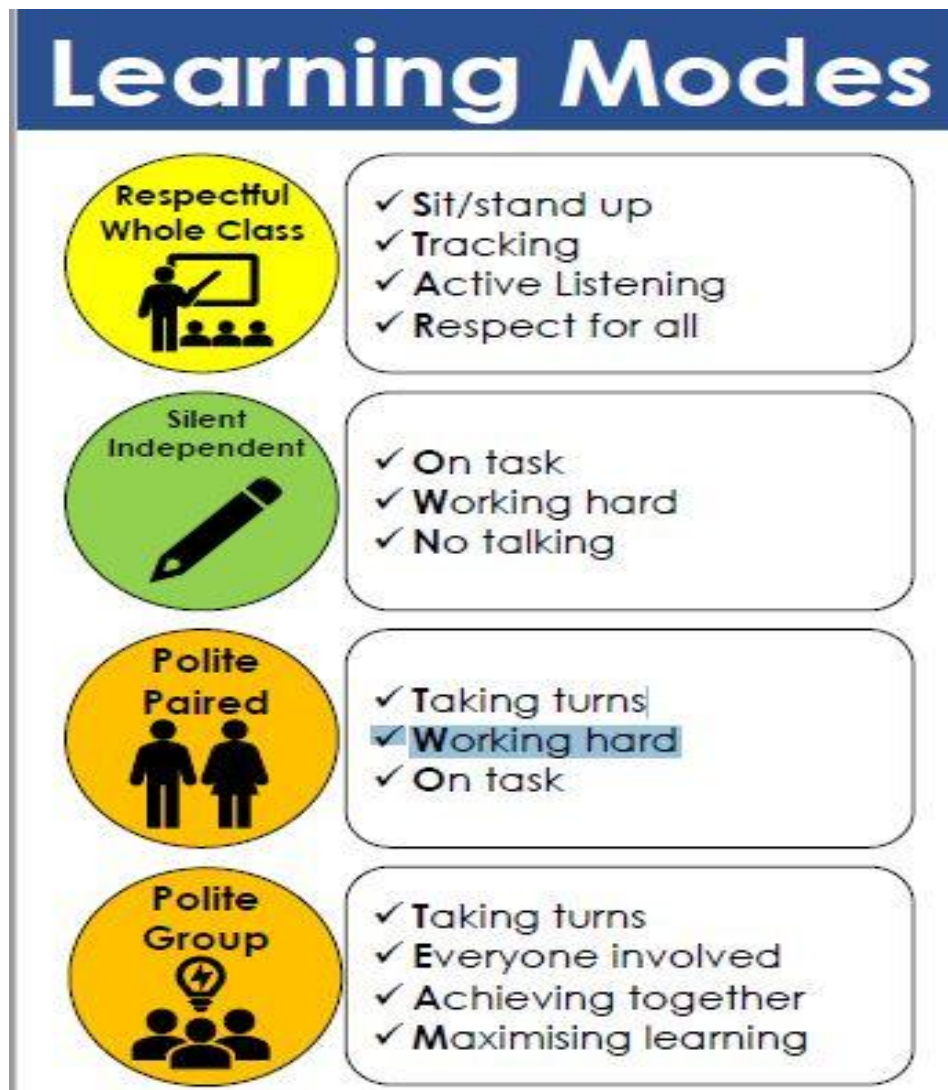
Learning modes need to be adhered to within the school day. Each one depicts a mode to engage learners appropriately.

Respectful whole class – sit up, track, actively listen, respect for all.

Silent independent – on task, working hard, no talking.

Polite Paired - taking turns, working hard, on task.

Polite group - taking turns, everyone involved, achieving together.



Appendix 5: Restorative Approach

Behaviour Management Strategies:

The Restorative Approach

“Restorative practice supports people to recognise that all of their activities affect others and that people are responsible for their choices and actions and can be held accountable for them. It enables people to reflect on how they interact with each other and consider how best to prevent harm and conflict.”

[Restorative Justice Council](#)

What Is the Restorative Approach?

“Restorative practice can be used anywhere to prevent conflict, build relationships and repair harm by enabling people to communicate effectively and positively.”

