



Inspiring all to learn, care and share

Behaviour Regulation Policy

An Attachment Aware Policy

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RIGHTS AND RESPONSIBILITIES

At Statham Primary School, we teach children about rights and responsibilities in order to

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that all children make good attainment and progress in learning

STATHAM BEHAVIOUR CHARTER	
ALL CHILDREN AT STATHAM	ALL CHILDREN AT STATHAM HAVE A RESPONSIBILITY TO
At Statham children have a right to be themselves.	<ul style="list-style-type: none"> • Be respectful, kind, considerate and thoughtful. • Listen to others and respond appropriately. • Celebrate diversity and difference • Wear the agreed uniform with pride.
At Statham children have a right to be safe.	<ul style="list-style-type: none"> • Ensure the school environment and school property is looked after. • Never physically or verbally hurt others. • Talk to staff about any worries we have. • Behave in an orderly and self-controlled way
At Statham children have a right to learn.	<ul style="list-style-type: none"> • Focus on learning and will not distract others. • Work collaboratively to support each other and be independent learners. • Give our best effort • Move around school quietly.
At Statham children have a right to be happy.	<ul style="list-style-type: none"> • Look after each other and include others when we play. • Smile and have a positive attitude to friendship and learning. • Accept sanctions when given and comply with adult instructions • Always behave in a way that shows our best self, including when outside school or online.

At Statham Primary School the behaviour of the majority of children is exemplary for the majority of the time and this behaviour policy is written for clarity and fairness to all children, parents, guardians, visitors and adults working at the school. Through this policy we aim 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
- Support staff to provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

We believe fundamentally that we should search for good behaviour and overtly praise in support of this behaviour. The aim of this policy is to be attachment aware and to ensure our practice is trauma informed to allow all children to thrive in our school environment. Pupils are encouraged to reflect on the way they behave and their emotional state. Whilst we recognise not all behaviour is a 'choice', it is important for pupils to understand that being calm and having a thoughtful frame of mind promotes being able to 'make a positive choice'.

Inappropriate behaviours are often the result of feeling emotionally dysregulated. If we support our pupils to regulate their emotions with a variety of strategies we are committing to support pupils to be able to behave in more appropriate ways.

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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Parents are kept fully informed of the behaviour of their child and in return school expects a cooperative partnership and a commitment to mutual support from staff and parents.

This policy is written with reference to the following policies:

- Equality Policy
- Anti-Bullying Guidance
- Safeguarding and Child Protection Policy and Procedures
- Home - school agreement
- Curriculum and PSHE
- SRE
- Special Educational Needs/Disability
- OPAL Play Policy
- [Behaviour in schools: advice for head teachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Roles and responsibilities

The **governing board** 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.

The **head teacher** is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school expectations and any disciplinary consequences for breaking the expectations.
- 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 governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The **mental health lead** 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, head teacher and governing board, 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 young people's mental health services (CYPMHS), 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.

The **SENCO** is responsible for:

- Collaborating with 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.

Teaching staff are responsible for:

- Implementing the behaviour policy consistently
- Displaying and referring to school's rights and responsibilities
- Being calm, vigilant, consistent and kind
- Modelling positive behaviour and verbally recognise with positive praise as appropriate
- Continuously monitoring the behaviour of the whole group, even when working with a small group/individuals
- 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.
- Providing an attractive, stimulating learning environment which is well organised, enables children to demonstrate good behaviour and encourages children to take responsibility for resources and equipment
- To make sparing and consistent use of reprimands and not to shout or raise their voice in a threatening or intimidating way, taking care to be firm but kind and most importantly to listen to establish the facts
- To make it clear at all times that it is the behaviour of which they disapprove, rather than the child.
- Recording behaviour incidents (see appendix 2 for a behaviour log
- 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.
- 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/head teacher/subject leader.

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 head teacher, 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.

Pupils are responsible for:

- Following the expected standard of behaviour at all times
- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for the behaviour of their child(ren) inside and outside of school. They should also

- Get to know the school's behaviour policy and reinforce it at home where appropriate

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Support school with sanctions
- Take part in the life of the school and its culture

AIMS AND FUNDAMENTAL PRINCIPLES

'We understand that behaviour is often a communication of an emotional need.'

