

Peover Superior Primary School



Relationships and Positive Behavioural Policy

Last updated: September 2022

Signed by:

Joanne Munro Principal (Sept2022)

Liz Clover

Chair of LocalAcademy Committee (Sept 2022)

Statement of intent

Peover Superior Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

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

The school is committed to:

Creating a culture where all adults are models for conduct and kindness- Promoting a culture of praise and encouragement in which all can achieve.

- Everyone being valued for who they are and what they bring to our school community
 - Fostering a sense of curiosity, wonder and fun.
 - Using trauma informed practise in order to promote, teach and address
 - self -regulation difficulties which result in distressed behaviours.
 - Offering safety, reassurance and predictability to the day and a chance to prepare for changes.
 - Explicitly teaching self-regulation activities
 - Using the building of relationships as a key way of managing conflict, attachment
 - seeking and distressed behaviour so that we are trauma reducing and not trauma inducing.
 - Encouraging positive relationships with parents.
 - Ensuring that every child has a champion. We NEVER give up on ANY child.
 - Ensuring that pupil voice is central to the school's evaluation in relation
 - to safeguarding, achievement and improvement from a child's viewpoint
 - and day-to-day experience.
 - Using restorative methods to addressing misbehaviour by listening to our children's
 - voices and making time to help them to find ways to resolve problems.
 - 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 pupils showing respectful attitudes, high expectations,
 - hard work, determination and achievement.
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Providing the best quality teaching and learning activities to ensure that pupils have the best possible chance of being engaged and succeeding in their skill development and knowledge building

- Planning engaging and purposeful learning opportunities which build on basic skills in a systematic way
 - Using meta-cognition strategies to ensure that cognitive load is balanced
 - Actively removing as many barriers to learning as possible
 - Planning and preparing for a range of additional/ individual needs.
 - Using a non-judgemental approach to children who cannot cope with the learning environment and/ or challenge.
 - Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
 - Ensuring that time is built into the weekly timetable for relaxation and calm thinking as well as physical activities to release energy and prepare our children for learning
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1. Legal framework

1.1. 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
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

1.2. This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Physical Restraint and Reasonable Force Policy
- Complaints Procedures Policy

2. Roles and responsibilities

2.1. The local academy committee has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- 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.

2.2. The principal is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school golden rules and any disciplinary sanctions.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the local academy committee on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

2.3. The PSHE is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural 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.
- Collaborating with the SENCO, principal and local academy committee, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and mental health service (CAMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

2.4. The SENCO is responsible for:

- Collaborating with the local academy committee, principal and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

2.5. Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the 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 SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: SENCO/principal/class teacher.

2.6. All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the principal, punishing pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

- 2.7. Parents are responsible for the behaviour of their child(ren) inside and outside of school.

3. Definitions

- 3.1. For the purpose of this policy, the school defines “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, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, 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 involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- **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
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

- 3.2. For the purpose of this policy, the school defines “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

- Low level disruption in class
- Defiance
- Rudeness

- 3.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.

3.4. "Challenging behaviour" is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, 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

4. Smoking and controlled substances

- 4.1. In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 4.2. Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.
- 4.3. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

5. Prohibited sexual harassment

- 5.1. The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.
- 5.2. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:
 - Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
 - Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
 - Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
 - Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
 - Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
 - Taking, displaying, or pressuring individuals into taking photos of a sexual nature

- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
 - Purposefully cornering or hindering an individual’s normal movements
 - Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet or email
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication
- 5.3. 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.
- 5.4. Punishments 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.
- 5.5. The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

6. Effective classroom management

- 6.1. The school understands that well-managed classrooms:
- 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 issues.
 - 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.
- 6.2. Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school Golden

Rules and individual classroom routines co-constructed by the class teacher and class at the beginning of the year.

6.3. Peover Superior Golden Rules:

- **We will show respect for others**
- **We will always try our best**
- **We will be polite and kind to each other**
- **We will keep our hands and feet to ourselves**
- **We will look after other people's property**
- **We will walk quietly around school**

6.4. Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom promises
- Routines
- Praise
- Rewards

Classroom Promises

- 6.5. Teachers establish classroom promises on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if promises are not adhered to.
- 6.6. Before committing to the classroom promises, teachers ensure that all pupils fully understand what they involve and what is expected of them.
- 6.7. Teachers explain the rationale behind the promises in order to help pupils understand why rules are needed.
- 6.8. Promises are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom.
- 6.9. Teachers explain clearly to pupils what will happen if pupils do not follow the Classroom Promises.
- 6.10. At Peover Superior we promote the ethos – 'It's good to be Green'. If behaviour is inappropriate, then the child's name moves to amber and then red on the large traffic light which is placed on the teacher's desk and not on display. The child will be discreetly spoken to using the Trauma-informed language to develop relationships and an understanding how the child can be supported to improve their behaviour.

