

Hamsey Green Primary School

Behaviour Handbook 2023 – 2024



Welcome to Hamsey Green Primary School

This booklet has been prepared to help ensure that you are as fully informed as possible about the school. We hope that you will find it useful. Please do not hesitate to ask should you require any points clarified.



'Together we learn for life'

Contents

1. Aims and Principles	2
2. Legislation, statutory requirements and statutory guidance	4
3. Definitions	4
4. Bullying	5
5. Roles and responsibilities	8
6. School behaviour curriculum	9
7. Responding to behaviour	10
8. Serious consequences	17
9. Responding to misconduct from pupils with SEND	18
10. Supporting pupils following a sanction	20
11. Pupil transition	20
12. Training	20
13. Monitoring arrangements	21
14. Links with other policies and documents	21

Vision

At Tandridge Learning Trust, our vision is to empower every learner to excel and flourish within a culture of inclusion and the highest aspiration. We will consistently place the needs of our learners at the heart of every decision we make whilst working tirelessly to reduce educational inequality and achieve outstanding outcomes for every individual.

We all work to

- Understand the impact of emotions and feelings on actions and choices.
- Understand the importance of positive relationships, both in school and outside of school.
- Understand how to establish such positive relationships and make positive choices in school and beyond, and to make positive life choices.
- Share a common understanding and framework in which to do this.

We take a restorative approach to all practice, including behaviour. This is underpinned by the belief that:

- All behaviour is a form of communication and is driven by an emotion or feeling.
- Everyone connected to our schools - be they child, parent, or staff - has a right to be safe, to flourish and to be treated with respect.
- All behaviour choices have a consequence.
- Every child's needs are unique and, therefore, we ensure a consistent yet flexible response is taken to behaviour choices.
- Regulated emotions are essential for a regulated response - adults have a responsibility to model, guide and support the behaviour expected of the children in their care.
- While mistakes are part of the learning process, owning our behaviour is an important part of building character, developing responsibility, and increasing self-esteem. We therefore ensure that open and transparent discussions are held about the factors that can affect behaviour responses, such as trauma, SEND and other environmental factors.

1. Aims and Principles

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 whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

This policy is underpinned by the following 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, consequences 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 are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

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

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers 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 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Unwanted behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious unwanted behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexually Harmful Behaviour
- 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. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - 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)

4. 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 of time
- Difficult for the target to defend against eg an imbalance of power

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"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Developmentally inappropriate 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

How the school will prevent bullying

This will be done both explicitly through our curriculum and behaviour management and implicitly through creating a respectful and caring environment, including:

- PSHE curriculum delivered weekly
- RSE curriculum
- Online Safety sessions weekly
- Clarity around behaviour expectations, safeguarding and how to report concerns for all
- School Council for a robust Pupil Voice
- Termly Pupil Voice audits and evaluations
- Using the Zones of Regulation across the school
- Using Restorative Practice across the school
- Weekly Values assemblies
- Class Charters
- Role modelling by adults

How pupils, parents/carers and staff can report incidents of bullying

Any concerns regarding bullying must be reported as soon as possible to either the class teacher or a member of SLT via the school office email. All concerns raised using the word 'bullying' will be recorded on Arbor and fully investigated.

How the school investigates allegations of bullying

An investigation into potential bullying will always include:

- Speaking to the children involved and asking what happened and the impact from their point of view
- Speaking to any other children and adults present and asking what happened from their point of view
- A judgement regarding the outcome
- Next Steps

For a range of reasons, it can be challenging to find out with any degree of confidence, exactly what happened during an incident. Children can disagree, deny, falsely accuse and have different interpretations regarding intent. Where this is the case and there are witnesses, weight will be given to what those witnesses report. Where this is the case and there are no witnesses, it may not be possible to come to a judgement. The investigation will be recorded as such. Where there is a body of evidence indicating a high likelihood that bullying has occurred, the Head Teacher may decide to act accordingly.

How the school will react to bullying that occurs off school premises or online

Where there are reported incidents of bullying off school premises, including online it is the parents'/carers' joint responsibility with the school to manage the situation. School staff will support parents in addressing behaviour both of perpetrator and target. This will focus on:

- Ensuring all children feel safe to be in school – this may mean children being separated for a period of time; adjustments made to timetables and groupings;
- A restorative approach – this will include an apology; agreed restorative actions; reflection to understand why the incident occurred and how it can be prevented from occurring again
- Support and intervention to address any underlying issues that could lead to repeated incidents – this could be managing emotions such as anger; improving assertiveness and or self-esteem; work to address power imbalance; education for bystanders to understand the importance of speaking up and how to do it; understanding the law regarding the use of software, sites and Malicious Communications;

Where parents do not engage in addressing these issues, the school may make a referral for support from Children's Services. Non-engagement may include allowing children to access age-inappropriate sites; not supervising on-line or out of hours activity effectively; not working with the school to address the concerns.

How the school records, analyses and monitors incidents of bullying

All concerns raised using the word 'bullying' are recorded as such on the appropriate form and investigated. A record of the investigation is sent to SLT to review and Next Steps are agreed. A record is kept on the Arbor which is analysed every half term for possible trends in terms of areas of the school, vulnerable groups and individuals, effectiveness of our strategy

If the incident meets the school threshold for a bullying incident i.e.