At Statham we are committed to our school aim- "Inspiring all to learn, share and care". In order to achieve this aim the following core professional values have been agreed by all staff and the governing body:

•We know all of our children and take collective responsibility for our school.

•We are solution focused.

•We value and respect the opinions of the whole school community to work towards the same aim.

•We are equitable, fair and inclusive.

•We have an open culture of challenge, support and communication

We expect parents to work in partnership with the school. No problem is too small - if you or your child feel unhappy, please come and talk to us - we may be able to help. This includes any concerns parents may have about behaviour or bullying and informal contact is encouraged at an early stage. Information about pupils' behaviour and personal and social development is included in the school Ofsted report.

Attachment Aware Philosophy and Approach

Our school is committed to using research based theories and principles to be attachment aware. We believe that moving away from a traditional, behaviourist approach and providing a learning environment based in humanist, relational and universal principles is beneficial for all. It allows those children who have experienced adverse childhood experiences (ACEs) not to be re-traumatised and to express their emotions in a more appropriate manner. This approach is beneficial for all children and promotes a non-judgemental, curious and empathetic attitude towards behaviour.

The key principles include

- being 'fair' is not about everyone getting the same but about everyone getting what they need
- behaviour is a form of communication
- a non-judgmental, curious and empathetic attitude towards behaviour - adults in school respond in a way that focuses on the feelings and emotions that drive behaviour rather than the behaviour itself
- putting relationships first
- maintaining clear boundaries and expectations for behaviour

The SENCO has completed a PGDiploma in Attachment, Mental Health and Trauma in Children. This policy has been informed by the guidance published by Brighton and Hove Council on attachment aware policies (2018).

We are developing our approach within the principles of the PACE model (Dan Hughes) alongside the principles of emotional coaching.

PACE How to build connections between adults and children
EdPsychEd

<p>Playfulness</p> <p>Light-hearted and reassuring manner Open, calm and engaged attitude Allows young person to relax Less defensive and more reflective</p> 	<p>Acceptance</p> <p>Unconditional acceptance of thoughts, feelings and struggles Normalising emotions and providing affirmations</p> 
<p>Curiosity</p> <p>Support development of Self-Awareness so young person can identify reasons behind their own actions</p> 	<p>Empathy</p> <p>Show compassion Being present in the moment to understand experiences as the child does</p> 

What Emotion Coaching means in practice
(how co-regulation works)

- Step 1: **Recognising, empathising, soothing to calm** ('I understand how you feel, you're not alone')
- Step 2: **Validating the feelings and labelling** ('This is what is happening, this is what you're feeling')
- Step 3 (if needed): **Setting limits on behaviour** ('We can't always get we want')
- Step 4: **Problem-solving with the child/young person** ('We can sort this out')

We support parents and carers to understand the principles of attachment and involve them in specific approaches that will be tailored to their child's individual needs and experiences, strengths and difficulties.

Positive Relationships

Positive teacher-pupil relationships are key to our philosophy. The school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will implement a number of strategies to establish positive relationships with their pupils - these may include:

- Welcoming pupils as they enter the classroom- know all children's names
- Ensuring pupils understand what is expected of them.
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- 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 break time.
- Focusing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils - this includes:

- Having clear sets of expectations and routines that are understood by all pupils.
- 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 an environment to help pupils understand basic manners and respect.
- Showing empathy by recognising and validating children's feelings and emotions
- Teaching pupils the importance of showing respect to each other.
- Establish agreed rewards and positive reinforcements and clear responses for handling behavioural problems.
- Making effective use of the physical space available.

Teachers will implement a number of strategies to ensure there is good communication.

- Clear, specific instructions- chunk information
- Chn repeat back
- Clear body language/ facial expression
- Remove the audience
- Use thank you instead of please

We understand that sensory input plays a part in emotional regulation and in turn behaviour. We recognise that children may need a sensory diet that involves calming activities or energy releasing opportunities depending on their physical/mental state at that moment and provide those for children as needed.

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.

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. The Jigsaw scheme for PSHE supports an ethos of emotional regulation and resilience.

