Bicton C.E. Primary School and Nursery

Learning for a Lifetime

BEHAVIOUR & DISCIPLINE POLICY

Our Vision

We nurture and inspire all children in our care to flourish and develop a lifelong love of learning, becoming the best they can be.

We provide an enriching and engaging curriculum, equipping children with the resilience, confidence and independence needed for our ever-changing world. Spiritual, moral, social and cultural development will be at our heart.

John 10:10 Jesus said, "I have come that they may have life and have it to the full."

Ready, Respectful & Safe

Date of policy: September 2024

Signed by:		
Headteacher	J Ball	Date: 20/08/2024
Chair of governors	J Freeman	Date; TBC

Contents:

Appendices

The governing body of Bicton C E Primary School believe high standards of behaviour lie at the heart of a successful school than enables children to make the best possible progress in all aspects of their school life. To this end, they have an appointed link governor and committee who regularly review this policy as well as the incidents recorded in school to help them guide the Head of School in ensuring that the behaviour and discipline policy continues to be fit for purpose.

At Bicton C E Primary School, we value everyone as an individual capable of growth, change and development. Our relationships are underpinned by our Christian values of Love, Kindness, Peace, Joy, Generosity, Perseverance and Respect.

Statement of intent

At Bicton CE Primary School, we value everyone as an individual capable of growth, change and development.

As a school community, children, staff and carers are:

- respectful by considering how our actions impact others.
- responsible for our actions and choices.
- ready to be the best versions of ourselves.

Our aim is that everyone should act sensibly, show respect and politeness, and be kind and considerate towards others at all times. We aim for every member of our school community to feel valued and respected and for each person to be treated fairly.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Mental Health Policy outlines the specific

procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

BELIEFS AND VALUES

- At Bicton C of E Primary School and Nursery we believe each day is a NEW START.
- We are a caring community, whose values are built on mutual trust and respect for all.
- Learners at Bicton can expect to be met with adults who are calm and consistent.
- Our Behaviour Policy is based on the principles that all members of the School can live and work together in an environment where everyone is supported and feels happy, safe and secure.
- As a school, we consider the views of all stakeholders and regularly review our policy and practice, ethos and expectations related to behaviour.
- We have high expectations of our pupils and staff. We expect all our staff to model high standards of behaviour, when interacting with the children and with each other, as their example has an important influence on the children.
- We believe that classroom management and teaching methods have an important influence on the children's behaviour and attitudes towards their learning.
- We recognise that the relationships between teaching staff and children, strategies for encouraging good behaviour, access to the curriculum and resources and classroom displays all have a bearing on the way children behave.
- We value the partnership with parents and guardians, which is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with any problems or issues.

1. Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Executive Headteacher will be responsible for:

- Leading the ethos of the policy.
- Providing the leadership and management which enable the school to give every pupil high quality education, and which promotes the highest possible standards of achievement and well-being.
- Having regard and respect for the church school ethos and uphold and support the Christian Distinctiveness.
- Ensuring the ongoing development of an organisational structure which enables effective and efficient operations.
- Promoting and maintaining a culture of high expectations.
- Reporting to the governing body, at least annually, on the effectiveness of the policy.
- Being the only person authorised to exclude a child.

The Head of School and members of the Leadership Team, will be responsible for:

- Ensuring the health, safety and welfare of all children in the school.
- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Implementing the school behaviour policy consistently across the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Keeping records in accordance with the requirements of this policy.
- Investigating specific incidents.
- Reporting to/meeting with parents/carers when necessary.
- Monitoring behaviour on the playground and in the dinner hall during lunch break.
- Attending regular training to update their skills with regard to behaviour management and communicating / sharing any training with other members of staff, as appropriate.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

- Supporting behaviour management in line with the Mental Health Policy.

The SENDCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment through offering a curriculum that enables pupils to engage and effectively plan and prepare each teaching session.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing a class charter at the beginning of the year to give pupils greater ownership of the rules put in place.
- Working in partnership with parents/carers, informing them of their child's welfare or behaviour.
- Pre-empt triggers to behaviour and plan for success. Use behaviour plans and reviews to recognise triggers to new and persistent behaviour.
- Ensure their actions follow school policy.
- Take advice when necessary from their Head of School/SENDCo or Executive Headteacher.
- Work with the SENDCo to create behaviour plans if these become necessary for certain children. It is the teacher's responsibility along with the SENDCo to communicate this plan to parents, gain their views and communicate it/make it available to other members of staff in school (Tas, HLTAs, admin, caretaker, supply and other teachers).
- Compete risk assessments for any children in their class who they feel (in consultation with the SENDCo) presents a risk to themselves or others and therefore needs a risk assessment e.g. children who are harming others regularly; running away; failing to comply with safety instructions etc.

- Attend regular training to update their skills with regard to behaviour management and communicate and share any training with other members of staff, as appropriate.

All members of staff, including teaching, support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
- As authorised by the Head of School, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Promoting positive behaviour at home in order to have continuity between home and school.
- Promote the value of following school rules and ensure your child knows that you have high expectations of their behaviour in school.
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour and their emotional well-being.
- Communicate with the school if their child has any complex needs or relevant background information which may affect how staff at school deal with their child in relation to behaviour management. Be as open and honest as possible with the school regarding any adverse childhood experiences which may impact on your child's emotional development. Any information shared will be handled in the strictest confidence.
- Inform the class teacher if they feel the behaviour of another pupil is impacting on their child's emotional well-being.
- Support the school by trusting its systems to effectively manage behaviours that may have affected their child, and to understand that we cannot share details of any specific children's needs or consequences handed out to other children.
- Support the school when reasonable consequences have been handed to their child.

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school

within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher review staff training needs frequently, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring. Incidences of unacceptable behaviour, at level 2 or above (see Appendix 1 for levels), will be recorded on CPOMs by the relevant staff member.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the Designated Safeguarding Lead (DSL), may be provided alongside the use of sanctions to prevent the misbehaviour recurring.

After an incident of negative behaviour, staff will use their professional judgement and experience to determine what is an appropriate sanction in line with the school behaviour levels detailed in Appendix 1:

- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan or other appropriate strategy will be put in place.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Head of School.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

6. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. Recording of behaviour incidents on CPOMs ensures relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Providing mentoring and coaching
- Short-term behaviour report cards
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil.

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive, respectful behaviour will be taught to all pupils, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly on the playground before coming into school.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. Staff will focus heavily on forming positive relationships based on mutual respect, predictability, fairness and trust to allow all staff to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

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

- Appearing calm and using a modulated, low tone of voice – using the suggested script (see Appendix B)
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space.
- 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.
- Offering the pupil a face-saving route out of confrontation.
- Rephrasing requests made up of negative words with positive phrases.

Physical intervention

In line with the DFE's Use of Reasonable Force in Schools document, staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the DFE's Use of Reasonable Force in Schools document. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the Executive Headteacher

as to what behaviour constitutes for an exclusion or suspension, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Head of School will request that the pupil's class teachers set them appropriate work to complete.

The Head of School will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

7. Sexual abuse and harassment

The school will not tolerate any form of sexual abuse and harassment. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Safeguarding and Child Protection Policy.

The school will respond promptly and appropriately to any sexual abuse or harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual abuse or harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

8. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Searching, Screening and Confiscation Policy.

All members of staff can use their power to search without consent for any of the prohibited items listed in the policy. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

9. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Head of School will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these regularly. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent to create a productive and enjoyable environment.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.

- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will be appropriate school related rewards such as (but not limited to):

- praise
- stickers
- star of the lesson
- display of good work
- class recognition
- Collective house points
- Dojo points
- House Captain's choice award
- Head's (Golden Book) Award
- sharing work
- comments on work
- comments on post-its
- verbal comments to parents
- certificates in Achievement Worship

These will be given at the teacher's discretion.

10. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.

- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

11. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be monitored and objectively analysed by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

12. Monitoring and review

This policy will be reviewed by the SLT on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2025.