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for the target to defend against e.g. an imbalance of power

It will be recorded as such and appropriate Next Steps agreed with parents/carers and the children.

If it does not meet the threshold it will be recorded as such and Next Steps agreed with the children. Parents will be informed.

How the school supports pupils who have been bullied, and those vulnerable to bullying

Next Steps will focus on:

- Ensuring all children feel safe to be in school – this may mean children being separated for a period of time; adjustments made to timetables and groupings;
- a restorative approach – this will include an apology; agreed restorative actions; reflection to understand why the incident occurred and how it can be prevented from occurring again

- support and intervention to address any underlying issues that could lead to repeated incidents – this could be managing emotions such as anger; improving assertiveness and or self-esteem; work to address power imbalance; education for bystanders to understand the importance of speaking up and how to do it

How the school trains staff and governors in preventing and handling bullying

September Safeguarding and Child Protection training with a top up in the spring term

Clarity around all relevant policies – where they are, what they say and what the processes are

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils
- 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 behavioural culture to ensure they understand its rules and routines, and how best to support all 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 require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- 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 misconduct (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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 working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other
- Make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- Pupils are not allowed to have mobile phones with them on-site
- Where there is agreement between class teacher and parents/carers for phones to be brought into school, it is the child's responsibility to hand the phone in and to pick it up at the end of the day. The phone should be labelled with name and class. The class teacher will send the phone to the school office where it will be kept safely until the end of the day. The school do not accept any liability for any damage or loss.
- If a phone is brought into school outside of these conditions is a serious breach of the rules; it will be confiscated and handed to the parent or carer at the end of the day and a sanction agreed.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone for and context for positive behaviour within the school. All staff will model what is expected of pupils at all times.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display a class charter where all children sign in some form
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 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 unwanted behaviour 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.

Please refer to our Child Protection and Safeguarding Policy for more information.

7.3 Responding to good conduct

When a pupil's conduct meets or goes above and beyond the expected standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal or written praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, such as prefect status or being trusted with a particular decision or project
- Whole-class rewards

7.4 Responding to unwanted conduct

When a pupil's conduct falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging misconduct that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unwanted behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When addressing unwanted behaviour, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Where a child is presenting with unwanted behaviour they can expect:

- **Reminder** - Adults will remind children of expectations
- **Warning (stop and think card)** - Adults will then warn children that should the behaviour continue, there will be a consequence
- **Consequence (yellow or red card)** – This will be proportionate, timely and supportive, guided by a restorative approach and with the intention of children returning to learning as soon as possible

Consequences:

- Moving the child within the classroom
- Sending the pupil out of the class to work
- Expecting work to be completed at home, or at break or lunchtime
- Reflection Time at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility

- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the either the Head Teacher or the Deputy Head Teacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder. Unless there is an immediate safeguarding concern, parents or carers will be contacted to agree next steps.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- trays
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Should a strip search be considered, parents or carers will be contacted before any decision is made about contacting the police. If the school are not able to contact parents or carers, Children's services advice will be sought.

Communication and record-keeping

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil and a parent or carer, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

consequences may be applied where a pupil has misbehaved off-site when representing the school. This misconduct is when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school

- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online unwanted behaviour

The school can issue behaviour consequences to pupils for online misconduct when:

- It poses a safeguarding concern
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Any online misconduct that is not possible for the school to manage ie done at home, will be referred back to home to be addressed. The school consider parents and carers to be responsible for what their children are accessing online and how their children conduct themselves online whilst not in school. The school will support parents with advice in terms of what is acceptable/not acceptable and how to manage device use at home. In addition, the school can issue consequences to reinforce the child's understanding of the how the online world is not separate. Where parents choose not to , or unable to manage unwanted online behaviour a referral will be made for external support via Children's Services.

7.9 Suspected criminal behaviour

The age for criminal responsibility in England is 10. [Youth crime | The Crown Prosecution Service \(cps.gov.uk\)](https://www.cps.gov.uk/youth-crime)

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 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 consequences, 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.

7.10 Zero-tolerance approach to Harmful Sexual Behaviour

Harmful Sexual Behaviour is developmentally inappropriate sexual behaviour which is displayed by children and young people which is harmful or abusive. HSB can occur online and/or face to face, and can also occur simultaneously between the two. The school will ensure that all incidents of Harmful Sexual Behaviour are met with a suitable

response, and never ignored. To determine whether behaviour is developmentally inappropriate or not all responses will be guided by the Brooks Traffic Light tool.

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

Please refer to our Child Protection and Safeguarding Policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious consequences

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time and taken to continue their learning in another area of the school.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with a member of the pastoral team
- Use of teaching assistants
- Behaviour plans
- Nurture Room
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the Centra Behaviour Log.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misconduct from pupils with SEND

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

When dealing with pupils with SEND misconduct, especially where their SEND affects their behaviour, the school will balance their legal duties 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.

