



ST JAMES
C.E. PRIMARY SCHOOL

DREAM • BELIEVE • LEARN • ACHIEVE

"With God, there is no limit to what you can do. There is no obstacle you can't overcome. Through him, all things are possible."
Matthew 19:26

Positive Relationships Policy

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“Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger, they keep everyone safe. In the calm light of day, they build rapport and emotional currency. Their expectations are always high, and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others.” Paul Dix (2017)

1. INTRODUCTION AND LEGAL FRAMEWORK:

Our policy is underpinned by the 54 Articles of the United Nations Convention on the Rights of the Child, which came into UK law in 1992, and in particular, Article 28 which states that “discipline in schools must respect children’s dignity and their rights”, and which covers all aspects of a child’s life, explaining “how adults and governments must work together to make sure all children can enjoy their rights.”

The school will fulfil its legal duties under the Equality Act 2010 regarding safeguarding children with special educational needs and all vulnerable children.

As an inclusive school, all members of the school community should be free from discrimination, harassment, victimisation, and any other conduct prohibited by or under the Equality Act 2010.

The Teachers’ Standards (2012) makes clear the expectation for all teachers to “manage behaviour effectively to ensure a good and safe learning environment.” Teachers must “have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.” They must “manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.” (Standard 7).

The law says: The head teacher must set out measures in the behaviour policy which aim to: promote good behaviour and respect, prevent bullying, ensure pupils complete assigned work, and regulate the conduct of pupils.

2. RIGHTS AND RESPONSIBILITIES:

The rights and responsibilities of all members of the school community in ensuring an orderly climate for learning.

- School
- Pupils
- Parents/carers

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Deliberate misuse of uniform by the child.
- Non-compliance of adult instructions
- Indirect inappropriate language

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations
- Any form of bullying
- Physical violence
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Physical behaviours like interfering with clothing
 - Sexual comments
 - Sexual jokes or taunting

- 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
- Direct inappropriate language

Possession of any prohibited items for children that may warrant a personal or bag search. These are:

- Knives or weapons
- Alcohol
- Aerosols
- Illegal drugs
- Medications not handed into the office (prescribed or over the counter)
- Stolen items
- Tobacco, cigarette papers or e-cigarettes
- Lighters and matches
- Fireworks
- Pornographic images
- Mobile phones that are not handed into the office
- 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)

3. ETHOS:

“Positive behaviour needs to be modelled by all adults and repeatedly reiterated to all pupils so that they can be reassured by the consistency of routine for the route to exceptional behaviour...lies in the behaviour of every adult and their ability to create a culture of certainty.” (Dix, 2017)

At St James CE Primary School, we are committed to providing an attachment and trauma-informed environment where all children can feel safe. Children who have secure attachments have higher self-esteem and empathy and can deal with stress more effectively, so they are resilient to change. For all our children, we offer compassion and cooperative learning with a caring and supportive adult. For all behaviour, every child and adult will receive, calmness, connection, curiosity and cooperation to enable compassionate learning and the building of empathy and esteem for themselves and others rather than merely deterring anti-social behaviour. As a church school, our Christian Values of love, hope, peace, forgiveness, trust and respect are embedded in our school curriculum for learning and behaviour.

4. WHOLE SCHOOL PRACTICE AND EXPECTATIONS:

At St James, we feel that it is important that children see our school as a calm and safe place where they feel valued as individuals so that they all have the opportunity to reach their full potential emotionally and academically.

We have developed our school expectations based on the Paul Dix ‘5 Pillars of Pivotal Practice’, Adoption UK attachment training, Trauma Informed Schools UK research and practises, and DFE guidance on Mental Health and Behaviour in Schools. What we sometimes see as a failure to behave appropriately is sometimes a failure to communicate properly. Therefore, every adult in our school is encouraged to look beyond behaviour and to be curious about children’s needs.

We recognise that children need support to keep emotionally regulated and cope in everyday social situations and more challenging interactions. All adults working in our school must understand the needs of all our children and families and we provide our children with emotionally available adults and a safe place to learn and grow.

Our school expectations are **Ready, Respectful** and **Safe**. This allows everyone to work successfully, safely, and enjoyably. Expectations are displayed in the classroom with examples/images of good behaviour. Good behaviour is taught explicitly using our behaviour curriculum - **The St James Way**. It is rewarded and used as a good example for other children (PIP – Praised in Public).