Appendix A - Bicton Primary School-Behaviour Sanctions

Note: In line with the Federation's equality policy, any sanctions applied will take into account individual pupil circumstances and needs – the following is a guide for staff to use when applying sanctions

LEVEL ONE What has the pupil done?	What do we do? **Actions such as;**	Who is mainly involved?
Things like: • Forgotten equipment • Not done homework • Not handed in homework • Insufficient classwork • Shouting out • Chatting instead of working • Interfering with others learning • Unwelcome teasing / Unwelcome/non-malicious, name calling • Thoughtless unkindness • Generally poor behaviour - not what is expected • Mild foul language probably reported by a child	• Verbal reminder of expected behaviour • Sent out of class for a few minutes • Sent into shared / group area to work • Sent to stand by wall if breaktime / games lesson • Kept in at break /lunchtime to make *up* work	Class teacher Teaching Assistants
LEVEL TWO		
• Continual repetition of level one / no improvement at level one • Failure to do consequence given by class teacher • Foul language • Minor damage to property , e.g. snapping pencils • Rudeness • Pushing/minor physical interaction – maybe by retaliating (non-intentional) • Malicious name calling and banter • Deliberate disruption of others' learning	• Warning from adult • Serious talk by teacher • Serious talk by headteacher/deputy headteacher/teacher in charge • Lunchtime detention • Record on CPOMs • Report (1 week) • Longer term withdrawal from class / isolation for up to half a day	Class teacher Head/Deputy/Teacher in Charge Parent/s Responsible Governor
LEVEL THREE		
• Failure to improve at level 2 • More than one report in half a term • More than 1 lunchtime detention in half a term • Physically / purposefully hurting another person • Bullying • Purposefully putting self in danger, including online. • Significant damage to property	• Report to headteacher/deputy headteacher/teacher in charge • Lunchtime detentions • Letter home • Parents informed • Withdrawal of privileges related to the misdemeanor related to the behaviour • Report – up to one month • Record on CPOMs • Longer term withdrawal from class / isolation for over half a day	Head/Deputy/Teacher in Charge SENDCo Parents Outside agencies

Level 4&5 PTO

LEVEL FOUR		
• Failure to improve at level 3 • More than one report in half a term • More than one parent referral in half a term • More than 1 week lunchtime detention in half a term • Unprovoked physical or threatening behaviour resulting in injury • Bringing alcohol or illegal substances into school • Physically / purposefully hurting a member of staff • Abuse related to protected characteristics, e.g. racism, sexism, homophobia	• Referral to behaviour support • Report - one month • Letter home and parent meeting with class teacher & Head. • May involve outside agencies • Fixed term exclusion • Further fixed term exclusion • Formal warning of possible permanent exclusion • Record on CPOMs	Head/Deputy/Teacher in Charge SENDCo Parents Outside agencies
LEVEL FIVE		
• No improvement at Level 4	• Formal meeting with parent/s which may lead to permanent exclusion	Head Parent/s Reported to LA and Chair of Governors

Scripts for use in school

Scripted interventions are noted to be a fundamental building block of classroom behaviour management. This type of intervention is useful when you become aware that a pupil is beginning to refuse or become non-compliant. After trying a few small nudges to get them on task, if you are not getting anywhere, it may be time to turn to a pre-planned script. The script gives you a clear plan of how you can get into the interaction with the pupil, deliver your message effectively and without causing any unnecessary anxiety or miscommunication. The script gives you all you need to be sure you can make this intervention a positive one. Consistency is key, as is tone of voice and expectation. When addressing a pupil or when addressing a pupil's behaviour, it is important to address them and not the whole class. Engage with the pupil at their level, kneel down or sit alongside them and talk calmly and directly to them, without involving the class as your audience. Limit the language you use… this is important as the low level behaviour being displayed may be due to an overload of information and through you talking more, you only add to the overload of information.