Approaches may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (for example Nurture Room) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting consequences for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

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

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

9.3 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.

9.4 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.

[Support for children with a special educational need or disability - Surrey County Council \(surreycc.gov.uk\)](http://surreycc.gov.uk)

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with a member of the pastoral team

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- School expectations for behaviour
- Where to access support
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every half term by the Senior Leadership Team

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Local Governing Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Board of Trustees.

14. Links with other policies and documents

This behaviour policy is linked to the following policies

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Physical Restraint Policy
- Anti-Bullying Strategy
- Restorative Practice
- Behaviour Management

Appendix 1: Behaviour for Learning at Hamsey Green Primary School

'Together we learn for life'

Kind Words, Kind Actions

Hamsey Green Primary School and Acorn Nursery wishes to create and to maintain a community where interaction is based on mutual respect so that people can work together with the common purpose of fostering outstanding teaching and learning. This is important in preparing pupils for their current and future life at secondary school and within the wider community. Our School Values, 'Aspirational, Collaborative, Optimistic, Resilience and Nurturing' underpin our work in promoting self-discipline and good behavioural choices.

Aims:

The main aim of our behaviour policy is the promotion of good relationships, so that we can work together with the common purpose of helping everyone to learn, where achievements at all levels are acknowledged and valued.

To support effective teaching and learning through empowering staff to manage pupil behaviour:

To value and appreciate one another irrespective of age, gender or race

To acknowledge that everyone has a valued role within our school community

Ensuring that all pupils feel safe, valued and thoroughly involved in their learning.

Engaging the use of constant positive reinforcement in the pursuit of high standards of work and behaviour.

Ensuring that all pupils maintain a high standard of presentation in both themselves and their work.

This policy is designed to promote good behaviour, rather than just deter anti-social behaviour both inside and outside the school environment.

To foster a set of shared values among staff, students and parents.

Our approach is restorative rather than retributive. Using the language of reflection encourages self-control and restoration of relationships. We use the following questions:

What happened? event.	Empowers the individual to share their perspective on the
Who was affected and how? actions.	Encourages individual to reflect on the wider impact of their
What can we do to put it right?	Ensures support in a restorative action.

Regular staff training is constantly being developed to ensure clear understanding, consistency of approach, and sharing of good practice.

When a child is dysregulated and displaying unwanted or inappropriate behaviour in the classroom, they will be encouraged to regulate by the class teacher or teaching assistant. The aim of this is always to be 'ready to learn'. When 'ready to learn', children are calm and regulated, and therefore, able to process and learn new information.

Appendix 2: Behaviours necessary for learning

We understand the role adults play in setting the right environment for learning:

To recognise positive behaviour

To model positive behaviour

To hold an individual presenting with unwanted or inappropriate behaviour in unconditional regard

To manage unwanted or inappropriate behaviour with calm, non-confrontational challenge

To use the agreed language of choice and regulation

To support each other where necessary

Adults in school need to make sure:

- Expected behaviour is modelled at all times
- Children are given appropriately engaging and challenging learning opportunities
- Classrooms provide an excellent learning environment for everyone
- Parents are kept informed about what their children are doing, how well they are doing it and what they need in order to improve it
- appropriate support is in place where it is needed

Parents need to make sure:

- Expected behaviour is modelled at all times
- Children come to school every day possible, arrive on time and ready to learn – they have had enough sleep, enough to eat and have all necessary equipment
- School policies are supported
- They actively participate in their children's learning

Children need to make sure:

- They actively participate in all lessons
- They listen carefully
- They are respectful
- They always try their best

Appendix 3: Behaviour management overview

General behaviour management will always include: <ul style="list-style-type: none"> • Explicitly embedding the importance of our school values • Regulated adult behaviour • Embedded understanding and use of Zones of Regulation • PSHE lessons, both general and, where necessary targeted content • Classroom Charter agreed by all • Clear systems and organisation of resources, transitions, consequences and rewards embedded with all adults and children • Good personal relationships • Good understanding of and provision for individual needs 	General behaviour management will always celebrate the right choices using: <ul style="list-style-type: none"> • More praise for children doing the right thing than commenting on those not doing the right thing • Sharing good news with parents as well as the challenges • Attendance penguins • Proud Cloud • Team points • Value leaves • Celebration assembly • Values assembly
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Level 1: We recognise that all children can, on occasion, present with low level disruptive behaviour as a normal part of development. We recognise that simple, firm boundaries and expectations will usually manage this effectively.

When low level disruptive behaviour is persistent, escalates or presents as a change from behaviour typical for that child, we recognise there may be an underlying issue that needs to be considered. Discussions would include other staff and parents to gather more information which would inform future behaviour management.