Poor behaviour is dealt with calmly and quietly (RIP – Reprimanded in Private). Consequences are referred to as outcomes. There can be one of two outcomes: **natural outcomes** (something they have already lost because of their behaviour, e.g. a snapped pencil, an ‘fall out’ with a peer) and **logical outcomes** (used when a natural outcome isn’t appropriate, e.g. a child is disrupting the lesson and not following the school expectations). When behaviour might be a result of vulnerability or other needs then a graduated response is used.

Five Pillars of Pivotal Practice:

Pillar 1: Calm and consistent behaviour:

- Classrooms are tidy and free from chaos. Resources are clearly labelled to support independent learning.
- Staff do not **join in** to express their feelings or comment to a child when the situation **has been dealt with**; this is ‘naming and faming’ the behaviour and gives the wrong attention to a situation/behaviour.
- Many of our children struggle to name their physiological and emotional state; therefore, staff use language that teaches emotional literacy.
- Staff use empathetic phrases that reroute the power play also known as fogging (see Appendix 3).
- When a child misbehaves in a learning group or the classroom, the member of staff with the child has the responsibility to ensure outcomes (consequences) are put into place (Table 1). This is important to develop the adult-child relationship to help restore and repair if needed. It may be that this happens later when the child is regulated.
- When a child escalates their behaviour, staff take them back to the original behaviour before dealing with the escalating behaviour.
- Behaviour needs to be managed consistently and appropriately to support all learners and staff (Table 2).
- A check-in strategy is used when a child has needed supported regulation time.

Table 1

Outcomes at Classroom/playground Level	
Stage 1: Reminder	<ul style="list-style-type: none"> • A reminder of the 3 simple expectations (ready, respectful, safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage. • Use of non-verbal cues can be used, such as drawing the child’s attention to their book to begin writing.
Stage 2: Chance	<ul style="list-style-type: none"> • A clear verbal caution delivered privately, where possible, making a pupil aware of their behaviour and clearly outlining the outcome (consequence) if they continue. • Use the school scripted conversation. <i>“I noticed you chose to (noticed behaviour). We need to be Ready, Respectful, Safe. You now have a chance to make a better choice”.</i> • De-escalation strategies should be used to prevent situation progressing to the next stage.
Stage 3: Choice	<ul style="list-style-type: none"> • Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to a previous good example of behaviour. At this step ask the pupil to stay behind for 2 minutes. <i>“I noticed you chose to (noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to not meet our expectations again you will leave me no choice but to ask you to... Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.</i> • De-escalation strategies should be used to prevent situation progressing to the next stage.
Stage 4: Time In	<ul style="list-style-type: none"> • This is when a pupil may need time to regulate part from the group. This can be sat in a different part of the classroom.

	<p>"I noticed you chose to ... (noticed behaviour). You need to...(Go to quiet area / Go to sit with other class / Go to another table etc). I will speak to you during playtime."</p> <ul style="list-style-type: none"> This is followed up by a restorative conversation after the lesson. All missed learning time must be paid back during breaks. Parent's to be notified at the end of the day by the class teacher (via text).
Outcomes needing further support	
Stage 5: Escalation to SLT	<ul style="list-style-type: none"> If after 'Time In', the child is not settled to return to the classroom without disrupting the learning of others, the child should be escorted to a nominated member of SLT for the remainder of the lesson. DO NOT describe child's behaviour to another adult in front of the child. <p>"You are still not ready to learn so have chosen to go to ...'s classroom to complete your work. We will speak to you at the end of the lesson. Thank you."</p> <ul style="list-style-type: none"> The child will then return to the original adult for restorative process. Parent's to be notified at the end of the day by the class teacher (in-person/phonecall).
Stage 6: Pastoral Intervention	<ul style="list-style-type: none"> If reintegration or re-regulation is unsuccessful, support from the pastoral team will be needed. Children will work with the pastoral team help them return to re-regulate to their original behaviour. A pastoral intervention may need to take place. Once the child has re-regulated, they will need to continue with their learning away from the classroom. This may take place with the pastoral team or in an office. The child will then return to the original adult for restorative process. Parent's to be notified at the end of the day (in-person/phonecall). Target support should be considered.
Stage 7: Formal Outcome	<ul style="list-style-type: none"> If reconciliation is unsuccessful, a formal meeting will be convened with child, parent/carer and the headteacher/deputy headteacher. A positive outcome will result in targets will be agreed and monitored over a 2-week period. A negative outcome may result in exclusions. Targeted/ intensive support should be considered.