If you spot behaviour escalating such as the pupil getting louder, moving about more, becoming unsettled or struggling to stay on task it is best to, quietly and calmly, ask if they need more clarity about the task they are working on? Remember that behaviour is communication, ask yourself… "what is the pupil trying to communicate here?" Are they angry, frustrated, upset or confused and anxious about what they are required to do? These low-level behaviours are typically the first sign of the pupil struggling to process the information or demands of the task/environment they are in. They may need a sensory break, or opportunity to refocus. This could be a short 'organising proprioception' activity (Appendix 1A) which will help to get the pupil back to the 'just right' state to focus on the task in hand. It is important to identify any triggers to the behaviour such as time of day, any particular lesson or certain demands being placed. Generally, we are unaware of what environment the pupil has come into school from. The demands of home may have already placed the pupil into an 'information/sensory overloaded' state by the time they arrive to school and the demands we place only add to their stress.

If you notice any of these 'low level' behaviours, begin by 'connecting' with the pupil before 'correcting' them;

• Open well and do not start a dialogue with an open question – "I notice that you've not found it easy to start this morning/afternoon." Physical approach – kneel down next to the child, pull a chair up or stand at the side of the classroom side by side with them – preferably have the child looking down at you

• Refer to why you are there – "You know if you're struggling or if you're not sure what you need to do, you can come and ask me? "Do you know what you need to do?" it may be that all the pupil needs is a gentle 'nudge' to get going. They may be struggling to follow verbal instructions, using an aided learning display (ALD – Appendix 1B) will help them to stay on task and promote independence by having the list of things they need to do to be successful written down for them. This can be an individual ALD or a group ALD.

• If you feel the pupil is struggling to focus and may need a short sensory break or some time to refocus it is important that you encourage this. A short timed sensory break can help to

regulate and refocus the pupil and help them get back on task. Sensory breaks are short activities which can be used on their own or form part of a pupils 'sensory diet'.

A sensory diet is a planned and scheduled activity program that includes a combination of alerting, calming, and organising activities.

The body needs food evenly spaced throughout the day. Similarly, it needs a 'diet' of activities to keep levels of alertness 'just right'. A nutritional diet is what we eat and when we eat it, a sensory diet is what we do and when we do it. A sensory diet ensures the individual has the right amount and the right sort of sensory stimulation throughout the day. In other words, to achieve the right level of alertness (the calm – alert state) for different tasks.

Levels of alertness need to be 'just right' to allow effective:

• listening and attending

• learning

• demonstration of knowledge

• interaction with others

• interaction with the environment

• self- control

• self esteem

diets are very effective when done every day at regular intervals. They are less effective when used only occasionally e.g. as a response to someone who has become very under or over stimulated.

Once you have addressed the initial low level behaviour with the pupil and elicited whether they needed more clarity or a short sensory break ask if they are happy to continue now they are clearer in what is required and allow them to move on.

Continued low level disruption Consider the situation if you have to intervene with a pupil for a second time in one lesson. The first time you spoke to them, you attempted to make a connection with the pupil, offering support, advice to move forward and continue with the task. You offered to explain what was required again for clarity or recognised their need for a sensory break, to regulate/refocus.

Unfortunately, the student needs further intervention. In these situations, there are always those pupils who find it difficult to start a task, remain on task and finish the task. The 'go to' attitude is that all pupils need to be treated the same, if one gets away with it, it's not fair on the others and therefore a sanction is offered. This is where we promote equity over equality. It is fair to have the same high expectations of all pupils, however pupils will naturally meet these expectations in different ways. In being equitable, we are giving the pupil the best opportunity to offer their best work in a way which suits them. Some pupils will need sensory breaks throughout the day, it is important to pre-empt this and build sensory breaks in for pupils that you recognise need movement opportunities to help focus. Other pupils will naturally be able to focus for longer periods. Some pupils will need the comfort of an adult's

direction through the task to ensure they are 'getting it right', in these instances it is important to offer that reassurance, slowly building up there resilience by breaking the task into chunks and regularly checking in.

It is remiss of us as professionals to consider those children who need extra support, above and beyond, as pupils who are 'getting away with it' or 'being rewarded'. Before we ask 'why can't they do it', we need to ask, 'have I given them every possible opportunity to be successful?'

