



# **Four Swannes Behaviour Policy**



**Approved by:**

Full Governing Body

**Date:** 27.09.24

**Last reviewed on:**  
**September 2024**

**Next review due by:**  
**September 2025**



## **1. Introduction**

At Four Swannes Primary School, we recognise that effective teaching and learning can only take place in an environment where behaviour creates a positive climate. Good behaviour is taught to pupils through effective modelling from staff, who demonstrate good manners, consideration, respect and positive recognition of good behaviour. At Four Swannes, we work together to help children feel positive about themselves, their abilities, relationships, achievements and powers of decision making.

### **1.1 Aims**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a consistent, whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour, so that children will develop a sense of self-discipline and accept responsibility of their own actions
- Teach children how to resolve situations themselves by giving them the problem solving skills they need to discuss and reach a resolution with one another
- Provide a consistent approach to behaviour management that is applied equally to all pupils (with reasonable adjustments made for those children with SEN – see appendix 2)
- Create an environment of mutual respect between members of the Four Swannes community (staff, parents and children) that everyone is proud of and works together to protect
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

We recognise the important role that staff play in the creation of good behaviour and at Four Swannes, we achieve this by :

- Using positive reinforcement wherever possible
- Speaking calmly, politely and respectfully to model the kind of behaviour we expect from others
- Make a fair assessment of events by questioning all children involved in an incident (i.e. not labelling someone as a bully or victim without evidence, not taking sides of jumping to conclusions)
- Following up with behaviour concerns with an appropriate member of staff, in line with the behaviour policy
- Using preventative and supportive measures to help children, rather than solely applying consequences
- Ensuring children follow the school rules at all times

### **1.2 Definitions**

All pupils have a right to a safe and happy learning environment in which to learn and thrive. This cannot happen when there are repeated instances of misbehaviour which, in accordance with this policy, is defined as follows :



**Low level misbehaviour / disruption :**

- Disruption in lessons
- Non-compliance with instructions from a member of staff
- Loud / unruly behaviour in the cloakroom / corridors between lessons
- Non-completion of classwork
- Poor attitude
- Incorrect uniform

**Serious misbehaviour / disruption :**

- Repeated breaches of the school rules
- Any form of bullying. Like:
  - Sexual violence or sexual assault (intentional sexual touching without consent)
  - Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. Like:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)



### **1.3 Bullying**

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

Bullying is, therefore:

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

Bullying can include:

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

At Four Swannes, we aim to create an environment of tolerance and diversity, where disagreements between children are dealt with as soon as they arise in order to prevent the creation of bad feeling and lingering resentment. We do this through :

- The creation of three councils ('Diversity' 'School' and 'Wellbeing') in order to give children a forum to express opinions and ideas and have them listened to. The councils also present assemblies and work on areas of school life where they can promote diversity and wellbeing.



- Regular, impromptu circle time sessions in class to address any misconceptions / disagreements / incidences that affect the whole class.
- All teachers having an open door policy to both parents and children in order to address any allegations of bullying, all of which are thoroughly investigated before any blame is allocated. When there are instances of bullying identified, teachers work with children in a restorative manner to solve the problem, rather than apply a sanction immediately (in the first instance)
- Taking a holistic approach to tackle incidences of bullying online, especially those that occur outside the parameters of the school day. When incidences of bullying occur online and away from school, staff will address the children involved / the whole class if needed and discuss the issue with the parents involved / the whole class' parents if needed, to remind everyone of the school's approach to cyber bullying.