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Routines

The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily. Once a routine has been established, the teacher models this for pupils to ensure they understand it. Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the consequences that will be imposed if a pupil does not adhere to the routine. Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment

The classroom environment

In order to promote positive behaviour, the school understands that a well-structured environment is paramount.

Teachers employ strategic seating arrangements to promote positive social and collaborative interactions such as:

- Careful placement near additional adults who can support and model interactions.
- Careful placement to ensure children are in pairs and groups with peers that they are able to interact with in a collaborative and productive way to facilitate learning.
- 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.
- Wherever possible, teachers avoid standing with their backs to pupils and ensure they have a full view of the room at all times.

Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

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.

Understanding behaviour

Where pupils frequently display behaviour that shows a need for additional support to be put in place, the school uses the antecedent-behaviour consequence (ABC) analysis to determine appropriate next steps – 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.

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 support the child to recognise what is creating the difficulty and regulate their emotions.

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?

An IBP (individual behaviour plan) is created once the ABC analysis is complete - this outlines the child's individual strengths and difficulties and how they can best be supported. The ACEs cohort identification index will help inform potential causes and strategies.

Necessary staff members will be familiar with the pupil's plan to ensure staff are equipped to support the child in the most appropriate way.

Pupils and their parents are involved in the development of the plan and this is reviewed at least fortnightly by the parent, pupil and their teacher - the plan will be reviewed sooner if it is not effective.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, transitions between lessons, and at break and lunchtimes
- Non-completion of classwork or homework or completing work to a standard well below normal
- Poor attitude towards adults or other children
- Repeated breaches of the agreed uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Refusing to comply with disciplinary consequences
- Inappropriate language- swearing/threats
- Any form of bullying/ harassment
- Truancy
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Theft
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Persistent disobedience or destructive behaviour
- Any behaviour that threatens safety or presents a serious danger any member of the school community
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member
- Any behaviour that presents a physical or verbal threat to members of the school community.
- The possession of any prohibited item 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)

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

Bullying

Staff recognise the seriousness of any instances of bullying and address them as a matter of priority. In order to support the victims of bullying it is necessary to define what we mean by bullying:

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

- Bullying may be emotional, prejudice based and discriminatory, ,sexual, direct or indirect verbal, cyber, physical or psychological.
- Bullying is often repetitive, although one-off incidents do occur.
- Bullying can be premeditated.
- Bullying is often aggressive and malicious.
- Bullying can involve a variety of people.

The victim, other children, parents or staff, can identify instances of bullying. Adults working in school need to be vigilant for signs of distress that may indicate a child is being bullied. Changes in a child's normal behaviour pattern should be viewed with concern. It is important to take any suggestion or suspicion of bullying seriously. It is essential to listen to what parents/children are saying and feeling. Parents should be involved and an action plan will be drawn up which reflects the needs of the children and families concerned. It is important to be aware of the needs of the "bully" as well as the "victim" . The class teacher or a member of the SLT or the Head Teacher should always be informed of any concerns about possible instances of bullying.

Bullying should always be addressed by making sure the 'victim' is satisfied with any action that has been taken. The parents of a child that has been bullied will be informed in writing about the action taken. Staff will ensure that all children understand the school policy on behaviour and where appropriate use the school curriculum and times of collective assemblies to increase pupils' understanding of the issues involved and to promote personal, social moral and spiritual development.

(See school's Anti Bullying Policy for further clarification)

Prejudice Based Incidents

'A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person'

Any incident which is perceived to be prejudice-related must be investigated, but the most common prejudice-related incidents take the form of:

- prejudicial language
- ridicule and jokes
- verbal abuse
- physical assault
- graffiti or damage to property
- discriminatory behaviour e.g. refusing to work with a pupil because of their religion
- incitement to behave in a prejudicial manner e.g. wearing racist badges, recruiting to racist organisations, bringing in homophobic literature.
- cyber bullying

School will keep a record of all the incidents that have occurred and the action taken. The class teacher will inform parents of the incident by telephone or face to face and a written account will be sent to parents.