Inevitably, at points of repeated intervention it is typical to offer a consequence … such as missing time at break. We have to consider the children we have in our class, their individual learning style and the demands we place. We need to be equitable, some children are working harder to concentrate, stay on task and use the information they have received which may cause moments of distraction, lack of concentration or apparent fidgetiness due to overload. Break time for these pupils is the most important time of the day, a time when they can socialise, play and self-regulate. If we are not going to offer a pupil to miss 5 minutes of English so they can self-regulate, it isn't fair to sanction them with missing 5 minutes of break.
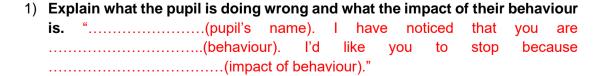
> When addressing the pupil for a second time;

> • Think carefully about the language you use, be positive and direct in what you expect.
> "…………………… (pupil's name). I thought you were happy with what you needed to do to complete the task?" you have all the equipment you need, you are clear in the outcomes, have a list of the instructions (ALD)/have had a sensory break to refocus and understand how long you have to complete it."

> > • "Can I offer any more help?"

> > • "Are you good to go?"

> > • "Wonderful… I'll check in with you in 5 minutes."

<u>Acknowledge compliance and praise them.</u>

> "Thank you ……………………(pupil's name). I am really pleased you decided to make the right choice. Well done, I can't wait to tell ……… what a great choice you have made"

For the majority of children the second intervention will be enough to redirect them back to task. For some however we need to be aware that there may be a greater need at hand. If the non-compliance, demand avoidance and refusal is persistent and over time, it is time to explore the potential of a specific barrier to learning. This may be a sensory dysregulation, processing issue or specific learning difficulty. Considering a discussion with the SENDCO to <u>help to rule in or out the potential of these is the next step.</u>

<u>Script for use at playtime/lunchtime</u>

> 1) **Explain what the pupil is doing wrong and what the impact of their behaviour is.** "……………………(pupil's name). I have noticed that you are …………………………..(behaviour). I'd like you to stop because ………………………………(impact of behaviour)."

e.g.: "Sally. I have noticed that you are calling Hannah 'Smelly'. I'd like you to stop because it is unkind and it is upsetting her."

"Tom. I have just watched you grabbing Andrew's arm. I'd like you to stop because this is dangerous and you might hurt him."

2) **If they continue, give a clear warning**.

"…………………(pupil's name). If you continue I will need to speak with your class teacher."

e.g.: "Sam. If you do that again, you will have walk with me at playtime for 10 minutes."

"Emma. This behaviour has been going on for a while now. I'm worried that we will have to explain this to your class teacher if you carry on."

3) **Allow take up time or thinking time.**

"I am going to leave you to think about what choice you would like to make. I will come back and talk to you in a moment and I want to catch you playing kindly."

e.g.: "I'm going to help Paul for a minute so you can think about what choice you're going to make. When I come back to you I need to see that you've picked up the food from the floor."

"I'm going to wait here so you can come and show me you are sorry when you are ready. I'll come back to you in a minute or two."

4) **Acknowledge compliance and praise them.**

"Thank you ……………………(pupil's name). I am really pleased you decided to make the right choice. Well done."

OR Continue with the consequence given in your warning.

"OK ……………………(pupil's name). Because you have chosen to continue to……………………(behaviour), I am going to ………………………………(consequence)."

e.g.: "OK Ella. You've chosen to carry on play-fighting. We'll are to go and speak with head of school to see what they think should happen next."

All incidents L2 and above MUST be recorded on CPOMS and Head of School and Executive Headteacher notified.

What is a Sensory Diet?

A sensory diet is a planned and scheduled activity program that includes a combination of alerting, calming, and organizing activities.

The body needs food evenly spaced throughout the day. Similarly, it needs a 'diet' of activities to keep levels of alertness '**just right'**. A nutritional diet is what we eat and when we eat it, a sensory diet is what we do and when we do it. A sensory diet ensures the individual has the right amount and the right sort of sensory stimulation throughout the day. In other words, to achieve the right level of alertness (the calm – alert state) for different tasks.