Children's names can move back down the traffic lights to amber and green if they make sustained effort to improve behaviour. Amber can be seen

as children having 'thinking time' to make the right choice about changing their behaviour.

Praise

- 6.11. Peover Superior Primary School recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.
- 6.12. 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 work produced.
 - Perseverance and independence are encouraged.
- 6.13. Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.
- 6.14. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

- 6.15. The school understands that when rewards are used following certain behaviour, 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
 - **Proud Cloud** – for achieving the class target for the day
 - **Houspoints**
- 6.16. The school uses three different categories of rewards – these are:
- **Social** – praise and recognition, e.g. a positive phone call or email home.
 - **Physical** – material rewards, e.g. house point tokens, stickers or certificates.
 - **Activity** – activity-based rewards, e.g. own clothes days, additional play time, golden time.
- 6.17. Teachers may implement different types rewards as they see fit with approval from the principal; however, as a general rule, the following rewards are used:

- Stickers
- Raffle tickets
- Certificates
- Positions of responsibility, e.g. House Captain
- Class celebrations
- Lucky dips
- Phone calls and emails home
- Extra breaktime
- Special privilege, e.g. non-uniform privilege

7. Positive relationships and approach

- 7.1. Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.
- 7.2. Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:
- Welcoming pupils
 - Ensuring pupils understand what is expected of them.
 - Creating a positive environment where every pupil feels comfortable and respected.
 - Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
 - Engaging with pupils during lunchtime and breaktime.
 - Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.
- 7.3. Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:
- Acknowledging and giving praise when a pupil demonstrates good manners.
 - Encouraging pupils to treat others with respect by modelling the desired behaviour.
 - Informing pupils of the importance of treating others the same way they like to be treated.
 - Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.

- Establishing a politeness policy to help pupils understand basic manners and respect.
 - Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.
- 7.4. The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.
- 7.5. The school aims 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
- 7.6. Positive mental wellbeing will be promoted through:
- Teaching in health education and PSHE
 - Positive classroom management
 - Developing social skills
 - Working with parents
 - Peer support
- 7.7. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour.

8. The classroom environment

- 8.1. In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.
- 8.2. Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:
- 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.
 - Use of Kagan Co-operative Strategies are used across school.
- 8.3. Teachers establish different methods for regaining pupils' attention, e.g. clapping hands twice means pupils must stop what they are doing and look at the teacher.

9. Understanding behaviour

- 9.1. Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:
- Antecedent **(A)**: what happens before the behaviour occurs.
 - Behaviour **(B)**: the behaviour that occurs.
 - Consequence **(C)**: the positive or negative results of the behaviour.
- 9.2. Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.
- 9.3. When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:
- What appears to be the underlying cause of the pupil's behaviour?
 - Where and when does the pupil display this behaviour?
 - What are the triggers of the behaviour?
 - What acceptable behaviour can the pupil use to ensure their needs are met?
 - What strategies can be implemented for behaviour change?
 - How can the pupil's progress be monitored?
- 9.4. An Individual Behaviour Plan is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.
- 9.5. Necessary staff members will be familiar with the pupil's IBP to ensure staff are equipped to deal with instances of negative behaviour.
- 9.6. Pupils and their parents are involved in the development of the IBP, and this is reviewed on a fortnightly basis by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective.

10. De-escalation strategies

10.1. Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- 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"

11. Intervention

11.1. In line with the school's Physical Restraint and Reasonable Force Policy, all members of staff 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.