The head teacher will

- determine immediate and future action
- ensure staff and pupils receive appropriate support
- monitor prejudice-related incidents
- measure the effectiveness of recording methods used.

Mechanisms for recording prejudice-related incidents should be kept separate from mechanisms for recording behavioural incidents (see Appendix 3/4). It is important to differentiate between these as not all prejudice-related incidents should result in a consequence for the perpetrator.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the head teacher/member of the SLT will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

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

Malicious allegations

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

REWARDS / INCENTIVES

Rewards or incentives are one of the ways in which we celebrate children's personal, social and academic development at Statham Primary School. Their use helps us to create a positive ethos in our school and in order for rewards to be effective, Statham Primary 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 rewarded

At Statham we use three different categories of rewards - these are:

- **Social** - praise and recognition, e.g. a positive phone call or PING home, class recognition board
- *Praise must be specific, sincere, personal (1:1) should focus on effort rather than achievement, should avoid personal judgments - (you should be...rather than I like...) should allow for self reflection.*
- **Physical** - material rewards, e.g. tokens, stickers or certificates.
- **Activity** - activity-based rewards, e.g. extra play, free time.

To strengthen participation and collaboration amongst our children we also have a coloured house system and children earn individual points to be added to a collective total.

REWARD ASSEMBLY

Once a week the whole school meets for a 'Celebration Assembly' and certificates are awarded to congratulate children for academic achievement and for good behaviour and attitudes. A Star of the Week certificate recognises pupils that have displayed outstanding adherence to our "Responsibilities" during the preceding seven days. A Learner of the Week certificate recognises academic achievement during the same period. In recognition of outstanding citizenship, a Hazel McCrae award may be given in memory of our former staff member. A Kindness Award recognises children who have been nominated by their peers on five occasions for displaying consistent acts of kindness.

VALUES ASSEMBLY

Each half term there is a school values focus and each week an assembly links to specific values. Values link to our school ethos and PSHE curriculum and also refer to wider British Values. These values promote the spiritual, moral, cultural, mental and physical development of pupils and prepare pupils for the opportunities, responsibilities and experiences of later life. Children are recognised for their exemplification of Statham Values.

De-escalation strategies

Staff understand that indicators of SEMH are recognisable in a variety of ways. Some behaviours are observable and active (e.g. non-compliance, mood swings, verbal and physical aggression, show lack of empathy or personal boundaries) but behaviours can also be passive (e.g. withdrawn, isolated, disengaged, distracted, anxiety, risk avoidance, refusal to accept praise or reluctance to speak). Where a child is showing behaviours as a sign of emotional dysregulation, staff members will implement appropriate de-escalation strategies - this may include 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. when you do this then that can happen
- 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 "when you return to your seat, I can help you with your work"
- Use of sensory input to allow for children to calm down or release energy dependent on need
- Deep breathing and other calming techniques
- Use of visual aids to remind of strategies and processes that could be used by the child

CONSEQUENCES

The purpose of consequences:

Whilst the vast majority of pupils respect the rights of others to be safe, to learn and be happy, at times pupils may need to realign their thinking with school expectations. If children at Statham Primary School are seen to break the agreed behaviour charter without incurring any consequences, then the message we give is that the moral values of our school are unimportant. It is therefore essential to have a clear system of consequences that are fairly and consistently implemented that do not re-traumatise pupils who are vulnerable or prevent them from being able to express their emotions. Those children who need additional support with SEMH use a point based system to support them to self reflect and recognise their achievements. The consequence for not regulating themselves within the support mechanisms put in place for them will be an inability to earn the full points for that session.

There is a strong emphasis on restorative justice and staff are instructed to bring those harmed by poor behaviour choices and those responsible for those choices into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward. A child may not have got full points for that session but the debrief conversation with a member of staff will make it clear to them how they can ensure full points for the following session.

All members of staff have the power to discipline pupils for misbehaviour which occurs in school and in some circumstances, outside of school.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom. School follows DFE guidance with regard to reasonable force and positive handling.

