

# Callands Community Primary School



## Behaviour Policy

|                               |                |
|-------------------------------|----------------|
| Date                          | September 2023 |
| To be revised                 | September 2024 |
| Signed on behalf of GB by COG |                |

## **Contents:**

### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Staff induction, development and support
5. Praise and Rewards
6. Effective classroom management
7. Managing behaviour
8. Prevention strategies, Interventions, and sanctions for serious unacceptable behaviour
9. Sexual abuse and discrimination
10. Smoking and controlled substances
11. Prohibited items, searching pupils and confiscation
12. Discipline Beyond the School Gate
13. Data collection and behaviour evaluation
14. Protocols
15. Monitoring and review

### **Appendices**

- A. Supporting children with Social, Emotional, Mental Health or Well-being Needs
- B. Behaviour Pathways – Consequences and Sanctions

## Statement of intent

Callands Community Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- An environment where behaviour management does not impact on teaching and learning time.
- Working towards a culture where staff satisfaction in their role and workplace is high.

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 Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

## 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 (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) '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-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

## 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, gender identity, 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 headteacher will be responsible for:

- 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.

- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- 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 SEMH Policy.

The SENCO 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 SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- 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.

All members of staff, including teaching and 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.

The relevant figures of authority include:

- SENCO.
- Headteacher.
- Subject leader.
- As authorised by the headteacher, 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:

- 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.

## Definitions

For the purposes of this policy, the school will define “**serious unacceptable behaviour**” as any deliberate 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, gender identity, 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 purpose of this policy, the school will define ‘**moderate unacceptable behaviour**’ as any behaviour or action that leads to health and safety issues, hurting someone without intent but as a result of doing the wrong thing.

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
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- 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.

## **Staff induction, development and support**

### **Staff Training and Development**

We commit to the continuing professional development of staff through robust procedures, including training, performance management and induction. This ensures that all staff are accountable for their decisions, adhere to school rules and protocols and consistently demonstrate school values. Staff receive specific training on how to teach behaviour management within school, this is standalone and repeated throughout the year.

### **Staff Induction**

We are committed to ensuring that all new staff are fully aware of all policies and routines to ensure consistency. As part of the induction process, new members of staff are introduced to the school's procedures. Protocols are clearly demonstrated to support understanding and maintain high standards amongst staff and pupils.

## **Praise and Rewards**

At Callands we understand that the most effective relationships are built on security, boundaries and trust, therefore we endeavour to provide this for all pupils in our school. We believe that behaviour itself is a curriculum and that children need to be taught how to manage and adapt their behaviour appropriately. Teachers demonstrate positive attitudes and praise. We believe that children and young people in our school require a behavioural, social and academic education which prepares them to make informed and rational choices, with a positive perspective, accountability and resilience for life.

We recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Rewards can be awarded to acknowledge or reinforce any positive aspect of the behaviour policy. They can also be awarded for achievement or effort in lessons, for contributions to discussions. They can be awarded for a gradual improvement or a significant events.

There are a number of options for rewards to be given to pupils. These include:

- In Reception, praise points are awarded and a token (lollipop stick) will be placed into a bag which is clearly labelled for each child. This allows children to see them being rewarded using physical rewards. These will be counted and certificates awarded.
- In KS1 and KS2, praise points will also be awarded. They will be recorded in a Praise Point booklet or class sheet and certificate awarded when certain numbers of praise points are achieved.
- Children can also be awarded stickers for positive attitudes to learning.
- WOW moment Pings can be awarded for recognition of exceptional effort and achievement (with no praise point/basketball shot value). A Ping is sent to the child's parent/carer to explain what it has been awarded for. This Ping should be very brief to ensure that the WOW moment Ping is manageable and not a significant addition to the teacher's workload.
- Each week a member of each class will be awarded Star of the Week. These children will be celebrated weekly and recognised for their sustained effort, achievement and behaviour. These awards are earned over time and not as a result of one event.
- Pupils who demonstrate exceptional effort, work or behaviour will be recorded in the Golden Book and the headteacher will mention them in celebration assembly.

## **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 behaviour expectations, 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".

### **Whole School Rules**

- Be Ready
- Be Safe
- Be Respectful

### **Whole school Routine for Listening**

- 1- Stop what you are doing
- 2- Put everything down
- 3- Eyes on me

### **Positive teacher-pupil relationships**

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

We recognise that specific praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers 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.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour- additional information can be found in our Anti-Bullying, Bucket Filling Fill-osophy Policy. 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.