[Restorative Justice Council](#)

The restorative approach, sometimes referred to as restorative practice, is a **behaviour management technique** that allows staff and pupils to **work collaboratively** to discover the root of a problem. The approach requires staff to moderate a conversation between those involved in the **incident** and conclude with an agreed **resolution**. Rather than focusing on a sanction for those at fault, the approach is structured around the concept of **restoring relationships**. However, that does not mean that the solution to the problem will not involve a sanction. The restorative approach is most commonly used as part of a **whole-school approach** to behaviour management where all staff and pupils are aware of the structure and benefits of using it.

What Does the Restorative Approach Look Like?

Restorative practices are centered around a set of **questions** that remain the same despite the incident being resolved. It is a school and teacher's judgement as to what actions require a restorative conversation, but these are not usually conducted for **low-level disruptions** unless they **escalate** or have a **broader impact**.

Restorative conversation questions could include:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done and in what way?
- What do you think needs to be done to make things right?

Questions are asked to those involved, including the victim/s. When an individual is speaking, others **must not interrupt** or **argue** their point. If anyone attempts to interrupt, remind them that everyone must have an **equal chance** to speak.

Top Tip: With younger participants, staff could use a soft toy to symbolise who the speaker is.

It is important for staff to **not ask leading questions** or **challenge an individual**. Remember, the purpose is not to discover who is to blame. Twinkl has many resources available on questioning, including **restorative conversation prompts**. It is good practice to record conversations in the event they need to be referred to in the future. Use our **restorative conversation records** to support members of staff having a restorative conversation with a child or group of children after an incident has occurred. There is space to record the date of the incident and the children who were involved, making it easy to communicate details to other members of staff and to keep track of any continuous behavioural difficulties for individuals.

Restorative conversations prompts



Restorative conversation records



Who?

Restorative practices are most commonly used as part of a whole-school approach. Therefore, everyone is involved. As many incidents occur during break and lunchtimes, it can be useful to include lunchtime supervisors in any restorative approach training sessions. This ensures consistency in the implementation of your school's behaviour management policy.

If possible, restorative conversations are to occur as soon as the incident has been brought to attention. For example, if a child approaches you at break to say a friend has pushed them over, you can facilitate the conversation straight away rather than handing it over for the pupils' class teacher to handle. Again, this informs pupils that restorative practices are consistent throughout the

school and all members of staff will deliver the same quality of behaviour management. If incidents occur in the classroom, the conversation may need to wait until the end of the lesson. If you have a teaching assistant available, they can either host the conversation or oversee the class on your behalf.

Where?

The location of the conversation can make a big difference. If the incident occurs outside and you are able to speak to those involved at that time, try to conduct the conversation where you will be least disturbed. If inside, it is best to identify a space where you can sit in a circle without any physical or psychological barriers. It is important in all restorative conversations that those involved, including the facilitator, can see everyone else. This can help pupils develop empathy and responsibility.

Statistics

Between 2015-2017, Restorative Thinking Limited worked with six schools in Liverpool to implement the restorative approach. Over the pilot period, they gathered the following data as presented by the Anti- Bullying Alliance:

- Fixed Term Exclusions have reduced by 51% from the same time last year.
- 89% of parents on parent view report that the school effectively deals with bullying and 94% say that their child or children feel safe in school.
- After an initial spike in the reporting of racist and bullying incidents in Half Term 1, incidents have reduced by 50% between HT2 and HT3. Student voice also reports that students feel more confident in speaking out and reporting all incidents as they are dealt with effectively.
- 3% of parents are aware (May 2017) that the school uses RP and would like to know more about restorative practice.

Restorative Justice: What Does the Research Say?



Disclaimer: Every child's needs are different and so the recommendations in this resource may not be suitable for every child. It is for you to consider whether it is appropriate to use these classroom strategies within your class. The indicators mentioned are not an exhaustive list, if you are concerned about a child please seek advice from the SENCo.

We hope you find the information on our website and resources useful. This resource contains links to external websites. Please be aware that the inclusion of any link in this resource should not be taken as an endorsement of any kind by Twinkl of the linked website or any association with its operators. You should also be aware that we have no control over the availability of the linked pages. If the link is not working, please let us know by contacting TwinklCares and we will try to fix it although we can assume no responsibility if this is the case. We are not responsible for the content of external sites.