11.2. Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving a way that is seriously compromising good order and discipline

- A pupil persistently refuses to obey an order to leave the classroom
- 11.3. 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.
 - 11.4. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.
 - 11.5. Any physical intervention used will be conducted in line with the Physical Restraint and Use of Reasonable Force Policy.
 - 11.6. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.
 - 11.7. After an instance of physical intervention, the pupil will be immediately taken to the principal and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.
 - 11.8. 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 principal as to what behaviour constitutes for an exclusion.
 - 11.9. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

12. Managing behaviour

- 12.1. Instances of poor behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts a four-stage process for handling challenging incidents.
- 12.2. The principal will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.
- 12.3. After an initial incident of negative behaviour, the following sanctions are implemented:
 - The pupil is sent to the principal immediately, or in their absence, the most senior member of staff.
 - The principal investigates the incident and decides whether or not it constitutes as challenging behaviour.
 - If the principal deems the behaviour to be challenging, they will record the incident in the Behaviour Log on CPOMS, as well as on the pupil's Individual Behaviour Plan if they have one. The behaviour will also be recorded on the pupil's permanent record.

- The pupil will be moved to isolation – the principal will determine the length of the period spent in isolation as well as any detention time.
- The principal will inform the pupil's parents and invite them to discuss the incident.
- Parents will be made aware that a repeat offence will result in the pupil being monitored with an IBP – if they do not already have one.
- Victims of any challenging behaviour will be offered the opportunity for counselling from an appropriate member of staff.

12.4. Following a second incident of challenging behaviour, the following sanctions are implemented:

- An IBP will be developed for the pupil in line with section 10 of this policy for a set period of time as determined by the principal.
- If the pupil demonstrates any unacceptable behaviour during this time, their teacher, or member of staff present for poor behaviour that occurs outside of the classroom, will record comments in their IBP.
- The pupil will present their IBP to their teacher at the end of each lesson for a comment – the class teacher will also review the contract at the end of each day.
- At the end of the specified period, the pupil will present their IBP to the principal for a comment and a review.
- If the principal is not satisfied with the pupil's behaviour during the specified period, the IBP duration may be extended.
- Parents will be informed that the pupil has an IBP and that any further instances of challenging behaviour may result in exclusion.

12.5. Following a third incident of challenging behaviour, the following sanctions are implemented:

- The principal will consider whether the pupil should be excluded (for a fixed term) in line with the school's Exclusion Policy and determine the length of the exclusion.
- Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH difficulties, SEND support will be put in place from the school's national SEND budget.
- SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following three stages:

- **Stage 1: Universal support** – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.
 - **Stage 2: Selected support** – the support and interventions delivered using the school’s resources, led by the SENCO.
 - Stage 3: Targeted support – the support and interventions for pupils who have more complex and enduring SEMH needs.
- Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHC needs assessment, in line with the school’s SEND Policy. This could lead to the creation of an EHC plan.
 - Where SEND is not identified, but the principal determines that support is still required for the pupil, an Individual Behavioural Plan will be created to outline the necessary provisions in place.
 - The Aspire Educational Trust will be informed and will complete an Early Help Assessment, if multi-agency support is necessary.

12.6. Following a fourth incident of challenging behaviour, the following sanctions are implemented:

- The principal will enforce a fixed-term exclusion in line with the school’s Exclusion Policy.
- The local pupil referral service may be contacted to conduct a home visit to offer support to the pupil and their family.
- When the pupil returns to the school, the principal, pupil and parents will agree, in writing, a strategy for identifying instances of challenging behaviour and how to avoid them.
- When returning to the school, the pupil will have an individual behavioural plan in place.
- Parents will be made aware, in writing that a further incident could result in permanent exclusion.
- Where a pupil is identified as having SEMH difficulties, but a request for an EHC needs assessment is rejected, or has been approved but the implementation of an EHC plan fails to address the pupil’s behaviour, further sanctions, such as exclusion, could be considered.

12.7. For punishments to be lawful, the school will ensure that:

- The decision to punish a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the principal.
- The decision to punish 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/visit.

- The decision to punish a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.

12.8. The school will ensure that all punishments are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

13. Staff training

13.1. The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

13.2. Teachers and support staff will receive training on this policy as part of their new starter induction.

13.3. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an annual basis.

13.4. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

13.5. All staff members are trained in the approved methods of physical intervention in line with the school's Physical Restraint and Use of Reasonable Force Policy.