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. These routines can be found towards the end of the document.

| Number | Protocol                 |
|--------|--------------------------|
|        |                          |
| 1      | Movement around School   |
| 2      | Start and End of the Day |
| 3      | Lunchtime Routine        |

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 daily. 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 and are practised throughout the year to create a more productive and enjoyable environment.

### **Behaviour curriculum**

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, 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 outside the classroom before a lesson.

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.

At Callands we follow the 'My Happy Mind' curriculum. The children will learn about three key parts of their brain; Hippocampus, Amygdala and Prefrontal Cortex. We call them Team H-A-P for short and they each have a special role: Hippocampus - is like a scrap book storing our memories and things that we learn. Amygdala - is there to react to keep us safe when there is danger. It cannot assess danger though, it can only react if it senses it by fighting, freezing or fleeing! Prefrontal cortex - Helps us to make decisions, understand different perspectives, solve problems, analyse and make choices. The key concept here is that we can be at our best when Team H-A-P are working together. When we feel stressed or worried, Team H-A-P cannot work well together and our Amygdala will take over and cause us to react (without thinking) rather than respond (assessing our actions before we take them). When we feel stressed, worried or sense danger the Amygdala takes over and Team H-A-P don't work well together. This happens because the oxygen supply goes straight to the Amygdala which, effectively shuts down the Prefrontal cortex and Hippocampus and the functions that they help us to perform. The children

learn that when this happens, the best thing that they can do is something called Happy breathing, this is slow calm breathing and is scientifically proven to help calm the mind especially, the Amygdala.

### **Going to the Toilet during lessons**

All pupils will have regular opportunities to use the toilet facilities during the day. Learning time should not be interrupted due to toilet visits. Children with medical evidence will be able to access the toilet as per their needs, one at a time.

### **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.

## Managing behaviour

At Callands we recognise that public praise tends to lend more weight to the praise, and it encourages others to emulate whatever was great. Additionally, public criticism tends to trigger a defensive reaction and make it much harder for a person to accept they've made a mistake and to learn from it. Therefore, we use the **Praise in Public principle (PiP)** and **Reprimand in Private principle (RiP)**.

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.

The behaviour lead will monitor reported incidents of poor behaviour to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable. Our behavior pathway outlines the rewards which our children will receive and the most likely situation they will be awarded for, as well as an overview of the sanctions that will be issued within certain scenarios. We have adopted a graduated response with increasing gains with rewards and severity for sanctions. See Appendix B.

### Communicating with children:

We aim to minimise the attention given to poor behaviour and enable children to develop positive behaviour through a range of strategies, generic and individual. All staff will utilise classroom management strategies and use positive approaches to support pupils to make the right choice. If re-engagement strategies have been unsuccessful and the child's behaviour is impacting on teaching and learning staff will use the following procedure:

#### To help me achieve my best the adults will:

1. Give me an 'instruction' (Positive command)
2. Give me a 'directed choice' (limited)
3. Give me a 'consequence reminder' (discreet)

### Removal from Classroom

Removal is where a pupil is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the current learning task in a supervised setting, i.e. in a partner class as part of our reflective process. Where removal is used as an opportunity to reflect, it may last up to five minutes for a child in KS1 or ten minutes for a child within KS2.

In the event that removal occurs to maintain the safety of a child, then this may last for a longer period of time. During this time, the child will be supervised by a trained adult and educational task will continue where possible. Once the child has had sufficient time to self-regulate, then a restorative conversation will take place and they will be integrated back into the classroom with support from a teaching assistant.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Extensive support will be given to the child and their family by the Team Around the Child with an aim to improve behaviour so they can be integrated and succeed within the mainstream school community.

### Restorative conversation script:

Following incidents of poor behaviour, it is imperative that the adult who initially dealt with the behaviour should conduct a restorative conversation with the pupil. Comic Strip cartoons can be used with our younger children or children with SEND to support their understanding. This will help to ensure that the relationship between adult and

pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. Class teachers need to be made aware of any incidents of poor behaviour if dealt with by another adult.

Steps to take when a child has displayed negative behaviours and their name has been added into the behaviour log.

1. What happened?
2. How did this make you feel?
3. What can you do next time you feel that way?
4. Identify the good and bad choices.
5. Identify what needs to be done to fix things.

The incident will be recorded on CPOMs. Depending on the severity of the incident, further consequences may be appropriate. For example, time spent in a different classroom or loss of break time.

All logged incidents of behaviour will be reviewed by SLT.