Agreed consequences include:

- PIP and RIP. PIP - praise in public RIP - reprimand in private
- All conversations regarding inappropriate behaviour will be done in a quiet manner with a level tone of voice and in a 1:1 interaction. For our most vulnerable children who require an alternative system this will be detailed in their IBP and will reflect their individual needs.
- For children with additional needs, staff might choose to tactically ignore behaviours which are not disruptive to, or do not threaten the safety of others. This will be rapidly followed up with praise for appropriate behaviour for either the target child or one nearby. Teachers must be constantly on the lookout in order to "catch children being good".

The steps outlined below refer to most children but may be modified for those with identified ACEs or SEND.

- A non verbal reminder about appropriate behaviour
- A verbal reminder about appropriate behaviour. This should entail a concise explanation of what is acceptable and why, relating to our behaviour charter and personal decision making.
- Following a further breach of expectations, the adult should again explain why behaviour is unacceptable in relation to the behaviour charter and that this has left no option but for the adult to write the misdemeanour onto a post it note. This is a staging post from which the child can reflect and modify their behaviour in order to continue to make good choices and resume learning.
- A further breach of the Charter would result in a written account of the behaviour within the class thinking book and regorded in the child's personal CPOMS file and would ideally be conducted alongside the child. This would also result in :

1. Immediate proportionate loss of break or lunchtime to discuss behaviour with the class teacher who will reinforce expectations.
2. A letter to parents to outline the issue that should be signed and returned the next day. (See Appendix 2)

It may also include

- Extra work or repeating unsatisfactory work until it meets the required standard
- Separating the child for a short period of time - to work with an adult who will engage them in a purposeful, supported activity to explore their behaviours
- Asking the pupil to go to a safe space for a short period of time to reflect on their behaviour. This should be for the least amount of time possible and followed up with a member of staff speaking to the child about their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges eg non participation in an upcoming event/ activity
- School based community service or imposition of a task eg litter picking, tidying the grounds
- Letters or phone calls home to parents
- Agreeing an individual behaviour plan
- Conversation with the Headteacher or Deputy Headteacher about the disciplinary issue.
- Confiscating 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.

If a pupil initiates 3 letters home, then a meeting with parents will be called to discuss the ongoing issues.

Any serious misbehaviour including acts of bullying, violence or aggression will result in immediate involvement of the Senior Leadership Team (SLT).

If these consequences are not proving effective in moderating a child's behaviour, the adult should inform the Deputy Head teacher or Head teacher who will decide upon the appropriate course of action in consultation with pupil and teacher.

- **In more extreme cases temporary suspension or permanent exclusion may be implemented**

Dinnertime Exclusions

The Head Teacher and Governing Body are also able to consider the following measures.

1. Exclusion of a child during the lunchtime break for either a short or indefinite period. The parent would then be expected to come and collect the child and take him/her home during the dinner time break. This consequence would only be used in the case of continued serious breaking of the school expectations at dinnertime or if the behaviour exhibited proved to constitute a risk to the Health and Safety of the pupil or to the other pupils. If this consequence were to be carried out, parents would be aware that an individual was approaching this level of disciplinary measure from previous meetings

In some cases a child may have to spend time away from the playground and the SLT will be responsible for looking after the pupil during dinnertime. A dinnertime rota will be put in place.

Reasonable Force

DfE guidelines state 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.

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 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

Physical restraint will only be used as a last resort and as a method of restraint. Team Teach trained staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the de-escalation strategies before the use of physical restraint; 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.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical restraint used.

After an instance of physical restraint, the pupil will be immediately taken to the head teacher and the pupil's parents will be contacted.

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 head teacher as to what behaviour constitutes for an exclusion.

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.

Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner.

The guidance laid out in the home school agreement applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can address inappropriate behaviour outside of the school premises.

Staff may address inappropriate behaviour off 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 address inappropriate behaviour 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.
- Could disrupt the orderly running of the school.

Any bullying 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 Policy.

The school will impose the same behaviour consequences for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

Staff training

The school recognises that early intervention can prevent inappropriate behaviour. 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.

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

All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour and the impact of ACEs as part of their induction programme.

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.

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.

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

The behaviour of every child is the responsibility of every member of staff.

Praise every time you see children adhere to the school expectations.