Unwanted behaviour	Action	Restorative solutions	Recording
Low level disruption could include: <ul style="list-style-type: none"> • Talking when asked not to • Distracting others • Not getting on with work • Minor squabbles 	Use non-verbal cues to remind child of expectations: <ul style="list-style-type: none"> • Signal • Visual cue – i.e. Yellow card, rules • Facial cue • Remove the distracting object Should non-verbal cues be ineffective: <ol style="list-style-type: none"> 1. Check that the expectation and support is appropriate for that child 2. Check that the child understands the expectation 3. Ask if something is preventing the child from carrying out the expectation and address if necessary 4. Remind the child of the rule using 'The rule is...' 	Restorative solutions are always based on four questions: <i>What has happened?</i> <i>Who was affected?</i> <i>How did it make them feel?</i> <i>How can we put it right?</i>	
		Restoration will always include: <ul style="list-style-type: none"> • support to understand the other points of view • an apology • a restorative action At this level, it may simply be that:	

	Turn away and leave the child to make a choice	<ul style="list-style-type: none"> • Work has not been completed and needs to be. Agreement to complete without interfering with further learning. This could be during the next break or at home, with support of parents. • Children have a minor squabble. Agreement may be to apologise and be supported to work out differences or have some time apart. 	
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Level 2			
These behaviours will be persistent and presented by children who are dysregulated and may be signalling significant underlying issues.			
Unwanted behaviour	Action	Restorative solutions	Recording
<p><i>Serious misdemeanours</i> could include:</p> <ul style="list-style-type: none"> • Lying • Answering back a member of staff • Defiance or ignoring instruction • General swearing aloud • Wilful low level damage • Persistent low level disruption • Bullying of any kind • Searching, looking at or creating inappropriate content 	<p>Incidents will be investigated by a named adult and a member of SLT informed.</p> <p>One-off incidents will be recorded on a behaviour log, parents informed. A plan will not be started unless the behaviour is repeated.</p> <p>If behaviour persists, a Behaviour Plan may be put in place after discussion with SLT</p> <p>If a Behaviour Plan is in place this will be agreed with parents and the child; reviewed regularly with a clear communication between home and school agreed i.e. Proud Book, Progress Log</p> <p>Support from an outside agency such as STIPPS, EP, counselling, outreach may be sought</p> <p>Staff will be interested to know what is driving this behaviour and will consider:</p>	<p><i>What has happened?</i> <i>Who was affected?</i> <i>How did it make them feel?</i> <i>How can <u>we</u> put it right?</i></p> <p>Restoration will always include:</p> <ul style="list-style-type: none"> • support to understand the other points of view • an apology • a restorative action <p>At this level:</p> <p>Child may decide that support for regulation may include individual work station or a different place to work.</p> <p>Work will always be expected to be completed either in school or at home with support from parents</p>	Individual Behaviour log, referenced on central log

<ul style="list-style-type: none"> Racist, homophobic and sexist incidents 	<ul style="list-style-type: none"> A safeguarding issue Changes at home Serious friendship issues SEND <p>A referral to CAHMS or SCS will be considered</p> <p>Nurture provision will be considered</p>	Exposure to negative stimulus ie playground, friendship group, devices may be limited for a period of time	
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Level 3

These behaviours are a significant departure from typical children's behaviour and are potentially a serious cause for concern. It is recognised that these children are likely to have more complex needs and/or backgrounds.

Unwanted behaviour	Action	Restorative solutions	Recording
<ul style="list-style-type: none"> Persistent serious misdemeanours Unprovoked injury to another Dangerous or injurious behaviour Swearing at an adult 	<p>Children will have a plan in place with external support which will include in-school Nurture</p> <p>A part-time timetable agreed with parents and child, reviewed twice a week may be in place</p> <p>Regular review and update meetings will be held with parents and child</p> <p>Where this behaviour is prolonged and affects learning, an EHCP may be considered</p> <p>Where the planned provision fails to meet a child's needs and there is a concern for the health and</p>	<p><i>What has happened?</i> <i>Who was affected?</i> <i>How did it make them feel?</i> <i>How can we put it right?</i></p> <p>Restoration will always include:</p> <ul style="list-style-type: none"> support to understand the other points of view an apology a restorative action <p>All behaviour plans will be tailored to individual need and include appropriate restorative approaches and key elements in line with the Behaviour Policy</p>	<p>Individual Behaviour log and reference on central logs</p> <p>Behaviour plan</p> <p>EPC log</p>

	<p>safety of adults or children, a Fixed Term Exclusion may be given in order that the plan be reviewed and provision adjusted as necessary, prior to returning to school</p> <p>Where children have repeated FTEs, they will be considered at risk of Permanent Exclusion for Health and Safety reasons and the school will work with Inclusion and Surrey SEND</p>		
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Level 4

Permanent exclusion is a final resort when the school feel they are unable to meet a child's needs without incurring health and safety concerns for either adults or children.

Appendix 4: Maslow's Hierarchy of Needs



Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs are more important than others

Our most basic need is for physical survival and this will be the first thing that motivates our behaviour. Once that level is met, the next level will be the first things that motivates us and so on.