Appendix 6: Behaviour Thresholds

Development of Child or Young Person

Behaviour Thresholds - Level 1

	Description of Behaviour	School Role	Examples of Opportunities for External Support
Emotional and Social	<ul style="list-style-type: none"> • Models pro-social behaviour. • Ability to self-regulate. • Demonstrates appropriate responses to situations and other peoples' actions. • Able to co-operate with others in a range of contexts. • Understands/can identify their own feelings. 	<ul style="list-style-type: none"> • Schools should offer a secure and safe environment with consistent rules, routines and expectations. • All staff should be expected to demonstrate emotional intelligence and act as positive role models. • A positive whole school culture should encourage openness. • Schools should provide opportunities for emotional support for all staff. • Classroom organisation should encourage both co-operative and independent learning. • Staff should use SEAL/THRIVE strategies to promote a positive school ethos. 	<ul style="list-style-type: none"> • Central training on Emotional Intelligence/ SEAL etc. is available for whole school community. • Good communication with all children's services & health ensuring support for vulnerable children.
Self-esteem & relationships	<ul style="list-style-type: none"> • Demonstrates positive relationships based upon mutual trust and respect. 	<ul style="list-style-type: none"> • All staff should understand the importance and impact of positive relationships. • Staff should be expected to demonstrate positive relationships with children, 	<ul style="list-style-type: none"> • Family Learning Opportunities • Multi agency professionals available to provide expertise in schools.

	<ul style="list-style-type: none"> • Has a positive self image. • Demonstrates a certain degree of self-confidence. 	<ul style="list-style-type: none"> parents/carers and colleagues. • The school should maintain and encourage open communication between home and school. • Promote good attendance – ‘Every School Day Matters’ • Possibly engage children in self assessment tools to inform future provision and needs e.g. PASS 	
Behaviour	<ul style="list-style-type: none"> • Demonstrates appropriate behaviour in school for the majority of the time. • Able to amend behaviour to conform to school’s expectations. • Accepts consequences of inappropriate behaviour. 	<ul style="list-style-type: none"> • Ensure effective communication of behaviour policy to whole school community. • Ensure consistent use of Behaviour Policy. • Effective classroom management should make good use of rewards and sanctions. • Ensure behaviour strategies are applied at individual, class and whole school level consistently. • Model and promote high expectations across the whole school. • Encourage active involvement and participation of all children. • Regularly review and update the policy and respond to 	<ul style="list-style-type: none"> • Sharing good practice across classrooms and schools. • Input as required with reference to updating and implementing the behaviour policy. • Family Information Service.

		<p>current trends or critical incidents.</p> <ul style="list-style-type: none"> Consider use of a Home School Agreement. 	
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Behaviour Thresholds - Level 2

	Description of Behaviour	School Role (in addition to the school's role at level 1)	Examples of Opportunities for External Support
Emotional and Social	<ul style="list-style-type: none"> Starts to display some impulsive behaviour and a lack of self control. Demonstrate some inappropriate responses to situations. At times, finds it difficult to co-operate with others and maintain positive relationships. Unable to understand their own and others' feelings. Could display signs of withdrawal and 	<ul style="list-style-type: none"> Senior staff/SENCO should be made aware of the pupil and their needs. Short term adaptations made to accommodate needs e.g. social group at lunch time, time out at start of day. Intervention from pastoral support worker. Engage parents/ carers in regular dialogue and support home school agreements. Develop individual support programmes of school based intervention which is monitored and reviewed. Deliver small group social skills programmes e.g. circle of friends. 	<ul style="list-style-type: none"> Informal discussions with external agencies to consider options/ next steps. Outreach or CAF referral with the possibility of working with: <ul style="list-style-type: none"> Mayfield School - Chestnut Outreach (KS1 & KS2) Consultation with Educational Psychologist Accessing school training and advice Family Information Service

	isolation from peers.	<ul style="list-style-type: none"> Effectively promote peer support systems, e.g. peer mentors, playground friends etc. Offer strategies to support the child in taking responsibility for their behaviour and actions. 	
Self-esteem & relationships	<ul style="list-style-type: none"> May struggle to develop positive relationships. May have a low self image. Could be vulnerable to bullying or have a bullying inclination. May display attendance issues or regular lateness. 	<ul style="list-style-type: none"> Ensure appropriate sanctions to inappropriate behaviour are carried out consistently. Consider use of a supportive parenting contract for behaviour (refer to guidance) Additional provision, e.g. part time outside provision, or changes to the curriculum may be needed in order to meet the child's needs. 	<ul style="list-style-type: none"> Outreach or CAF referral with the possibility of working with: <ul style="list-style-type: none"> Health services Integrated working co-ordinators Family support worker Young carers Parenting programmes
Behaviour	<ul style="list-style-type: none"> Repeated incidents of being unable to conform to school expectations. Some refusal to participate in learning. May challenge consequences of inappropriate behaviour. 	<ul style="list-style-type: none"> Continue to monitor attendance and liaise with attendance improvement officer. Possibly seek external advice/ outreach through referral. Possible CAF – Single agency referral. Record and evaluations of all intervention programmes will be 	<ul style="list-style-type: none"> Extended opportunities beyond the school day, e.g. holiday clubs etc. Attendance Improvement Service