### **Pupils with persistent inappropriate and or/challenging behaviour:**

At Callands, we expect the above procedures will be effective in managing behaviour for the overwhelming majority of pupils. However, where this is not the case, additional support will be put in place to enable them to access the curriculum.

In most cases where a pupil has repeatedly demonstrated inappropriate behaviour, the next step will be to implement an Individual Behaviour Support Plan. Staff members who are involved with the pupil (class teachers, classroom assistants, SENco, Behaviour lead,) will meet together to discuss strategies and a plan will be written.

The Individual Behaviour Support Plan will:

- Give detailed analysis of the stages of inappropriate behaviours seen.
- Take into consideration any SEMH needs.
- Clearly outline the actions to be taken by ALL adults at each stage.
- Highlight the importance of meeting with parents to share the initial plan and amend accordingly.
- Give clarity on the sanctions and rewards involved.
- Take into consideration that a reduced timetable or access to The Sensory Room may be needed for pupils finding a full day difficult to manage. (This decision will be made by the HT, DHT or AHT.)
- Be reviewed every six weeks with parents and adapted accordingly.

Where appropriate, discussions with the pupil involving the HT, DHT or AHT will be held to explain the plan. Sharing of the plan with all adults working with the pupil is the responsibility of the class teacher. For GDPR and general privacy reasons, paper copies of the plan must be kept to a minimum. One copy should be kept discretely in the classroom for all staff to refer to when needed.

In addition to the plan, there will be a sticker chart for the child based on their unique interests to record their progress across the day.

These charts will:

- Be completed by the class teacher after each session.
- Be commented on/signed by the class teacher at the end of each school day.
- Be sent home to parents each day for signing/comments.
- Cover one week per card.

### **Nurture provision (Sensory Room)**

The Sensory room is used for our Nurture provision and encompasses a number of different roles within the school in terms of behaviour support. The space provides both a safe area for pupils to use in times of difficulty and an area used to promote and reinforce positive behaviour changes. In some cases, pupils may need to access The Sensory Room daily as part of their timetable, working 1:1 with a member of the Pastoral team. Within the Sensory room, pupils are given opportunities to develop their social and communication skills, which is formed following a boxall profile of each pupil working there. This will be for an agreed period of time, before the pupil can then return to learning within the classroom. The Pastoral team work with individual pupils and utilise the Sensory space to carry out interventions and therapy sessions.

### **Suspension and Permanent Exclusion**

As a tolerant, supportive learning community suspension and permanent exclusion will only be used as a last resort and will only be used in line with current DfE guidance. The school does not wish to suspend or permanently exclude any child but recognises that sometimes this may be necessary. The Headteacher is the only person who can suspend and permanently exclude a child. When a child is at risk of suspension or permanent exclusion, we follow the DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England'.

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.

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

## **Prevention strategies, intervention, and sanctions for serious unacceptable behaviour**

### **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 simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- 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, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

### **Physical intervention**

In line with the school's Physical Intervention Policy, trained members of 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 Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, 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.

### **Transition**

#### **Inducting incoming pupils:**

At Callands we support incoming pupils to meet behaviour standards by offering an induction process to familiarise children 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 will be transferred to relevant staff at the start of the term or year.

## **Sexual abuse and harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

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

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

## **Smoking and controlled substances**

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

## **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 Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

## **Discipline Beyond the School Gate**

In the home school agreement pupils agree to represent the school in a positive manner. This conduct applies 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 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 off the school premises that, irrespective of the above: 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 or could disrupt the orderly running of the school.

Any behaviour witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying, Bucket Filling –Fill-osophy Policy.

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.

## **Data collection and behaviour evaluation**

We use the CPOMS system to record safeguarding concerns and behaviour incidents. This allows timely sharing of information, a joined-up approach and early identification of any issues. It also enables data to be robustly and purposefully integrated by the behaviour lead. Staff are all trained as part of our CPD offer. Our Behaviour lead

analyses the data to ascertain patterns and to not only prevent further occurrences of negative behaviour, but to also ensure effective support is given at the earliest opportunity. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.



### **Protocol 1 – Movement Around School**

- Children should line up silently, facing the correct direction.
- A member of staff will lead the children at the front of the line and when possible, another member of staff will position themselves at the end of the line.
- Children will walk slowly and silently, one behind the other.
- Children and staff should remain on the left when moving around the building.
- If a child requires a staff member's attention during lining up or transitioning around the school, they will raise their hand and be spoken to when appropriate.
- If children are transitioning around the school alone (e.g., to go to the bathroom or the office) they should walk sensibly and silently.
- When transitioning around the school to go to an assembly, children should follow the above protocols and will be directed where to stand and sit by a member of staff. When directed to sit down, the children are expected to remain silent whilst waiting for the rest of the school to arrive.