- "You are walking beautifully, well done."
- "What sensible behaviour, well done."
- "You are sitting quietly, what a lovely example."
- "Well done for putting that litter in the bin."
- "Thank you for opening the door" "Well done for saying please and thank you"
- "Thank you for sitting quietly in assembly"
- "What a good example you are setting, well done"
- "Well done for putting your chair quietly under your desk" etc.

Other School Expectations that must be implemented:

- No caps / hats worn in school.
- Earrings should be of the stud type only.
- No other jewellery other than a watch should be worn
- No make up/ nail varnish
- Toys, pencil cases, and other personal items should be left at home unless there is a specific reason for them being in school which has been agreed with the class teacher
- Personal electronic devices are prohibited in school unless agreed by SLT. Children may bring phones with the permission of the class teacher but these will be held securely until the end of the school day

This policy will be regularly reviewed and updated by SLT/ governors.

Statham Primary School

Inspiring all to Learn, Share and Care



Warrington Road
Lymm
Cheshire
WA13 9BE
Tel: 01925 752142
Fax: 01925 758773

Headteacher Mrs Jane Rooney

e-mail:statham.office@thebeamtrust.co.uk

Date :

Dear Parent/ Guardian

I am sorry to inform you that your child has not adhered to agreed responsibilities this week and his/ her behaviour has prevented others from:

- being themselves
 - being safe
- being able to learn
 - being happy

As a consequence your child

I would be grateful if you would discuss this matter with your child and reiterate the rights and responsibilities of all children at Statham. Please sign and return the reply slip to acknowledge this letter.

Yours Sincerely
Mrs J Rooney

.....

I have discussed this issue with my child

Date :

Child's Name:

Signature of parent/ guardian

Statham Primary School

Inspiring all to Learn, Share and Care



Warrington Road
Lymm
Cheshire
WA13 9BE
Tel: 01925 752142
Fax: 01925 758773

Headteacher Mrs Jane Rooney

e-mail:statham.office@thebeamtrust.co.uk

Date :

Second behaviour letter

Dear Parent,

Following my previous letter regarding the behaviour of XXXX, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Statham Primary School

Inspiring all to Learn, Share and Care



Warrington Road
Lymm
Cheshire
WA13 9BE
Tel: 01925 752142
Fax: 01925 758773

Headteacher Mrs Jane Rooney

e-mail:statham.office@thebeamtrust.co.uk

Date :

Third behaviour letter

Dear Parent,

I am sorry to report that, despite meeting and creating a behaviour contract, XXXX has continued to misbehave.

XXXX would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the head teacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

APPENDIX 2 : Prejudice Based Incident Reporting Form

Date :
Name of staff reporting the incident:
Which member of SLT dealt with the incident :

Nature/Type of Incident

Physical	Property	Verbal	Psychological	Cyber
----------	----------	--------	---------------	-------

Race	Culture	Religion/belief	Sexual orientation	Gender identity
Gender- sexism	SEN	Disability	Appearance/ health	Related to home circumstance

	Name:	Yr Gp:	Teacher:	Other relevant info
Target				
Person/s responsible				
Outcome	No offence intended or taken	Hurt/ distress caused Behaviour unlikely to be repeated	Hurt distressed caused Pupil has been warned before	Substantial distress caused Behaviour may be repeated

Details of incident:

Date/place/time:
Witnesses:

First incident/ Repeat / Serious:
Relevant supporting info:
Action taken:
Details of others involved/ notified:
Follow up actions:
Date to review:

APPENDIX 3

School Script to Respond to Prejudice based Incidents

Establish Understanding	<p>What did you mean by saying ...?</p> <p>Do you know what that word means?</p> <p>Do you understand why it is wrong/ hurtful to use that word ?</p>
Explain meaning	<p>XXX is a word we use to describe.....</p> <p>We don't use XXX as an insult because it makes people think that being is bad</p>
Use empathy	<p>How do you think you would feel if someone called you names like that?</p> <p>That language is hurtful to me and to others.</p> <p>It's really disappointing to hear you using language that makes other people feel bad.</p>
Challenge directly	<p>You know that language is absolutely unacceptable.</p>

	If you mean... say
Link to ethos/policy	In school we don't use language like that. We are kind, respectful and caring to everyone. Tell me our rights and responsibilities.
Role play/ direct action	Use school resources to develop further understanding.