<https://www.simplypsychology.org/maslow.html>

1. **Physiological needs** – these are basic needs for human survival – air, food, drink, shelter, clothing, warmth and sleep. If these needs are not met, the human body cannot function properly Maslow thought these needs the most important as all other needs become secondary until these needs are met.
2. **Safety needs** – once an individual's basic needs are met, the need for security and safety become the most important. People need order, predictability and control in their lives. These needs can be met by the family, and society (police, schools, business and medical care). For example, emotional security, financial security (employment, social welfare), law and order, freedom from fear, social stability property, health and wellbeing (safety against accident and injury).
3. **Love and belonging** – the third level of need involves feelings of belonging. This refers to a human's emotional need for relationships and being part of a group. For example, friendships, trust, acceptance receiving and giving affection and love.
4. **Esteem** – this includes self-worth, achievement and respect. Maslow classes esteem needs in two categories: self-esteem (achievement, independence) and the need for respect from others. He indicates that the need for respect is the most important in children and adolescents, more important than self-respect or dignity.
5. **Self-actualization** - the highest in the hierarchy and refer to the realization of a person's potential, self-fulfilment, seeking personal growth and peak experiences. He describes this level as the desire to accomplish everything that one can, to become the most hat one can be.

Appendix 5: Zones of Regulation

<https://zonesofregulation.com/book.html>

The Zones of Regulation is a framework for teaching strategies for emotional and sensory regulation. Rooted in cognitive therapy, the Zones approach uses four colours to help identify feelings in the moment given the emotions and level of alertness as well as a guide to strategies to support regulating these emotions. By understanding how to recognise body signals, detect triggers read social context and consider how behaviour impacts on others, improvements in emotional control can be learned.

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated, euphoric, or experiencing anger or rage, explosive behaviour devastation or terror. This will look different for each child and fall into one of the known responses to danger of Fight, Flight or Freeze. Children may lash out, run or shut down. At this point children are usually unable to process a

The Yellow Zone is used to describe less heightened states of alertness and elevated emotions, where the individual is able to have control over behaviour such as frustration anxiety stress, excitement, silliness nervousness

The Green Zone is used to describe a calm state of alertness, where the individual is ready and able to socialise and learn. Feelings may be described as happy, focused, content. This is when optimal learning occurs.

The Blue Zone is used to describe low states of mind, such as feeling sad, tired sick or bored.

All of the Zones are natural to experience, but the framework focuses on teaching how to recognise and manage their zone, removing punitive element.

Things you will hear in our school:

'It's ok to feel angry, we all do at times. It's not ok to be unkind or hurt someone. What strategy could you use to regulate your anger?'

'You seem a little upset/anxious/unsettled today. Is there anything you want to talk about? What strategy do you think could help you regulate and feel ready to work/play?'

'I can see you are very upset/angry/unsettled so I am going to leave you to regulate and we will talk in a little while.'

Appendix 6: Restorative Practice

Low level disruption

Action	Reflection	Restoration and support
<p>Child is disruptive during learning</p> <p>Child does not complete learning</p>	<p>Child explains</p> <p><i>What has happened?</i></p> <ul style="list-style-type: none"> identifies the feelings behind the behaviour works with the adult to identify what caused the feelings (work was too hard/too easy; feeling upset about something) <p><i>Who was affected?</i></p> <ul style="list-style-type: none"> understands that they have lost learning understands they have wasted teachers'/other pupils' time 	<p>Child and adult agree</p> <p><i>What could we do to put it right?</i></p> <ul style="list-style-type: none"> agree how to avoid it happening again agree how to restore relationships <p>Agreed actions may include:</p> <ul style="list-style-type: none"> the teacher planning/presenting work differently child moving away from distractions to a quieter area how and when to catch up with lost learning <p>Restorative approaches will include:</p> <ul style="list-style-type: none"> an apology to other children and or teacher, depending on the disruption

Fighting/verbal altercation

Action	Reflection	Restoration and support
<p>Child has hurt someone</p>	<p>Child explains</p> <p><i>What has happened?</i></p> <ul style="list-style-type: none"> the feeling behind the behaviour what caused the feeling the actions that caused a problem <p><i>Who was affected?</i></p> <ul style="list-style-type: none"> they upset the other child they upset any children watching 	<p>Child and adult agree</p> <p><i>What could we do to put it right?</i></p> <ul style="list-style-type: none"> agree how to avoid it happening again agree how and when to restore the relationships <p>Agreed strategies may include:</p> <ul style="list-style-type: none"> asking an adult to support when children have fallen out playing with other children having alternative break time activities for an agreed period of time SENDco support

		<ul style="list-style-type: none"> • Early Help Restorative approaches will include: <ul style="list-style-type: none"> • an apology and may include an agreed action if agreed with child hurt
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Serious event

Action	Next step	Restoration and support
Child has displayed unsafe and dangerous behaviour	<p>When calm (which may not be that day) child explains</p> <p><i>What has happened?</i></p> <ul style="list-style-type: none"> • the feeling behind the behaviour • what caused the feeling • the actions that caused a problem <p><i>Who was affected?</i></p> <ul style="list-style-type: none"> • Who else was there • How could it have made them feel 	<p>Child and adult agree</p> <p><i>What could we do to put it right?</i></p> <ul style="list-style-type: none"> • agree how to avoid it happening again • agree how to restore relationships <p>Actions will include:</p> <ul style="list-style-type: none"> • parental involvement • a risk assessment • SENDco support • a behaviour plan <p>Actions may include:</p> <ul style="list-style-type: none"> • STIPP behaviour support referral • CAMHS referral • Children's Services referral • FTE until a plan is in place <p>Strategies will include:</p> <ul style="list-style-type: none"> • Restorative work with children and staff involved <p>Strategies may include:</p> <ul style="list-style-type: none"> • Nurture Room • Psychotherapy