## **2. Roles and responsibilities**

### **2.1 The governing board**

The Four Swannes Governing body is responsible for :

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

### **2.2 The headteacher**

The head teacher is responsible for :

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



### **2.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently across year groups
- Communicating the school's expectations, routines, values and standards through explicit teaching of behaviour and what qualifies as acceptable / appropriate behaviour within school
- Ensuring that they personalise their approach for those pupils with specific behavioural needs and applying the behaviour policy to them in a way that they can understand
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using CPOMS (notifying the DSL / a DSP if warranted)
- Challenging instances of inappropriate behaviour
- Ensuring that they follow the correct steps when a need to escalate the response to behaviour is required
- Performing a pastoral role with children and parents if needed and provide the support required to help pupils adhere to the behaviour policy
- Ensuring that children know each day is a 'fresh start' and a new opportunity to start again with a clean slate
- To ensure that they schedule meetings at the end of the school year with the next year's teacher, in order to provide a smooth transition from one year group to the next.

### **2.4 Parents**

Parents are expected to:

- Be familiar with the school's behaviour policy and support their child in adhering to it
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

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

### **2.5 Pupils**

At Four Swannes, all children are expected to :

- Understand that they have a duty to follow the school rules (which will be explained to them by their teacher / classmates on their first day)



- Follow the school's routines (which will be explained to them on their first day. New children will be assigned a 'buddy' for their first week to help them acclimatise and get used to the routines of the school)
- Take ownership of their actions and admit when they have made a mistake with their behaviour, therefore allowing staff members to help them rectify it
- Understand the consequences of inappropriate behaviour
- Behave in an orderly and self-controlled way in all areas of the school
- Show respect to members of staff and each other (in the way they speak, their body language and their actions)
- Behave in class in a way that makes it possible for all pupils to learn
- Respect school property
- Wear the correct uniform (if this is not possible, a discussion needs to be had with either Mr. Moore (head teacher) or Ms. Steel (Deputy Head Teacher))
- Accept sanctions when given (the reason for the sanction will be explained by the person giving it to them in a clear way that they can understand)
- Refrain from behaving in a way that portrays the school poorly (e.g. when on school trips, when wearing their school uniform in public places)
- Only have mobile phones on the school premises when in Year 6 and walking home without parental supervision. These phones should be left in the office and collected at the end of the school day.

Where appropriate, reasonable adjustments will be made to routines within the curriculum to ensure all pupils can meet the behavioural expectations (see appendix 2)

### **3.Pupil Code of Conduct**

Four Swannes is a BRIGHT school, which means we expect all our children to display :

<b>B</b>	Belief	in themselves and also in their peers and the staff of their school
<b>R</b>	Resilience	to recover quickly from setbacks / difficult situations
<b>I</b>	Independence	to be willing to give things a go on their own, but also to know when they can ask for help
<b>G</b>	Grace	to understand that they can't always be successful in everything and to recognise the achievements of others
<b>H</b>	Helpfulness	towards everyone in Four Swannes
<b>T</b>	Tenacity	To keep on trying and show determination, even when things are difficult

There are five main school rules in place to reflect our values :

1. It doesn't matter if I'm not always successful, what matters is that I always try my best and don't give up
2. I care about my school and will make sure I look after it
3. I will always be kind, helpful and respectful towards others
4. I know what I can do on my own and when to ask for help
5. I will celebrate my success and the successes of others



## **4.Rewards and Sanctions**

Good classroom management is essential when it comes to rules and routines, and this is the responsibility of the classroom teacher. Where each teach will vary slightly in the methods they use, all classroom management at Four Swannes should be used to :

- Create and maintain an environment that encourages pupils to be engaged and care about their learning
- Establish and maintain clear routines
- Communicate expectations of behaviour (verbally, pictorially or in other personalised ways depending on the needs of the class)
- Highlight and promote good behaviour (see more information on 'rewards' below) through positive reinforcement
- Deal with low level disruption (see more information on 'sanctions' below)

### **4.1 Rewarding Good Behaviour**

When a pupil's behaviour goes above and beyond the expected standard, staff will recognise it with positive recognition and reward. Positive reinforcements and rewards should be applied clearly and fairly by all members of staff to reinforce the school's culture and ethos, routines and expectations. Good behaviour is rewarded with a good behaviour / house point on Arbor, notification of which is sent to parents.