	<ul style="list-style-type: none"> • May have had some internal exclusions. 	<p>needed and all information should be logged.</p> <ul style="list-style-type: none"> • Adequate information should be transferred between phases with a possible transition programme in place for transfer to KS3. 	
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Behaviour Thresholds - Level 3

	Description of Behaviour	School Role (in addition to the school's role at levels 1 & 2)	Examples of Opportunities for External Support
Emotional and Social	<ul style="list-style-type: none"> • Frequently acts impulsively and loses control. • Displays insecure attachments. • May suffer from phobias and other psychological difficulties. • May suffer from periods of depression. • Struggling to maintain mainstream school placement. 	<ul style="list-style-type: none"> • Make referrals to appropriate external agencies through Outreach or CAF referral and act on recommendations. • Ensure increased dialogue with parents/ carers. Possibly make use of a parenting contract. • Complete a multi-agency CAF. • Support the child during unstructured periods and in lessons if necessary. 	<ul style="list-style-type: none"> • External Services or CAF referral with the possibility of working with: <ul style="list-style-type: none"> o Educational Psychologists o Family Support Worker o CAMHS o YOT (KS3 /KS4) o Checkpoint (13+) o Mayfield - Chestnut Centre (KS1 /KS2) o KS3 Pupil Referral Unit - Polsham

Self-esteem & relationships	<ul style="list-style-type: none"> • Poor relationships due to lack of trust and respect. • Negative self-image leading to poor academic and attendance levels. • Vulnerable. • Regularly challenging and confrontational. • Susceptible to risk taking behaviours. 	<ul style="list-style-type: none"> • Child should be at school action plus with regular involvement of external agencies. Consideration should be given to requesting statutory assessment. • Explore which adults have a positive relationship with the child in order to identify a significant adult who can support them. • Organise specialist interventions e.g. Triple P. • Establish appropriate behaviour intervention programmes e.g. Friends. • Organise individualised programmes e.g. adapted timetables, additional provision outside the classroom, etc. 	<ul style="list-style-type: none"> • External Services or CAF referral with the possibility of working with: <ul style="list-style-type: none"> o Health services o Parenting courses e.g. Triple P, Nurturing, Family SEAL o TYS (11+) o Attendance Improvement Officer & parenting contracts • Safeguarding hub referral coordinators
Behaviour	<ul style="list-style-type: none"> • Disruptive/ challenging behaviour impacting on safety and /or learning of self and others. • Frequent refusal to participate in learning. • Frequently involved in bullying. • Often unwilling to attend. • Number of fixed term exclusions and possibly at risk of 	<ul style="list-style-type: none"> • Ensure high level of involvement of specialist pastoral staff e.g.1-1 THRIVE and small group or 1-1 SEAL. • Carry out THRIVE and Family SEAL programmes. • Possibly arrange a managed move. • Consider partnership provision with alternative curriculum providers. 	<ul style="list-style-type: none"> • Alternative providers including vocational provision • Behaviour intervention programme training. • KS3 Pupil Referral Unit – Polsham • Mayfield School- Chestnut Centre (KS1 / KS2)

	permanent exclusion.	<ul style="list-style-type: none"> Consider referral to Children's Services (refer to 'The Child's Journey' document) Ensure key record keeping is in place to provide a trail of evidence. Implement effective transition programmes between phases and providers. 	
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Behaviour Thresholds - Level 4

	Description of Behaviour	School Role (in addition to the school's role at levels 1, 2 & 3)	Examples of Opportunities for External Support
Emotional and Social	<ul style="list-style-type: none"> History of failed interventions at levels 2 and 3 resulting in an inability to interact both socially and emotionally on a daily basis. Unable to maintain school placement. 	<ul style="list-style-type: none"> Collate evidence around a range of interventions that have been tried but have not been successful. Evaluate these interventions to inform future planning. Ensure engagement with a range of outside agencies. 	<ul style="list-style-type: none"> Partnership agreements with alternative providers. SEN Team if a child has a Statement of SEN – interim statement review. Access to KS4 Pupil Referral