Appendix 7: Supporting the regulation of emotions for pupils

Tier 1 – Everyday practice

Zones of Regulation
PSHE/RSE curriculum
Staff training
Assemblies
Outdoor learning
Positive, inviting environment
Pupil Voice through School Council and classroom planning sessions

Tier 2 – Additional support

Group interventions/training – anger workshop, anxiety workshop, gym workshop, social interaction workshop
Individual support/training
Informal drop-in with psychotherapist for signposting to additional support
External specialist support from:

- STIPP Behaviour team
- Inclusion team (Attendance)
- Children's Services
- Specialist provision outreach e.g. for Autistic Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN) team

Tier 3 – Targeted intervention

Nurture room
Psychotherapy
External specialist support from

- STIPP Behaviour team
- Educational Psychologist
- Children's Services
- Child and Adolescent Mental Health Services (CAMHS)

Appendix 8: Supporting the regulation of emotions for staff

Tier 1 – Everyday practice

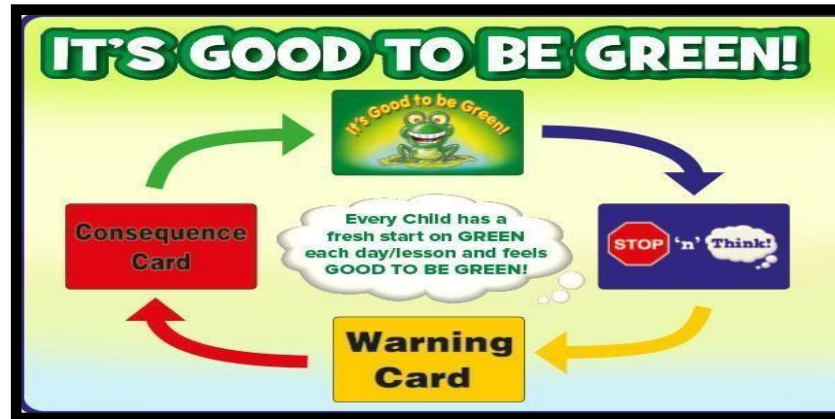
- Constant review of workload when making changes
- Staff Voice - clear avenues for voicing concerns, worries – weekly evaluation, half termly supervision, performance management, drop-ins, open-door policy, Human Resources (HR) central team
- Trained Mental Health lead
- Robust induction including basic policies – i.e. Safeguarding, Code of Conduct
- Staff training
- Positive, inviting environment
- Outdoor learning

Tier 2 – Additional support

- Adjustments to working practices where necessary i.e. phased return
- Occupational Health (OH) support
- Informal drop-in with psychotherapist for supervisionsignposting to additional support
- Individual support from SLT/colleague

Tier 3 – Targeted support

- Occupational Health (OH) support
- Referral to Employee's Assistance Programme



We follow IT'S GOOD TO BE GREEN!

Each class has a chart in their classrooms with the children's names inserted.

We assume that all children start on GREEN for the day.

Some children may just need a verbal reminder about expectations.

If the behaviour continues, then a BLUE STOP AND THINK card is added to their name on the chart.

This may help the child focus. If after a while the STOP AND THINK card is removed. If the behaviour continues then a YELLOW WARNING CARD is added to their chart. This can also be removed if the behaviour is changed.

If the behaviour continues then a RED CARD is added and the parent is notified.

The RULES FOR THE GREEN CODE are below and should be displayed in all classrooms.

Appendix 10: Behaviour code display

Types of behaviour		Actions / consequences
<p>Following instructions given by all grown ups</p> <p>Using kind actions and kind words</p> <p>Listening in lessons</p> <p>Trying your best</p> <p>Showing respect to all</p>	Relationships	<ul style="list-style-type: none"> • Earn class dojos/team points • Star of the week • Positive notes home to parents
<p>Talking when asked not to</p> <p>Distracting others</p> <p>Not getting on with work</p> <p>Going off task when using a device</p>		<ul style="list-style-type: none"> • 1 verbal reminder of the rule • Issue stop and think card and remind of behaviour choices • Move within the classroom • Adult sit with the child to support • If behaviour continues the teacher may choose to escalate to a yellow card
<p>Lying</p> <p>Not showing respect to a member of staff</p> <p>Swearing</p> <p>Defiance - ignoring instructions given by an adult</p> <p>Damage to property</p> <p>Searching or creating inappropriate content online</p>	Relationships	<ul style="list-style-type: none"> • Issue yellow card • Class teacher to have a discussion/responsive conversation during break time • If continues send to buddy class to complete the work • If a child receives multiple yellow cards communicate with the parents • Speak with SLT for advice
<p>Deliberately hurting someone</p> <p>Biting</p> <p>Spitting</p> <p>Dangerous behaviour</p> <p>Swearing at an adult or inappropriate language and tone</p> <p>Continuous misuse of devices</p> <p>Persistent disrupting lessons</p> <p>Bullying/ cyberbullying</p> <p>Homophobic, racist, sexist incidents</p> <p>Deliberate damage to property</p>	Relationships	<ul style="list-style-type: none"> • Red card and send child to a member of SLT with work to complete • DH or HTT will investigate the incident and inform parents • DH or HT will decide on appropriate consequences • Internal exclusion or suspension may be administered

These are our school values. It is important for the children to understand what each value means and how they can achieve it.