Table 2 (*This is not an exhaustive list*)

	Classroom Level	SLT/Pastoral Team	Headteacher/Deputy Head
Behaviour	<ul style="list-style-type: none"> Disengagement Distracting others Slow to complete work Arguing with peers Calling out Rudeness to staff Throwing small equipment Continual talking Refusal to follow instructions Disruption to learning Swearing Threats of violence towards peers 	<ul style="list-style-type: none"> Swearing directly at an adult Leaving the classroom Refusal to come in from playground Deliberate violence towards a child in the classroom Use of prejudicial language Upturning furniture Verbal abuse towards staff. Threats of violence towards staff. Accidental harm to an adult through unsafe actions. 	<ul style="list-style-type: none"> Deliberate acts of physical violence towards staff. Threats of violence that include an offensive weapon. Leaving the school grounds Climbing on school property Sexual behaviour or language, including upskirting. Internal Truancy (running around school)
Possible Actions	<ul style="list-style-type: none"> Follow outcomes in Table 1. 	<ul style="list-style-type: none"> Time in with Pastoral team for AM or PM Targeted Support Letter / phone call home Meeting with parents/ carers A behaviour record in place (Appendix 4) 	<ul style="list-style-type: none"> Intensive support Internal exclusion Fixed term exclusion Lunchtime exclusion Meeting with parents/ carers A behaviour record in place. (Appendix 4)

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is how they communicate their emotions. We also understand that many children need to feel a level of safety before they exhibit extreme behaviours. We use our most skilful staff to build relationships with each child where possible. Exclusions will occur following extreme incidents at the discretion of the Headteacher. We understand that throughout this process, we must explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At St James CE Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with the DfE guidelines on Physical Intervention and Use of Reasonable Force and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded using school systems. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. Children who attack adults may do this for several reasons but as adults, we need to still show compassion and care for the child. However, exclusion will be considered to enable the exploration of options and the creation of a plan around the child.

Pillar 2: First Attention for Best Conduct

There is overwhelming evidence that the praise of good behaviour is about ten times as effective as the punishment of bad behaviour. Our emphasis is always on the recognition of positive achievements.

All children have dojo accounts, and these are consistently used across the school so that all staff can award them to all children. Children in every class can win dojo winner of the day and week and all children can earn badges for a specific number of dojo points awarded.

The following list is not exhaustive; staff use their creativity to change and offer meaningful rewards constantly.

Daily	Less Frequent	Over and Above
<ul style="list-style-type: none">• Class Dojo's linked specifically to the expectations – Ready, Respectful, Safe.• Praise - be specific, name the child, name the 'behaviour'.• Stickers - on work, on themselves, etc.• Use of silver/gold stickers• Chosen One - to help the teacher, first to leave the room, given a job.• Free time (allowed to choose activity, extra computer time).• Star pupil /special chair• Prize from a prize box.	<ul style="list-style-type: none">• Dojo achievement badges for achieving certain amounts.• Weekly certificates and prizes presented in class.• Postcards or phone calls home from a teacher.• Star of the Week presented in front of the school.	<ul style="list-style-type: none">• Presentations of certificates, prizes and outside achievements during celebration assembly.• Postcards or phone calls home from a senior leader.• Gold Club with the Headteacher for those who have achieved gold.• Being identified for a place in the Gold Book.

Pillar 3: Relentless Routines

The school has employed a behaviour curriculum - **The St James Way**. This curriculum includes scripted routines that need to be implemented consistently (see Appendix 5):

- Meet & Greet
- Signals for silence
- Lining up
- Uniform
- Moving around corridors
- Moving to and from the playground
- Worship
- Lunchtime

All classes have visual timetables in the classroom; these are used appropriately for the needs of each class. Some children have their own visual timetables or a 'Now and Next' board.

The use of the school expectations and outcomes (consequences) are consistent. The school expectations are Ready, Respectful, and Safe; these are displayed in the classroom and around school.

As much as possible, the daily timetable is consistent across the school.

Expectations are the same in all classes including expectations of uniform.