Self-esteem & relationships	<ul style="list-style-type: none"> • Unable to sustain positive relationships. • Displays a high level of vulnerability. • Involved in risk taking behaviours.
Behaviour	<ul style="list-style-type: none"> • Inability to meet expectation of school on an hourly basis. • Persistently places self and others at serious risk of harm. • At significant risk of permanent exclusion or needs alternative provision.

- Actively seek to find solutions and develop partnerships to provide appropriate provision for children. Develop personalised learning programmes with external providers.
- Ensure ongoing monitoring and evaluation of provision and actively maintain close liaison with both providers and parents.
- Maintain a sense of belonging for the child within the home school community.

- Unit – Clennon and Waterside
- Specialist CAMHS
 - Parenting programmes
 - TYS
 - YOT
 - Family Intervention Programme
 - Intensive Family Support Service
 - Legal intervention e.g. education supervision order, parenting order
 - Mayfield School – Chestnut Centre (KS1 / KS2)

Appendix 7: Restorative Conversation Prompts

<h1>Restorative Conversation Prompts</h1>   	<ol style="list-style-type: none">1. Can you tell me what happened?2. What were you thinking/feeling at the time?3. How have you been thinking/feeling since it happened?4. Who do you think has been affected by your actions? How were they affected?5. What could you do now to help make things right?6. How can we prevent this from happening again in the future?7. What can I do to help you? 
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<h1>Restorative Conversation Prompts</h1>   	<ol style="list-style-type: none">1. Can you tell me what happened?2. What were you thinking/feeling at the time?3. How have you been thinking/feeling since it happened?4. Who do you think has been affected by your actions? How were they affected?5. What could you do now to help make things right?6. How can we prevent this from happening again in the future?7. What can I do to help you? 
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Appendix 8: Emotional regulation opportunities and thinking hat reflection proforma

5 point scale

	How I feel	What I do	What I can do	How can my adult help
5	Feeling angry	Angry thoughts Throw things Run out of the class. Pull chair under the table	Throw things Run out of the class. Pull chair under the table Positive thought, I can say, 'I'm Ok.' Come back on track; put my lid back on.	Offer me more time to calm Reassure me all is ok.
4	Feeling really upset	Grunt Loud Have negative thoughts and say to myself, 'I don't want to do that'	Accept a sensory, movement break. Use Kinetic sand to help me calm down.	Adult to help me, make the right choice to go to a safe place to calm.
3	Feeling I've got a problem	Slide off my chair under the table. Negative thoughts, 'I don't like it.'	Use my words to tell adult how I am feeling; show an emotion card. Say, 'stop, think and do.'	Offer a movement/sensory break. Help me make the right choice.
2	Feeling Anxious	Tapping. Fidgeting. Stop working.	Blu tack. Use waiting part. Feely mat. Accept help.	Adult to come over and offer to help me
1	Feeling Great	Feel happy. Smile. Feel calm and reaxed.	Keep working. Enjoy the feeling. Have fun.	Be nearby. Encourage me. Praise me.

Behaviour restoration and self- regulation chart - Thinking hats



What works well?

How did the last session go for me? What has been positive? What went well?



What are the limitations?
What are the barriers?

What didn't go so well? What is stopping me from continuing with your learning/playing right now?
What am I worried about?



How do we overcome this?

What's next for me? What can I do to problem solve my situation right now?

What are my next steps?

Signed Name

Appendix 9 : Individual Behaviour Support Plan (IBSP)

Name:	Class:	Date:	Review date:
What we want to see (Targets)		Strategies to maintain and support	
First signs that things are not going well			
Where this behaviour leads next			
Potential Triggers/Key times			
Signature of staff: Date:	Signature of parent/carer: Date:		

Appendix 10: Risk Assessment

Assessment completed by:					
Agreed by:					
Child or young person's name:				Class:	
Reason for assessment:					
Assessment date:					
Hazard (Potential to harm)	Person/Group affected	Likely consequence	Level of risk (High, medium, low)	Strategies (to reduce risk)	Likely frequency