Levels of alertness need to be 'just right' to allow effective:

• listening and attending

• learning

• demonstration of knowledge

• interaction with others

• interaction with the environment

• self- control

• self-esteem

Sensory diets are very effective when done every day at regular intervals. They are less effective when used only occasionally e.g. as a response to someone who has become very under or over stimulated.

A sensory diet should consist of 4 or 5 appropriate activities designed to calm, alert or organise. If a student's levels of alertness are very high when starting the diet, it's probably a good idea to begin with a reasonably energetic activity and decrease the level of energy with each subsequent activity to lower the level gradually. Reverse this principle for a student who begins with a very low level of alertness.

Sensory Snacks or Movement Breaks

Choose one activity from the proprioceptive calming, alerting or organising list as a 'top up' between sensory diet sessions, if required.

What activities should be included in a sensory diet?

Sensory diets should include activities to calm or alert the identified dominant senses. For the majority of people the most dominant senses will be proprioception, vestibular, auditory and tactile. Hyper and hypo sensitivities in these areas can be successfully work on through sensory diets. Gustatory and olfactory sensitivities are probably best addressed in other ways e.g. through desensitization programmes, opportunities to experience a range of tastes and/or smells.

A sensory diet should generally include 2 or 3 activities for proprioception, 1 or 2 for vestibular, auditory or tactile if required. It is ok for the diet to consist of only activities for proprioception if no other real sensitivities have been highlighted in the sensory profile.

How do you know whether to use alerting or calming activities?

When senses are hypersensitive they need calming activities to help bring them back to 'just right'. When they are hyposensitive, alerting activities should be included in the sensory diet.

Remember though, use your judgement e.g. don't include calming activities if a person clearly is already lethargic or floppy.

Proprioceptive activities are very powerful. They can calm, alert and organise. It is a good idea for any sensory diet to include 2 or 3 proprioceptive activities. For a child identified as a sensory seeker the diet could consist totally of proprioceptive activities. Remember you can't 'get it wrong' with the organising proprioceptive activities – they work to 'organise' hyper and hypo sensitive individuals.

Example Sensory Diet;

	Sensory focus e.g. proprioception	Activities	Time /repetitions
1	Proprioception	Pushing against wall with hands	20 times
2	Proprioception – organising	Crawling through a play tunnel	2 times
3	Vestibular - alerting	Popping bubbles across the mid bodyline	2 minutes
4	Auditory – alerting	Music with unpredictable rhythm/upbeat music	2 minutes
5	Tactile - alerting	Feeling for objects in a tub/box.	2 minutes
Frequency	Twice a day – when .... arrives and immediately after lunch		

It is important to note that sensory activities and a sensory diet should only be implemented in consultation with the SENDCO and usually with guidance from an external advisor e.g. an LSAT. The LSAT will determine which activities are suitable and also if it is more appropriate to seek further, more specialist advice

Activities to include in Sensory Diets

Proprioception
Calming, Alerting and Organising. **The organising activities can be used with both the calming and the alerting activities.**

Alerting

Bounce on therapy ball

Arm circles – arms outstretched 10 circles each way

Jumping on a trampoline

Star jumps

Jogging

Running, skipping (1 or 2 minutes)

Animal walks – crab walks/wheelbarrows

Side walker - outside gym equipment

Calming

Pushing against walls with the hands, shoulders, back, buttocks, and head

Pushing/pulling weighted items

Weights/water bottles/tins held in extended hands for a few seconds – repeated 15 times

Ball squash – student lies on stomach, adult rolls a gym ball over them

Massage

Push a gym ball up and down a wall

Chair push ups

Manipulating putty – twisting pulling, rolling

Drinking thick liquid through a regular straw

Low level vibration is calming. Use the massagers on the back, arms, and legs.