## **Protocol 2 – Start and End of the Day**

At the start of the day children should:

- Enter the building silently and make their way to their classroom.
- Children should put their coat and bag on their peg.
- Children enter the classroom and put their items away:
  - Reading books and diaries will be put in the designated place in the classroom.
  - Snacks should be put into the child's tray or designated place within the classroom.
  - Water bottles will be placed in the water carriers.
- Children will then sit at their designated seat and begin their morning activity.

At the end of the day:

- Ensure their space is tidy and all items are in their correct places.
- In tables or small groups, children to retrieve their belongings from the cloakroom whilst being supervised by an adult, if outside the classroom.
- Children return to the classroom to put on their coats and put any items in their bag, including water bottles whilst another group is sent to retrieve their belongings.
- When ready, the children will either:
- All classes, children will put their chairs under their table, line up with their belongings and will be escorted to their designated exit by classroom staff.
- If a child is being collected, a member of staff will ensure that the child goes to their grown up.
- If a child is walking independently (previously agreed) the child must exit the school grounds in a calm manner and make their way home.

### **Protocol 3 – Lunchtime**

- Pupils enter the dining hall silently
- Those with packed lunches will start eating once seated.
- Children having a school dinner will line up and should go up to the serving hatch in year groups.
- Children line up to the right of the hatch.
- Lunch is pre-ordered in advance.
- The child will take their tray, collect their food and walk across to the cutlery table.
- Children to get a set of cutlery and drink and place them on their tray before returning to their seat.

Once finished:

- Those with a packed lunch will put any unconsumed food back in their lunch box to take home.
- Children will put their lunchbox back on the lunchbox
- Those children having a school meal, will take their tray to the cleaning station. They must put their cups and cutlery in the designated bowls, before scraping any unwanted food into the bowl provided. The tray should then be stacked neatly in the designated space.
- Children will then walk to the playground.
- Once outside on the playground, pupils are not allowed back into school unless they need the toilet.
- Pupils are given a 5-minute warning before it is time to line up.
- Staff outside blow the whistle to stop the children. Children walk to their lines and walk into school quietly.

Please note, that during lunch times, relaxing/instrumental music will be played in the background. This provides a calming atmosphere and sets a level for 'talking' volume.

## Appendix A

### Supporting children with social, emotional, mental health or well-being needs

#### Step 1a

Child reports a concern in the class  
'Worry Box/Monster'

#### Step 1b

Pupil personally approaches: Class  
Teacher/ Teaching Assistant  
PPA/supply Teacher/MDA or other  
support staff to express concerns  
about their own or a peer's mental  
health and well-being.



#### Step 1c

Staff observe concerning behaviour  
linked to SEMH. Staff are informed  
that a child has or likely to experience  
ACE (adverse childhood experience).

#### Step 1d

Parents/carers report concerning  
behaviour linked to SEMH or ACE to  
school staff.

#### Step 2

Staff discuss child's comments/ behaviour with SLT Mental Health First Aiders  
Staff discuss child's comments/behaviour with parents/carers  
**Staff to consider how to support child:**  
Speak to the child about any issues and explore risk factors/protective factors  
Discuss the use of materials/ resources for 'Mindfulness Moments' e.g. tent/chair/calmdown kit etc  
Is a 'Buddy' needed for the child?  
Oxfordshire Checklist- SEMH section to be completed  
Nurture Room Referral  
Boxall Profile  
Strengths and Difficulties questionnaire  
Well-Being questionnaire  
Staff create a Mental Health and Well-Being Passport (consider adjustments to  
Behaviour Policy – sanctions and rewards)  
Add child to Pastoral Register

#### Step 3

Staff to discuss concerns with Strategic Safeguarding Lead. SEMH Lead Teacher to observe and visit school. Attend CAMHS Reflective Practice. Make referrals to St Joseph's. Make referral to CAMHS

#### Step 4

Action, implement and support advice from external agencies. Continue to monitor child, review provision and support. Behaviour Observation Sheet used to monitor small steps progress and success. Adjust Mental Health and Well-Being Passport to Success as needed.