Support is offered where appropriate. Supportive outcomes are followed consistently. If a child has to leave the classroom due to challenging behaviour the class teacher follows up to restore and repair the relationship and reflect on the behaviour.

Pillar 4: Scripted Interventions

The school expectations are simple and clear. When a child is seen not following an expectation a child is reminded specifically about the expectation they have failed to meet and a link to what the child is doing is made explicit. A simple script is followed in a non-judgmental way (see Table 1).

A scripted intervention gives us an understanding of where the conversation starts, where it is going, how to deal with the child's reaction and how to withdraw with grace so that you're not standing over the child waiting for them to 'be good for you'. A scripted intervention covers all these factors in a quick way lasting just 30 seconds.

Physical approach - Do not lean over the child, drop down to their level, kneel next to them, pull a chair up or invite them to stand at the end of the classroom and stand side by side to talk with them. Ideally, you would like the child to be looking down at you and the conversation must be as private as possible.
Opening - Do not start a dialogue with the child by asking a question. Start with "I have noticed..." e.g. 'I have noticed you're having a problem getting started with your work'.
Second line - These are when your expectations come into play. "You know our expectation about joining in with group work."
Third line - Here you explain a sanction, and you need to be clear. "You are going to need to speak to me for five minutes at break time today."
No arguing - Do not argue with the child. They will likely protest your third line, "No I can't see you at break..." but you do not need to argue with them, you must ignore it.
Reminder of positive behaviour - You need to have done your 'pre-work' here of previously noticing good behaviour. "Do you remember last Monday when I sent a positive note home to your mum because you were fantastic at..."
Leave - Leave before the child has a chance to protest. This is a quick 30-second intervention, and it should not keep the child under the spotlight for long.

Pillar 5: Restorative Conversations

When there is a need for a more focused behaviour intervention then a restorative conversation is carried out. This conversation must be held with the adult involved or supported by an adult if it is between children so that there is a strong connection made. 'The behaviour of the adult lies at the heart of it all'.

Restorative conversations are used over breaktimes or lunchtime. Children have 'Time-in' to regulate and repair.

- What happened?

- What were you thinking at the time?
- How do you think this made people feel?
- What should you do to put things right?
- How can we do things differently in the future?

With younger children or children that struggle with this, we focus on:

- Who else has been affected?
- What can we do to make things right?

An apology shouldn't necessarily be the outcome of the conversation. 'A forced apology doesn't teach humility; it simply underlines obedience' (Paul Dix) and isn't helpful in the long run. Although actions have outcomes (consequences), children are not always acting out of choice. Sometimes they are engaging in survival behaviour, and it is an unconscious process.

The Pastoral Team will carry out follow-up restorative conversations with 'victims' of incidents involving 'child-on-child' and prejudicial language.

It is also important that senior leaders have follow-up restorative conversations with staff members (without the child) after behaviours that include verbal or physical abuse towards staff.

5. SUPPORT

As a school, we work closely with our families to provide the best support for all our children. We ensure that senior leaders are visible and available in the mornings and after school; we have a strong Pastoral Team, and we support and refer to outside agencies if needed.

Working with parents will help us identify any triggers that may be significant in a child's life and plan for the child's individual needs.

The table below shows the strategies the school uses to support all our children's relationship and behaviour needs. All children are offered universal support, some children may also need targeted support and a few children may need additional intensive support. Early Intervention is important for us and we use the strategies: prevention, identification, early support, and access to specialist support as outlined in the Mental Health and Behaviour 2018 DFE publication.

Use of Zones of Regulation

The school will implement 'Zones of Regulation' to help children understand, recognise and moderate their emotional responses. This complements our Positive Relationships and Behaviour Policy.

'Zones of Regulation' is a whole school approach to help children manage their emotional literacy. **It is not a discipline model** but helps children to understand their level of alertness for learning. Individuals are impacted by different things and thus have different responses.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is "good to go". A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone, this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are expected at one time or another, but the curriculum focuses on teaching students how to manage their Zone based on the environment and people around them.