Organising

Log rolls on a mat - rolling with arms extended above head

Air walker – outside gym equipment

Rolling over a gym ball

Crawling through a play tunnel or under a blanket

Blowing (oral motor) – feathers off a hand, ping pong ball across a table

Ribbons or scarves to make large figure eights in the air

Popping bubbles across the mid body line

Pushing or pulling heavy loads – carrying heavy backpacks

Hanging by arms or climbing

Tug of war

Stretchy material/band – push/pull use with arms and/or feet (put around 2 legs of a chair and use feet to push band forwards

Wheelbarrow walking

Eating chewy foods or chewing on commercially available items such as Chewy Tubes or Chewelry

Exercise bike

Vestibular	
Alerting	**Calming**
Changes in speed and direction	Linear, predictable, repetitive - head moving in straight line i.e. rocking chair, bouncing up and down, gentle linear swinging - allow child to direct
Change of head position	
Outside gym skier (side to side)	
Swinging (tyre swing with lots of directional changes)	Rocking
Sliding, sliding on blanket	Swinging slowly on a swing chair
Popping bubbles across the mid bodyline	Scootboard in a linear direction
Hanging upside down over a gym ball???	
Somersaults	
Sitting on a gym ball reaching for objects either side – gradually increase distance out to sides	
Scootboard with directional changes	

Visual	
Alerting	**Calming**

Spinning toys	Set up visual blinds with sheets over cluttered areas
Glitter sticks	Time in a black out tent
Bubble tubes	Cool colours on walls or dimly lit rooms allow visual breaks in a dark room looking at fish tanks, snow globes, lava lamps or other slow moving visuals bubble tube
Lava/gel toys	
Roll a clear ball with moving objects inside	
'Busy' puzzles - jigsaws	
Where's Wally? Books	
Picking up smarties/buttons etc from a busy background e.g. sheet of wrapping paper	

Tactile	
Alerting	**Calming**
Light touch	Firm pressure on skin – longer duration
Tickling	Hold hand firmly
Hot or cold food (strong temperature)	Avoid unnecessary touch and forewarn of necessary touch
Playing in textures (rice, sand, beans, finger painting, playdough	Wear compression vest/ weighted blankets etc
Go barefoot, use textured towels/ blankets/ objects	Brush hair
Choose crafts with touch feedback (gluing, clay moulding, etc)	Head massaging tool
Playing with 'fidget toys' for hands, such as small koosh balls, blue tack, paper clips, rubber bands	Hands on shoulders and firm pressure
Stroking rough and prickly textures or soft textures.	Pupil to place hands on own head and push down
	Roll a gym ball up and down a student's body whilst they lie on the floor – firm pressure
	Hand massage
	Squeezing stress ball or other resistant materials such as putty or clay
	Putting hands into container of beans or rice

Auditory	
Alerting	**Calming**
Strong intensity or changing sounds	Calm rhythmic music,
Music with unpredictable rhythm/upbeat music	Nature sounds – water, waves, birds
	Time in a quiet space
Drumming	

Appendix D

Top Tips For Implementing An Attachment Aware Approach

Small actions can make a big difference!

Even smiling at/greeting a CYP on their way into school can really add to their sense of belonging/ feeling liked, respected and valued.

Don't expect immediate results or returns!

A CYP might be very dismissive of you behaving in a kind/empathic manner towards them, but this doesn't mean that your actions weren't important, or valued! It may just mean they are not in a good place to be able to receive kindness and/or that they need lots more experiences of this positive approach/kind behaviour to even begin to internalise a positive sense of self.

Expect sabotage from some CYP and name it, where appropriate

Dan Siegel's 'Name it to tame it' and use the wondering aloud techniques taught in Level 1. For example, "Amy, I am wondering if you trashed the room because it feels like too much pressure on you to keep showing such good behaviour all morning, and maybe you are scared of disappointing me or yourself?"

Recognise that what you feel is a likely indication of how the CYP feels

If you feel helpless/stuck/frustrated/angry, this is often an important indication of how the CYP is feeling inside and what they are projecting out.

Be cautious around suggestions of a 'fresh start'

Often people start to look for fresh starts such as another school for a CYP when they feel stuck. Don't assume anyone else will be able to manage the behaviour any better/ feel less stuck! The problem just becomes someone else's to deal with! Always consider whether this is really best for the CYP. Often CYP who unconsciously push others away through their behaviour are the ones who have experienced the most rejection and are most successful at being repeatedly rejected/ excluded.