## Appendix B

| Behaviour Demonstrated   | Appropriate Action  | By Whom  | Parental Support                                       |
|--|---|--|--|
| <b>Code of Conduct being followed, no behaviour concerns</b>   | Regular verbal praise, praise points awarded, and feedback to home.   | All staff  | Praise and Reward                                      |
| <b>Stage 1</b>   |   |  |  |
| <ul style="list-style-type: none"> <li>• <b>Shouting out</b></li> <li>• <b>Chatting</b></li> <li>• <b>Wasting learning time</b></li> </ul>   | <ul style="list-style-type: none"> <li>• Positive reframing used</li> <li>• Praise given when behaviour modified</li> </ul>   | <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching Assistant</li> </ul>                                  |  |
| <b>Stage 2</b>   |   |  |  |
| <ul style="list-style-type: none"> <li>• <b>Continuation of Stage 1 behaviours:</b></li> <li>- High frequency of occurrences in one or more lessons throughout the day</li> <li>• <b>Being disrespectful</b></li> <li>• <b>Name calling</b></li> <li>• <b>Use of inappropriate language</b></li> </ul> | <ul style="list-style-type: none"> <li>• Time-out – age appropriate time at class reflection table/chair/area whilst continuing to engage with lesson (KS1: 5 minutes, KS2: 10 minutes)</li> <li>• Quiet conversation with class teacher</li> <li>• Positive reframing used</li> <li>• Parents notified at the end of the day</li> </ul>  | <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching Assistant</li> <li>• Partner class teacher</li> </ul> | Keeping in touch meetings with class teacher           |
| <b>Stage 3</b>   |   |  |  |
| <ul style="list-style-type: none"> <li>• <b>Continuation of Stage 2 behaviours</b></li> <li>- Frequent occurrences over 3 week period</li> <li>• <b>Non-compliance with consequence</b></li> <li>• <b>Refusal to complete learning tasks</b></li> </ul>  | <ul style="list-style-type: none"> <li>○ 10 minutes in partner classroom</li> <li>○ Reflection form completed</li> <li>○ Refusal: Child reminded of appropriate choices and put on the clock (5 minutes to make the right choice).</li> <li>○ Detention given to complete any missed learning at next break and restorative conversation with class teacher</li> <li>○ Incident recorded on CPOMS</li> <li>○ Formal meeting agreed with parents to discuss</li> </ul> | <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching Assistant</li> <li>• Partner class teacher</li> </ul> | Attend meeting with class teacher as agreed            |
| <b>Stage 4</b>   |   |  |  |
| <ul style="list-style-type: none"> <li>• <b>Continuation of Stage 3 behaviours</b></li> <li>- Frequent occurrences over 3 week period</li> <li>• <b>Two reflection forms completed in one half term</b></li> </ul>   | <ul style="list-style-type: none"> <li>○ Pupil sent to Phase Leader who will complete an investigation and record on CPOMS</li> <li>○ Detention(s) given at next break as appropriate</li> </ul>  | <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Key Stage Leader</li> <li>• Behaviour Lead</li> </ul>          | Attend meeting with class teacher and key stage leader |

|   |  |   |  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>OR</li> <li>• <b>Fighting</b></li> <li>• <b>Harmful deliberate contact to another pupil</b></li> <li>• <b>Being deliberately verbally abusive</b></li> </ul>   | <ul style="list-style-type: none"> <li>○ Parents to attend meeting with class teacher and key stage leader</li> <li>○ Restorative conversation supported by class teacher</li> <li>○ Behaviour Lead notified</li> <li>○ SLT notified to consider additional support</li> <li>○ Implementation of IBP considered</li> </ul>                                   |   |  |
| <b>Stage 5</b>  |  |   |  |
| <ul style="list-style-type: none"> <li>• <b>Continuation of Stage 4 behaviours</b></li> <li>OR</li> <li>• <b>Persistent disruptive behaviour</b></li> <li>• <b>Serious one off incident</b> <ul style="list-style-type: none"> <li>- <b>Weapon(s)</b></li> <li>- <b>Deliberate assault of adult or pupil causing significant or life-threatening injury</b></li> <li>- <b>Significant damage to property</b></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>○ Pupil sent to Behaviour Lead who will complete an investigation and record on CPOMS</li> <li>○ Meeting with class teacher, behaviour lead and parents to consider next steps – possible suspension or permanent exclusion</li> <li>○ SLT Involvement</li> <li>○ LA notified and involved where necessary</li> </ul> | <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Behaviour Lead</li> <li>• Headteacher</li> <li>• Welfare Team</li> <li>• Local Authority</li> </ul> | Attend meetings with key staff and external agency as required |