Positive behaviour will be rewarded as follows :

<b><u>Learning focused</u></b> (e.g. trying hard in class, producing good work, achieving an academic goal, making good progress in class)	<b><u>Promoting good choices</u></b> (e.g. good / improved attendance, showing evidence of one of the BRIGHT values, following a school rule, kindness to others, excellent or improved behaviour)
<ul style="list-style-type: none"> <li>• Recognition in assembly               <ul style="list-style-type: none"> <li>○ Mathematician and Writer of the Week Certificates</li> <li>○ Reading certificates</li> </ul> </li> <li>• Written comments on learning</li> <li>• Verbal praise</li> <li>• Work being shown to SLT / subject leader</li> <li>• Public displays of good learning</li> <li>• Class based recognition (e.g. WOW Wall / Star of the Week)</li> <li>• House points awarded</li> <li>• Positive notes home</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance trophy (awarded to the class with the highest attendance each week)</li> <li>• Attendance stickers for individual classes on days when they have 100%</li> <li>• Weekly BRIGHT certificate (focus changes half termly)</li> <li>• Class based rewards</li> <li>• House points awarded</li> <li>• Positive notes home</li> </ul>





There is also the opportunity for children to hold positions of responsibility such as : being assigned certain jobs in the classroom, being elected a Council Member, being selected as a Sports Leader or representing the school in sports / special events.

#### **4.2 Consequences and sanctions for inappropriate behaviour**

Through classroom management, all staff will endeavour to create a predictable environment by always challenging undesirable behaviour. However, when a pupil's behaviour falls below the standard that can reasonably be expected of them, it may be necessary for staff to restore a calm and safe learning environment and to prevent a recurrence of the undesired behaviour. Personal circumstances of the pupil will be taken into account when sanctions are applied and will always be done so in a consistent, fair and proportionate manner, as per the table below.

**Please see appendix 2 for information on how these practices should be adapted for children with SEND.**

<b>Level</b>	<b>Examples of this behaviour</b>	<b>Consequence</b>	<b>Action</b>
Low level	<ul style="list-style-type: none"> <li>• Talking in class</li> <li>• Not getting work done due to poor attitude</li> <li>• Poor presentation of work due to lack of care (NB : this should not be applied to children who struggle with handwriting)</li> <li>• Using vulgar / crude language within earshot of other children</li> </ul>	<p>In the cases of low level disruptive behaviour, the following steps should be followed in this order :</p> <ol style="list-style-type: none"> <li>1. Verbal warning</li> <li>2. Move the child to a different seat within the classroom</li> <li>3. Move the child to a neighbouring classroom</li> <li>4. Child misses part / all of their break / lunch time (as the teacher deems appropriate) to finish or redo the work they didn't get done in the lesson.</li> </ol>	<p>In the case of a verbal warning only, no further action is required.</p> <p>If the behaviour escalates to steps 2-4, this should be recorded on CPOMS.</p>
Mid-level	<ul style="list-style-type: none"> <li>• Physical fighting in the playground</li> <li>• Aggressive behaviour towards another child</li> <li>• Use of bad language aimed at an adult</li> <li>• Off-site misbehaviour (any situation where the child is representing the school, including instances of walking to and from school when wearing school uniform)</li> </ul>	<p>In the cases of mid level disruptive behaviour, the following steps should be followed in this order :</p> <ol style="list-style-type: none"> <li>1. All the children involved in the incident should be spoken to and a resolution reached if possible</li> <li>2. The children involved should miss part / all of their lunch break (as the teacher deems appropriate) and fill out</li> </ol>	<p>All instances should be recorded on CPOMS.</p> <p>Notify parents.</p> <p>Address issues with the whole class if needed.</p>