The goals of the zones of regulation are to teach children to:

- identify their feelings and levels of alertness
- develop effective regulation tools
- learn when and how to use the tools
- problem solve positive solutions
- understand how their behaviours influence thoughts and feelings
- ultimately – develop independent regulation

Our task is to help individuals to employ strategies for optimal learning. This comes from recognising which of the 4 zones, the individual is in:

- **Blue Zone:** Low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.
- **Green Zone:** Calm state of alertness; optimal level to learn; feels happy, calm, okay, focused.
- **Yellow Zone:** Heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.
- **Red Zone:** Heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

Staff should model which zone they are in e.g. I am in the yellow zone because I'm looking forward to something. I am in the green zone because I have enjoyed seeing my family over the weekend. This helps children to recognise where they are. Teachers should encourage children to find the best 'tools' to help children regulate their emotions depending on what zone they are in and what context they find themselves in.

6. USE OF 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

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.

Once reasonable force has been used or there is an increased risk that may need to be used, a 'Positive Handling Plan' must be put in place. (See Appendix 6).

7. SEARCHING, SCREENING AND CONFISCATION

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

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

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

8. OFF-SITE MISBEHAVIOUR

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour 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

Sanctions 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

Sanctions 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).

9. ONLINE MISBEHAVIOUR

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. Please see our Online Safety policy for more information.

10. 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 [headteacher / member of the senior leadership team / pastoral lead] 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.

11. 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

Please refer to our child protection and safeguarding policy for more information

12. 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.

13. RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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 consider the specific circumstances and requirements of the pupil concerned. Our approach may include examples such as:

- 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 (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

- When considering a behavioural sanction for a pupil with SEND, the school will consider:
 - Whether the pupil was unable to understand the expectation or instruction?
 - Whether the pupil was unable to act differently at the time because of their SEND?
 - Whether the pupil is 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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs coordinator (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 to create the plan and review it regularly.

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 issue. If appropriate, the school may request an emergency review of the EHC plan.

14. WORKING WITH OUTSIDE AGENCIES

It is always the school's intention to ensure that all children receive the best support that can be provided. There may be times when expert options may be needed to support a child to improve their social, emotional and behavioural skills. Examples of agencies the school uses are:

- TAS (Teams Around the School)
- Aspire Behaviour Support
- CAMHs (Child and Adolescent Mental Health Services)
- iThrive
- Start Well
- Speech and Language referral
- BSCIP referral
- Counsellors

15. TRAINING

As part of their continuous professional development, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management and the expectations set out in this policy will be covered in the induction process for new members of staff.

16. MONITORING ARRANGEMENTS

Monitoring and evaluating school behaviour

The school will collect data via CPOMS on the following:

- Behavioural incidents
- Attendance, permanent exclusion, and suspension
- Use of pupil support units, off-site directions, and managed moves
- Incidents of searching, screening, and confiscation

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 the 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.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the headteacher.

Appendix 1

Rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning [See National Strategies guidance]

For ease of reference, the set of expectations is set down below in the form of a summary chart with the “rights” and “responsibilities” of schools, pupils, and parents/carers in two columns. It should be emphasised that these are moral, rather than legal, rights and responsibilities (though many of them link to particular aspects of the law) and also that they are only intended as illustrative examples and not as a prescriptive list. Schools will determine their own values and expectations of behaviour in the light of their individual characteristics, community and any local school partnership arrangements.

“Rights” and “responsibilities” are often two sides of the same coin. For example, while a school has the right to enforce its own behaviour policy, this could also be regarded as a responsibility. The chart below is only an approximate mapping.

SCHOOL	
Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the school’s statutory power to discipline pupils and that pupils and parents will need to respect this. • To enforce their school behaviour policy – including rules and disciplinary measures. • To expect pupils and parents’ cooperation in maintaining an orderly climate for learning. • To expect pupils to respect the rights of other pupils and adults in the school. • Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To take firm action against pupils who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate. • To ask parents to sign a Home School Agreement when their child joins the school 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the school behaviour policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence. • To ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities. • To ensure teachers’ roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and as appropriate reward pupils’ good behaviour. • To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate. • To make alternative provision from day 6 for fixed period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion. • To take all reasonable measures to protect the safety and wellbeing of staff and pupils, including preventing all forms of bullying and

	<p>dealing effectively with reports and complaints about bullying.</p> <ul style="list-style-type: none"> • To ensure staff model good behaviour and never denigrate pupils or colleagues. • To promote positive behaviour through active development of pupils' social, emotional and behavioural skills. • To keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities. • To work with other agencies to promote community cohesion and safety.
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PUPIL	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy, with every pupil involved in the consultation process. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to the head teacher /governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. 	<ul style="list-style-type: none"> • To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow pupils, school property and the school environment. • Never to denigrate, harm or bully other pupils or staff. • To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.