13.6. All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

13.7. At least one member of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

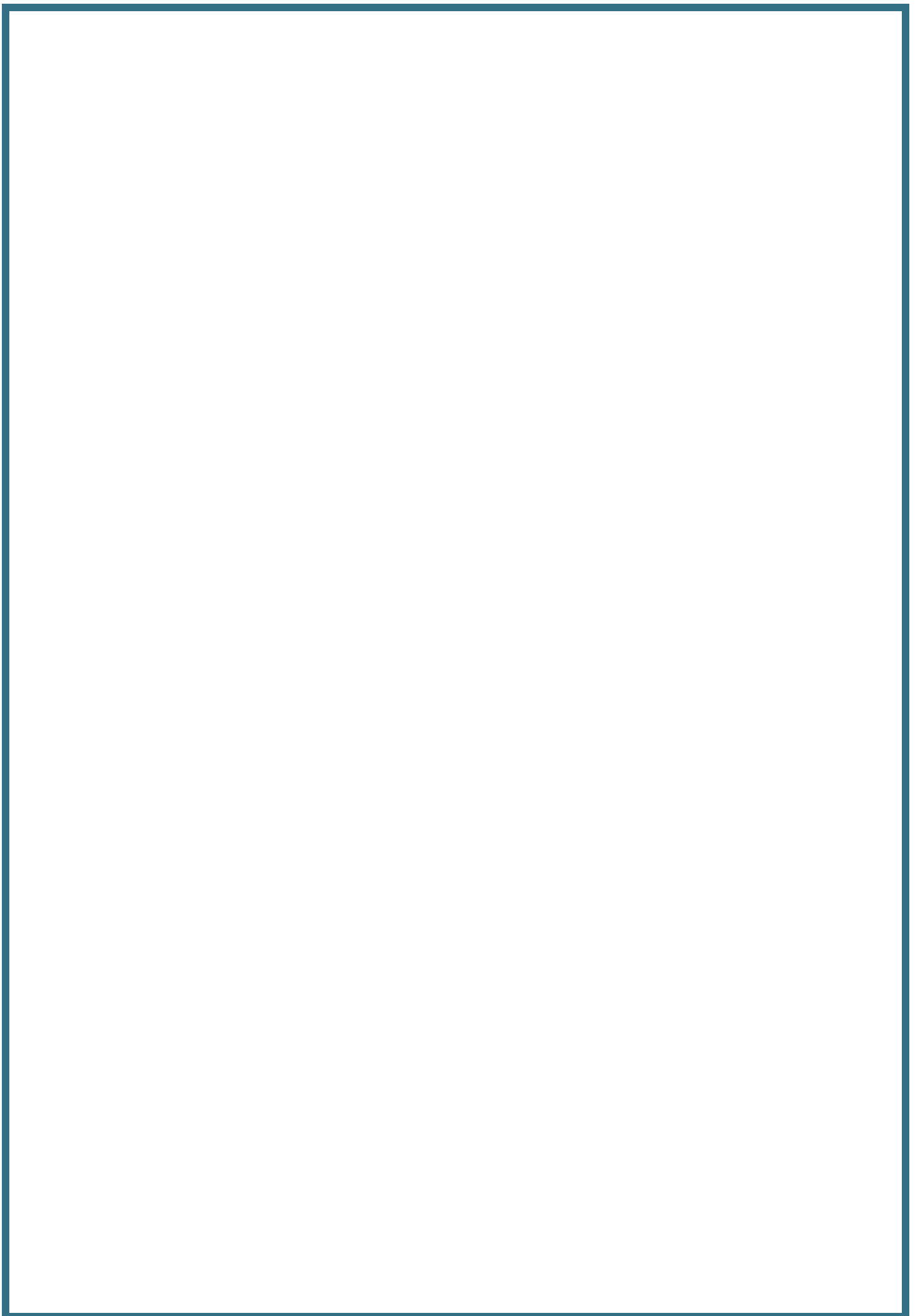
13.8. Teachers and support staff will receive regular and ongoing training as part of their development.

14. Monitoring and review

14.1. This policy will be reviewed by the principal and SENCO on an annual basis, who will make any necessary changes and communicate these to all members of staff.

14.2. This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

14.3. The next scheduled review date for this policy is Autumn 2020.



IBP

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals









To prevent my challenging behaviour, I can:

1. _____

2. _____

3. _____



When I demonstrate challenging behaviour, you can help me by:

1. _____

2. _____

3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:







My contract will be reviewed on: **date**

Pupil signature: _____