		<p>a reflection sheet (please see appendix 1)</p> <p>In cases where a child / children involved in an incident struggle emotionally afterwards, they may be removed from the classroom to regain calm in a safe space. In this instance, they will be supervised by a member of the SLT.</p>	
High-level	<ul style="list-style-type: none"> <li>Physical violence that injures another child</li> <li>Refusal to return to class / aggressive behaviour following the incident of aggression on the playground</li> <li>Damage to school property</li> <li>Repeated violations (where low and mid level sanctions have failed)</li> <li>Racism, homophobia, transphobia, body shaming with intent</li> <li>Reported instances of bullying (where a child is subjected to a repeated campaign of physical or mental abuse for a prolonged period of time)</li> </ul>	<p>In cases of high level disruptive behaviour, the following steps should be followed in this order :</p> <ol style="list-style-type: none"> <li>All the children involved in the incident should be spoken to and a resolution reached if possible</li> <li>A member of the SLT should be notified so that they can address the behaviour with them</li> <li>The children involved may be subjected to a period of internal exclusion : work should be provided for them that they can complete independently. They should work outside the classroom and miss their morning and lunch breaks. <b>Please see below for more information.</b></li> </ol>	<p>All instances should be recorded on CPOMS.</p> <p>Notify parents.</p> <p>Address issues with the whole class if needed.</p>
Extreme	<ul style="list-style-type: none"> <li>Behaviour that puts the child or others at serious risk of harm</li> <li>Persistent poor behaviour which has not improved following in-school sanctions and interventions.</li> <li>Sexual harassment and sexual violence (please see additional note below)</li> </ul>	<ol style="list-style-type: none"> <li>A member of the SLT should be notified so that the consequence can be decided</li> <li>A period of external exclusion will be applied (this can be fixed term or permanent, depending on the severity of the incident)</li> </ol>	<p>Recorded on CPOMS.</p> <p>Parents notified.</p> <p>A re-integration meeting held at the</p>



	<p><b>This type of sanction is applied very rarely and only in extreme cases as a last resort.</b></p> <p>For more information, please see additional note below and : <a href="https://www.gov.uk/school-suspensions-and-permanent-exclusions">School suspensions and permanent exclusions - GOV.UK (www.gov.uk)</a></p>		<p>end of the term.</p> <p>Address issues with the whole class if needed.</p>
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#### **4.3 Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

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

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

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

#### **4.4 Internal Exclusions**

Removal from the classroom is a serious sanction and will only be used in response to serious misbehaviour. This will only happen once other behavioural strategies have been attempted and failed or, if the behaviour is so extreme as to warrant immediate removal.

Pupils who have been removed from the classroom for an extended period of time (i.e. longer than the remainder of a lesson) are supervised by Ms. Camilla Steel (DSP, deputy head teacher) and will be removed for a maximum of one week. Pupils will not be removed for prolonged periods of time without the explicit agreement of the headteacher.

#### **4.5 Suspension and Permanent Exclusion**



The school can use suspension and permanent exclusion in response to serious incidents or persistent poor behaviour (i.e. behaviour which has not improved following the consistent application of in-school sanctions and interventions). The decision to suspend or exclude will be made by the head teacher and only used as a last resort.

#### **4.6 Reasonable Force**

The term 'reasonable force' applies to any situations where it has been necessary to involve physical contact with pupils and is applied using the minimum amount of force for the minimum amount of time possible. Reasonable force is never used as a punishment and when applied should be done so in a way that maintains the safety and dignity of all concerned.

#### **4.7 Children requiring additional support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs coordinator (SENCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

**Please see appendix 2 for more information.**

#### **4.8 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

#### **4.9 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our child protection policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.