PARENTS/CARERS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in school. • To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary. • To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. • To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel. 	<ul style="list-style-type: none"> • To respect the school's behaviour policy and the disciplinary authority of school staff. • To help ensure that their child follows reasonable instructions by school staff and adheres to school rules. • To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. • To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the school to support their child's positive behaviour. • To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. • If their child is excluded from the school, to ensure the child is not found in a public place

	<p>during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.</p>
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- To sign and adhere to the terms set out in the Home School Agreement.

Appendix 3 Empathetic Phrases

Validation of emotions (empathetic listening)- labelling and empathising

Labelling

Look for physical and verbal signs of the emotion being felt; Take on the child's/young person's perspective; Use words to reflect back the child's emotion and help the child/young person to label emotion.

"I wonder if you are feeling angry."

"I can see that you are (describe what you can see) I wonder if you might be feeling angry?"

"The way you are feeling is making you/made you angry"

"You're angry about..."

"I know you are feeling angry..."

"I can see that something's not quite right – can you tell me about it..."

Empathising

Affirm and empathise with the emotion; allow to calm down.

"I'm sorry that happened to you, you must have felt angry."

"I can see that you get angry when that happens/when I do this."

"I would feel angry if that happened to me."

"That would make me angry."

"I understand why you are angry."

"It's normal to feel angry about that."

"It's ok to feel angry about that."

"I get that you are angry."

"I can understand you're feeling angry – I would too."

"I know you're feeling angry – I would feel the same."

Limit setting (where necessary)

Separate emotion from the behaviour (actions); clarify what is an acceptable expression of emotion i.e. behaviour and what is not – set the limit; allow to calm down – (refer to school behaviour policy if necessary/appropriate):

"It's ok to feel angry, but we use kind hands in school"

"I can see that you feel annoyed. It isn't kind to shout at your teacher"

"You are probably feeling cross because you want to go and play outside with your friends.

Remember, we need to show that we are feeling calm and ready to listen first"

Problem solving

Exploring

Exploring the feelings that give rise to the behaviour/problem/situation etc. – be specific

"How were you feeling when that happened?"

"What did it make you feel like?"

"Have you felt that way before?"

"What does your body feel like?"

"What feelings are you having?"

"What does it make you want to do?"

"Can you remember what happened to make you feel like that?"

"Can you tell me what happened?"

'Problematizing'

Identifying alternative, more appropriate and more productive ways of expressing and/or managing feelings and behaviour/actions; Empowering child/young person to recognize feelings, behaviour and taking ownership/responsibility of actions and finding ways to self-regulate in future.

"Let's think of what we could have done instead"

"Can you think of a different way?"

"Can you remember feeling this way before and what you did?"

"Have you thought about doing this instead?"

“Can you remember what we said before?”

“How did you handle it last time?”

“What did you do last time this happened?”

“Can you remember what we discussed last time?”

“Can you remember how you solved it before?”

Solutions

Agreeing possible solutions – scaffolding suggestions where appropriate

“Try and do this next time you feel like this”

“Let’s decide what you will do next time you feel like this”

“What do you think you can change next time?”

“What could you try next time?”

“Can you remember what we agreed....”

“Can you try...next time?”