School values & mantra	
Aspirational	Aim high
Collaborative	Team work makes the dream work
Optimistic	Be positive
Resilient	Never give up
Nurturing	Caring for one another and our environment


HOW WE USE LANGUAGE FOR RESTORATIVE PRACTISE

Below is how we deal with situations that need adult guidance.



What happened?

Story telling



Who has it affected?

Impact



What needs to happen next?

Positive solutions

1. Behaviour

- ✓ Be specific with the primary behaviour you are targeting.
- ✓ Focus on the act, not the actor.
- ✓ "When I see...", "When you...", "I really liked when you..."
- ✓ Use a calm tone of voice when addressing behaviour – avoid shouting or raising your voice
- ✓ Reprimand in private – praise in public (not always – know your children)

X Don't generalises "always", "never", "they/them"

X Avoid starting questions with "why?", instead ask "what?"

X Do not focus on secondary behaviours (e.g. rolling eyes, sighing, etc.)

X Do not start this conversation until all parties are emotionally regulated – time out to call down is important

2. Impact

- ✓ Use I statements "I feel..."
- ✓ Always include a reason "It leaves me feeling...because..."

X Do not use "It makes me feel" as it places blame onto the child

3. Needs

- ✓ Explain what you need the child to do to move towards a solution but also ask the child what they need in order to resolve the problem
- ✓ If a child feels that the need is not reasonable, ask them what would be reasonable
- ✓ Ensure need is reasonable for all parties involved

X Do not use "should"

X Avoid the over use of 'sorry' instead ask the child "how are you going to show you are sorry?" / "how are you going to make it up to them?"

4. Request (optional – not always necessary)

- ✓ "Would you be prepared to?"
- ✓ "Would you consider?"
- ✓ "Is that ok?"
- ✓ If the request is not considered feasible, work with that person to come up with an alternative

X This step can be used when talking to parents. Be careful when using this step with children as it gives them the option to say no.



Playground Reminders

- Parents – please remember children are your responsibility before and after the school day.
- Children – please remember to wait near your classroom ready for your teacher to collect you.
- When you arrive, please park your scooter or bike in the labelled parking areas.
- Please remember to be careful and walk rather than run in the morning and after school when the playground is busy.
 - Please do not climb on the gates and fences as this breaks them.
- Please wait until playtime or lunchtime to use the adventure playground.
 - Please wait until playtime or lunchtime to use Wembley.
- Please help the Prefects and Play Pals to tidy up the playground equipment so that they are there for you to play with next time.
- Remember that all equipment is provided by school so no equipment should be bought in from home such as balls.
- No toys should be bought in from home (including cards) unless you have special permission from the SENCO.
- At the end of playtime and lunchtime, on the whistle, line up with your class and wait quietly for your teacher.
 - Don't forget playtimes are for using the toilet.

Make today a 'Good to be Green' day!

HOW WE MIGHT.....

Greet

AM greeting to every child individually, it must include

- Smile
- Positive Verbal Greeting – just a hello.

It could include a choice of either,

- 2 thumbs up – great
- 1 thumb up – good
- hand wobble – OK
- thumbs down – not good.

It is then down to an adult to touch base with any child who is 'wobbly' or puts their thumbs down children, see note below.

If wobbly or thumbs down, TA and or Teacher to let child know that they will make time to speak to them during the morning or at a specified time.

Dismissal

End the day on a positive. Ask each child individually for their best bit of the day and why they enjoyed it (just a few words) and if they can't think of one, encourage them by telling them something you are proud of them for, then send children for coat and home things.

Please note – This is a quick fire end to the day, it shouldn't take too long and should, with practice, only add a couple of minutes to the dismissal routines you already have in place



HOW WE.....

- Proud Walk inside our school:

-

- Walk tall

- Walk slowly

- Walk quietly

- Walk in single file

- Walk on the left side of the corridor

- Walk with your hands behind your back

- Fantastic walking – with love, humour and a sense of pride in our school.

ASSEMBLIES

We proud walk at all times – to and from assembly.

An adult should stay in assembly to ensure children are engaging and especially for Friday celebration assembly.

Unless stated otherwise for special assemblies, Reception, Year 1 and Year 2 sit in rows facing the stage. KS2 sit in vertical lines – starting from the wall bars.