## **5. Behaviour management**

### **5.1 Classroom management**

Teachers and support staff have a responsibility within the classroom to manage expectations and behaviour. All teachers are expected to :

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum, in addition to their own classroom rules
- Develop a positive relationship with pupils, which includes :
  - Greeting them in the morning / at the start of lessons
  - Establishing clear routines :
    - The date and LO should be written at the start of the lesson, before teacher input takes place. This should be done in 5 minutes and then books put away. LOs should be of a length that is appropriate for the children's age and stage of development
    - For English lessons, teacher input should be limited to a maximum of 20 minutes, in order to give children the maximum amount of independent learning time
    - For lessons that contain a combination of teacher input, independent work and then more teacher input, teachers should again be mindful of how long they talk for
    - Teachers should be mindful of break and lunch times, packing up the lessons five minutes before the lesson end in order to facilitate a swift exit into the playground
    - On the whole, children should not be doing their own marking, with the following exceptions :
      - English editing lessons : the children should correct their work with purple pen, following their partner's feedback. This should then be followed up by teacher marking
      - Short assessments in Maths : self-marking should only be used here with a view to clarifying methods and unpicking common misconceptions
  - Communicating expectations of behaviour in ways other than verbally



- If teachers have asked for quiet (using the count-up as detailed below), they should not begin talking to the class until silence has been achieved. This can be communicated by teachers standing at the front of the class in silence until the class are focused on them)
  - Highlighting and promoting good behaviour (see examples below)
  - Concluding the day positively and starting the new day fresh
  - Following the steps as outlined in this policy to deal with low level disruption
  - Using positive reinforcement wherever possible

In order to promote consistency across year groups, teachers should apply the following techniques in order to maintain a calm environment and promote learning (please see **appendix 3** regarding how techniques are adapted for EYFS)

- When a teacher requires children's attention (i.e. to call them back from a period of discussion or to refocus them) they should give them a count up from 1 to 5 (stop 1, stop 2, stop 3, stop 4, stop 5), with the understanding that by the time 'stop 5' is reached, the children should be quiet and focused on the teacher.
- In order to promote good behaviour, the class teacher should use a reward jar (i.e. the teacher rewards specific children for good behaviour by putting their name in a jar and at the end of the week, one name gets drawn to receive a prize. The more times a name gets put into the jar, the higher the opportunity of winning a prize becomes.)
- In the main part, and wherever possible, teachers will use positive praise for good behaviour e.g. I like how quietly \_\_\_ is reading instead of 'why are you not reading \_\_\_'
- The class teacher will think carefully about their seating arrangement (e.g. sitting children who need extra support with their behaviour closer to the front / with a sensible friend)
- A 'shout out' or 'WOW Wall' should be created to showcase great work or celebrate children who have shown a BRIGHT value
- BRIGHT reward stickers should be given to any child who shows a BRIGHT value (with the specific value they've shown explained to them)
- Teachers will deal with any incidents away from the classroom, so that the child doesn't feel as if 'all eyes are on them' while they're being told off.
- Class teachers can apply whole class losses of part / all of break, a minute at a time, to account for time wasted in class through misbehaviour, but individual children should not be singled out by having their names written on the board.

When coming in from break and lunch :

- Children are expected to line up in a timely and organised manner. Though complete silence is unnecessary, the noise volume should be at a level so as to promote a calm re-entry back into the cloakroom and into class.
- Any classes who cannot achieve a calm re-entry into the cloakroom should be recalled, asked to line up again and repeat the action until they can do it in an orderly manner.



## **5.2 Confiscation**

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

## **Appendix 1: written statement of behaviour principles**

Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

Pupils are helped to take responsibility for their actions

Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

On the next page, you will find a copy of the 'reflection sheet' that pupils should fill out as per the steps of the behaviour policy. Please note, if the child is unable to fill out a reflection sheet (either due to SEND needs, age, language proficiency or any other reason) then they should instead use the 'alternative reflection sheet', which will enable you to have the same restorative conversation in a more accessible format.

### **Reflection Sheet**

#### **School rules**

- It doesn't matter if I'm not always successful, what matter is I always try my best and don't give up
- I care about my school and will make sure I look after it
- I will always be kind, helpful and respectful towards others
- I know what I can do on my own and when to ask for help
- I will celebrate my successes and the successes of others



**This is what went wrong :**

**This is the school rule I did not follow :**

**This is what I will do now and in the future :**

Name (child) : .....

Signature (child) : .....