Appendix 4: ABC Record

Date Time Activity	Antecedent (what happened before)	Behaviour (what was the reaction)	Consequence (what happened to the pupil as a result)	Communication (what do you think the pupil was trying to communicate)	Notes

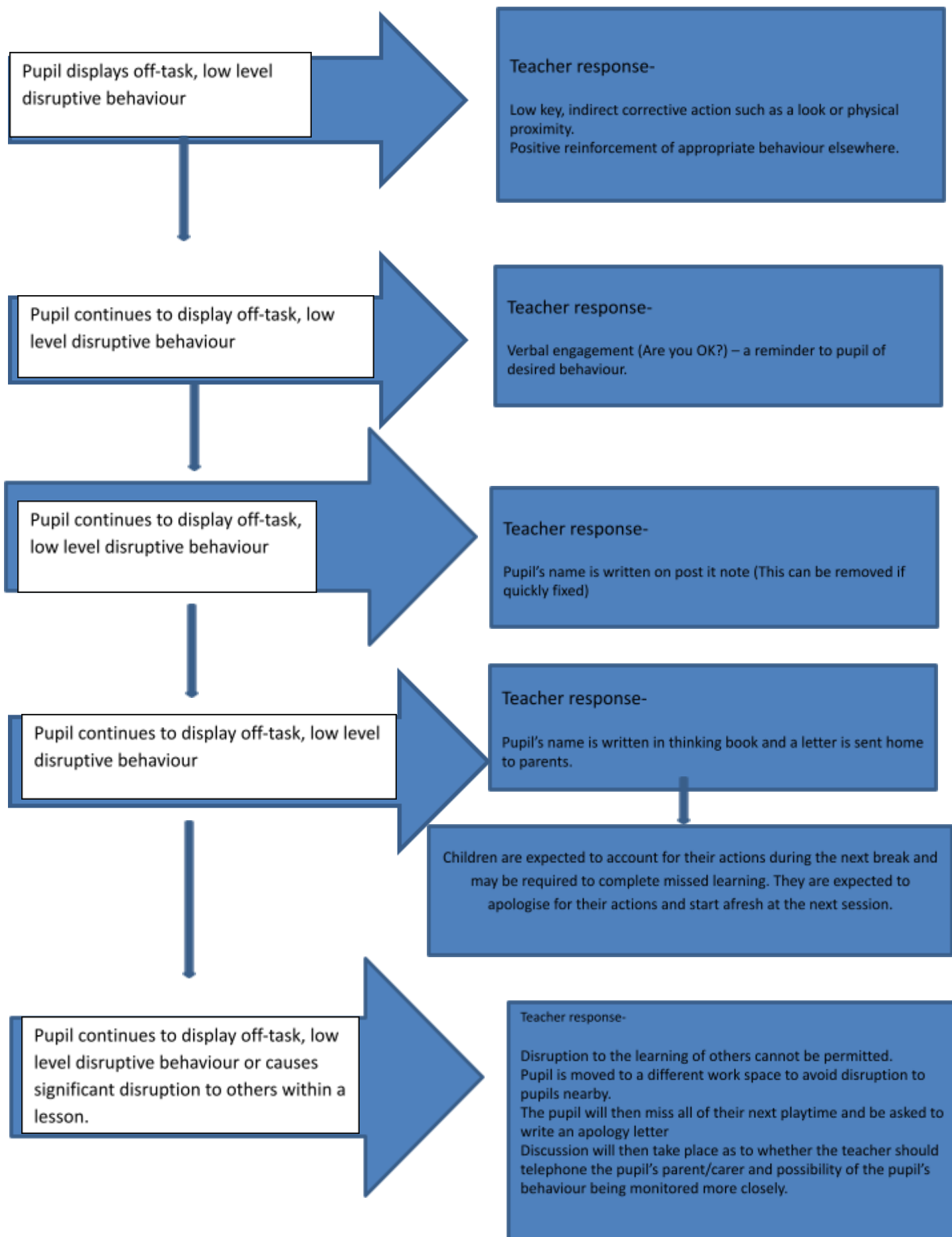
Appendix 5

Restorative Script- Staff to remain calm, neutral tone/body language



<p>What happened ?</p>	
<p>What were you thinking and feeling at the time ?</p>	
<p>What have you thought since ?</p>	
<p>Who has been affected and how ?</p>	
<p>What do you think needs to happen to make things right ?</p>	
<p>How could you do things differently in future ?</p>	