Circle Time Norms

- 1) Looking eyes
 - 2) Listening ears
 - 3) Quiet mouth
 - 4) Hands in our laps
 - 5) Sitting nicely and comfortably
 - 6) Only speak when holding the object
 - 7) Be respectful by only talking positively about others
 - 8) The circle is a safe space for sharing
- 10/15 minutes max.
 - Getting to know the children small margins at a time.
 - Give question ahead of time – avoid on the spot questioning.
 - When telling the question to the children give them your answer as well (children get to know you and may feel more relaxed about answering).
 - Careful of questioning e.g What was the best present you got at Christmas? (Some children may not have got any)
 - Thunk questions ks2
 - Would you rather questions ks1
 - Start off with a Thunk or would you rather questions – no right or wrong answers. (Build the children's confidence)
 - Be consistent with your circle time – will speed the process up
 - Try to do Monday morning check in and Friday afternoon check out. Encourage children to participate – allow some children to pass where needed.

Appendix 11 Backdoor Learning

Sometimes complex learners can show an additional profile of demand avoidance which does not gel well with traditional curriculum models. Whilst our learners can access strategies which enable them to balance their anxieties in order to access learning, we know this learning needs to be meaningful and motivating.

The primary curriculum models are not always suitable for our learners needing more individual provision. "Backdoor learning" and nurture approaches prove the most effective system for our students, and we offer 3 curriculum pathways. Where possible, topics will be in line with those in the classroom but sometimes, temporarily we instead use motivating learner topics alongside assessment criteria to plan the curriculum offer.

Our mantra is REGULATE- REACH- TEACH

	Informal	Semi-formal	Formal
Teaching approach	Learners rely solely on 'backdoor learning' and nurture approaches.	Learners need 'backdoor learning' and nurture approaches but are also able to accept short bursts of traditional academic models	Learners are generally able to accept traditional academic models of learning. Learners may occasionally need 'backdoor learning' or nurture approaches over time.
Why	Learners are not able to reduce anxiety which can lead to withdrawal of behaviours that challenge	Learners have built up emotional regulation strategies, or trust staff enough to be able to accept some traditional learning approaches.	Learners continue to build personal support systems in relation to the demands of learning and have increased their understanding of purpose of learning. They are able to relinquish more control to supportive staff.
How	<ul style="list-style-type: none"> Learning with concrete objects which relate to the learners' motivating interest Wellbeing strategies for building trust with familiar staff Learning with concrete objects which relate to the learners' motivating interest Accepting more traditional learning styles such as worksheets. Learning with concrete objects which relate to the learners' motivating interest Accepting more traditional learning styles such as worksheets. ALSUP assessments to identify lagging skills and unresolved problems 	<ul style="list-style-type: none"> Learning with concrete objects which relate to the learners' motivating interest Accepting more traditional learning styles such as worksheets. Learners will be able to access daily 'challenges' lasting up to 30 minutes once a day and then access backdoor learning tasks over the remainder of the day. Wellbeing strategies for building trust with familiar staff Learners begin to explore their wellbeing and strategies they can have in their toolkit (starting with wellbeing café work then wellbeing SSA sessions in class) ALSUP assessments to identify lagging skills and unresolved problems with learners beginning to become active in resolution planning 	<ul style="list-style-type: none"> Learning with concrete objects which relate to the learners' motivating interest Accepting more traditional learning styles such as worksheets. Learners will be able to access daily 'challenges' lasting up to half of the day and then access backdoor learning tasks over the remainder of the day. Wellbeing strategies for building trust with familiar staff Learners begin to explore their wellbeing and strategies they can have in their toolkit (starting with wellbeing café work then wellbeing SSA sessions in class) ALSUP assessments to identify lagging skills and unresolved problems with learners active in resolution planning Students will have access to secondary site for bespoke lessons of interest

Where	<ul style="list-style-type: none"> • Individual learning/regulation areas within a classroom • Some small group learning • Community learning 	<ul style="list-style-type: none"> • Individual tasks within whole class at workstation tables • Small group learning • Community learning 	<ul style="list-style-type: none"> • Individual tasks within whole class • Small group learning • Whole class learning • Community learning
Assessment	<ul style="list-style-type: none"> • Pre-Key stage standards • Link Priorities - satellite site • IEPS • ALSUP targets <p>Children using this provision would always be considered for an EHCP if they didn't already have one</p> <p>Where children are unable to access learning in this way, the school's ability to meet need would also be considered.</p>	<ul style="list-style-type: none"> • Pre-Key Stage standards • Link Priorities - satellite site • IEPS • ALSUP targets <p>Children using this provision would always be considered for an EHCP if they didn't already have one</p>	<ul style="list-style-type: none"> • Key stage standards/SATS • Link Priorities - satellite site • IEPS • ALSUP targets
Ambition	<ul style="list-style-type: none"> • To be regulated and experience low anxiety within different settings. • Being able to engage and accept 'backdoor' demands from well-known people. • Able to maintain life skills • Move towards semi-formal learning 	<ul style="list-style-type: none"> • To be regulated and experience low anxiety within different settings • Being able to access academic skills • Being as independent as possible in life skills • To always move towards reintegration into the classroom 	<ul style="list-style-type: none"> • To be regulated and experience low anxiety within different settings • Being able to access academic skills and other subjects of interest • Being as independent as possible in life skills

This model has been based on that used by [The Link](#), by our Trust School Blechingley, whom are supported by them.