Name of adult on duty / SLT : .....

Date : .....

## **Appendix 2 : Responding to Misbehaviour for Children with SEND.**

### **Recognising the impact of SEND on behaviour**

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

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





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

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

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

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

Children with SEND will require reasonable adjustments within the classroom setting in order for them to be able to access the learning and feel comfortable in the space. These reasonable adjustments will differ from child to child, but may include some of the following :

- Short, planned movement breaks for children who find it difficult to sit still for long periods of time.
- Adjusting seating plans to ensure children with visual impairments are close to the board.
- Adjusting seating plans to ensure children with hearing impairments are close to the teacher so that they can hear verbal instructions.
- Adjusting uniform requirements for children with sensory issues.
- Separation spaces for children to regulate their emotions if they need to.
- Staff training to understand specific conditions.

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

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

**You may need to use the 'alternative reflection sheet' with some SEND children who cannot access the reflection sheet, to enable a restorative conversation following incidences of inappropriate behaviour.**



## **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

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

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

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

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

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

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

## **Appendix 3 : Adaptations for Early Years**

<b>BEHAVIOUR MANAGEMENT IN EYFS – A MINI-GUIDE</b>		
<b>Expectations (What we expect children to do)</b>	<b>Boundaries (What we don't want them to do)</b>	<b>Support (How you can support them to understand these rules)</b>
Be kind and respectful to each other. Use words and your voice to say what you want. Listen to other people when they say what they want.	Not to use hands or feet to hurt another person. Not to carry on doing something if another person doesn't like it (e.g. chasing them) Not to use words to hurt another person's feelings. Not to damage things on purpose because they are angry.	<b>Model for them</b> how to ask for things, or how to say what they don't want, e.g. "Don't do that, I don't like it." Talk about feelings explicitly, e.g I know you're angry...Give the message that it's OK to be angry, but it's what you do about that anger that's important (e.g. it's OK to stamp your feet, but not to kick a person.) <b>If a child does hurt someone</b> , ask them to look at the hurt person. Ask the hurt child what they want the hurter to do about it. Ask the hurt person, do you want them to say sorry, or a hug or a handshake, or maybe for the person to go away for a while. This often resolves the situation. The child who cause the hurt gets some <b>reflection time</b> .



		<p><b>If it's serious:</b> If a child needs first aid, or is crying for a long time, or property is damaged deliberately, ask the child who did it to stay with you for 5-10 minutes or until they've calmed down. (So the child is sat with you or walks around with you). If you need to restrain a child, we use the <b>School policy</b> on restraining. Please inform the teacher if a child has been restrained. SENCO will be informed and we will deal with it further.</p> <p><b>If a child runs away from you</b> when you want to speak to them, don't take it personally. Try to negotiate with them and give them some time to make the right decision. In the rare case of an <b>immediate risk to them or others</b>, get help from nearby/another staff member.</p>
<p>Help yourself to play, learn and be safe. Help other people to play, learn and be safe.</p>	<p>Not to run inside. Not to throw hard things. Not to walk away from something they've dropped on the floor. Not to shout inside. Not to talk if it stops another person learning (e.g. carpet time) Not to call out during learning time.</p>	<p>Set a good example (e.g. quiet voice inside) Remind them to: walk quietly in the corridor; if they drop something pick it up so people don't fall over; tidy up at tidy up time so we all have a nice classroom for next time; flush the toilet after you've used it.</p>
<p>Play is an important part of the Foundation Stage and sometimes boys in particular act out things they've seen on TV such as Batman, war games, shooting, etc. <b>We don't ban this play</b>, but <b>the same rules apply</b>; you don't hurt anyone, and you don't shoot anyone who isn't in the game. Learning not to hurt each other in this type of play is an important physical skill involving spatial awareness, and they will only get better if they practise!</p>		

July 2024, Camilla Steel

Reviewed by: Camilla Steel

Next review due: May 2025 (Therapeutic Thinking/STEPS)