Appendix 6 Teacher Guide for Response to Misbehaviour



Appendix 7 Teacher Guide for Response to Serious Misbehaviour

Child demonstrates :Repeated breaches of the school rules, Refusing to comply with disciplinary consequences, Inappropriate language- swearing/threats, Any form of bullying/ harassment, Truancy, Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation, Theft, Smoking, Racist, sexist, homophobic or discriminatory behaviour, Persistent disobedience or destructive behaviour, Any behaviour that threatens safety or presents a serious danger any member of the school community, Any behaviour that seriously inhibits the learning of pupils, Any behaviour that requires the immediate attention of a staff member, Any behaviour that presents a physical or verbal threat to members of the school community., The possession of any prohibited item 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)



Child is removed from the work/ play environment to account for their actions with SLT. A written account is co-authored with the child/ adult using the appropriate proforma- restorative script/ bullying investigation/ prejudice based form.

Proportionate consequences actioned.

Parents are informed

Appendix 7



Statham Primary INDIVIDUAL BEHAVIOUR PLAN – IBP

Name :

DOB:

Year

SPLD	MLD	SLD	SLCN	ASD	VI/HI	MIS	SEMH	Other
Strengths					Things I find tricky (concerns)			
Wishes and Feelings: Any other information:					Triggers:			
Short Term Targets					Evaluation			

	General Character	Initial sign of distress	Elevated level of distress	Loss of control
Behaviour/ reactions				
De escalation				
Support				
Consequences				
Strategy Bank of ongoing support				

SELF REGULATION REPORT

Staff track patterns/ triggers

Children reflect on successful strategies

0 Serious Misbehaviour- intervention by senior teacher/ SLT

1-2 Misbehaviour : Disruption, transitions , low effort, non-completion of classwork, poor attitude towards adults or other children, incorrect uniform

3 Expected behaviour

(Ongoing outcomes/ progress shared via ping/phone call or face to face - may be daily or weekly dependent on the child)

	8:30-9	9-10	10-10:15	10:15-10:30	10:30-11:30	11:30-12	12-1	1-2	2-3
Mon	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123
(Zone/notes)									
Tue	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123
(Zone/notes)									
Wed	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123
(Zone/notes)									
Thurs	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123
(Zone/notes)									
Fri	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123	L0123 B0123
(Zone/notes)									

Appendix 8: [Information for parents about Suspension/Exclusion](#)

Principles

1) Suspension and Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy. A student may be at risk of exclusion from school for:

- Verbal or physical assault of a student or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

2) A Fixed Term Suspension from the school can only be authorised by the Headteacher or the Deputy Headteacher acting on their behalf. If none are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.

3) In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Headteacher of the school.

4) The school seeks to reduce the number of incidents leading to suspensions/exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.

5) The school regularly monitors the number of Fixed Term Suspensions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Notification of a Suspension

1) Parents will be notified as soon as possible of the decision to suspend a student and the reason for the suspension. This will be done on the day of the suspension being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the suspension will be sent to parents the same day.

2) In the case of a Permanent Exclusion, parents will be notified by the Headteacher in a face-to-face meeting.

3) A student who has been suspended will have the reason for his/her suspension explained to them by a member of staff so that they understand the nature of their misbehaviour.

4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies. It is hoped that in most cases following a suspension, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

5) The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all Fixed Term suspension the same day of the production of the suspension letter, which they will receive a copy of; it will clearly outline the reasons for the suspension.

Students Returning from a Fixed Term Suspension

All students returning from a Fixed Term Suspension are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further suspension can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Permanent Exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a head teacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the head teacher's decision and you may meet with them to explain your views on the exclusion
- if the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

Appeals All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.