Appendix 4
Routines

Behaviours	Expectations	Consistent Staff Actions
Entering the building <ul style="list-style-type: none"> • In the morning • After breaktimes & Lunchtimes 	<ul style="list-style-type: none"> • Children should line up outside their classrooms until their teacher tells them to enter. • Children should walk into their classrooms quietly, responding to their teacher's greeting. • Children complete independent task set. 	<ul style="list-style-type: none"> • Teacher to stand at the classroom door to meet and greet children. • An independent task should be set for children to carry out upon entering the classroom.
Uniform	<ul style="list-style-type: none"> • Children adhering to the uniform policy, including shoes and jewellery. 	<ul style="list-style-type: none"> • Adult checks uniforms. • Adult speaks to children privately if uniforms do not meet expectations. • Adults speak to parents/carers about uniform expectations. • Adults to report any concerns via CPOMs (safeguarding concerns should be reported directly to DSLs).
In Lesson	<ul style="list-style-type: none"> • When sitting on a chair, all 4 legs need to be on the floor. • Remain seating in their chair unless permission is given to get up. • All children will stop, empty their hands and focus on the adult when they are speaking. • Hands up and wait quietly to get the adult's attention. 	<ul style="list-style-type: none"> • Be clear about expectations of the lesson (working independently, in pairs, or in groups). • Be clear of the expectation on noise. • EYFS: clap hands, children empty their hands and join in with the clapping until the adult stops and then they stop and listen. • KS1/KS2: silent countdown on fingers from 5 to 1. Children will stop, empty hands and focus on the adult who is speaking
In corridors	<ul style="list-style-type: none"> • Children move around school silently, sensibly and in single file when moving in groups or as whole class. • Children travelling through the corridors without adult supervision should wear a band. 	<ul style="list-style-type: none"> • Once children have lined up correctly, adults remind children that the St James Way is to walk silently, sensibly and in single file. The adult waits in the doorway and asks the children to wait at their 'checkpoint'. The adult then catches up and asks the children move to their next checkpoint. This is repeated until children reach their destination so that adults can monitor behaviour. • If an adult notices child on the corridor without a band, they will escort/witness their return to class.
Going out to the yard for breaktimes and lunchtimes	<ul style="list-style-type: none"> • Before beginning to line up children will be silent. • Children lining up silently in a given order. • Line up sensibly, silently and single file to go onto the KS2 playground. 	<ul style="list-style-type: none"> • Adults ensure all children are silent and ready to begin lining up using signal silence routine. • Adults instruct children to line up silently, sensibly and in a single file using 1, 2, 3 (1 - stand up, 2 - tuck chair under and wait, 3 - move to place in the line.) • Positive reinforcement of the expected behaviours

		<ul style="list-style-type: none"> • Adult will let the children go onto the playground when the class are assembled as expected • Children will be sent back inside if expected behaviour not adhered to.
End of breaktimes and lunchtimes	<ul style="list-style-type: none"> • Children will stop and stand still when the whistle is blown at the end of play. • Children will walk silently and sensibly to the lines when the whistle is blown for the second time. • Line up sensibly, silently and single file to come into school. • Children should line up outside their classrooms until their teacher tells them to enter. 	<ul style="list-style-type: none"> • Adult chooses some children or Play leaders to put the equipment away • Adult blows the whistle once, children stop and stand still. • Blow the whistle for a second time to indicate that children walk to their allocated line. • EYFS - Clap hands to get attention of the children empty hands. • Adults will escort children back into school.
In the dinner hall	<ul style="list-style-type: none"> • Children should line up quietly outside the hall until an adult escorts them inside. • Children should sit in their allocated seat and wait. Quiet chatting is allowed. • Wait for an adult to instruct them to go to get their lunch. • Children should remain seated unless they have permission to leave. • Put their hands up to signal an adult if they need anything. • When an adult raises their hand for attention, all children will raise their hands, look at the adult signalling and remain silent. 	<ul style="list-style-type: none"> • Staff to use the raise arm signal to manage noise and gain attention of pupils. • Other adults to support by reminding children of expectations. • Staff should challenge children in a quiet, professional manner. • Staff will instruct one table at a time to collect their lunch. • Staff will engage with children to manage behaviours and noise expectations. • Respond to children when the signal for attention. • Staff to be proactive in ensure a clean eating environment, e.g. wiping tables, sweeping floors.
Using the Toilets	<ul style="list-style-type: none"> • Children should not be allowed to go to the toilet during lesson times where possible, unless there is a medical reason. • If the toilet is needed during lesson time, children should not be allowed in pairs. • At lunchtime, children should remain seated and signal to an adult that they need the toilet. • Children should use the toilet sensibly and return to the hall/playground as quickly as possible. 	<ul style="list-style-type: none"> • Staff to remind children to use the toilet at breaktimes. • Staff to issue a toilet band to manage number of children going to the toilet. • Staff to monitor toilets when appropriate. • Regular checks of the toilets during lunchtimes by lunchtime supervisors.
Cloakrooms	<ul style="list-style-type: none"> • Children should hang all items on their peg. • Children should take care to pick anything up from the floor. 	<ul style="list-style-type: none"> • Staff make systematic checks after each use of the cloakroom, e.g. after entering school, after breaktimes, etc. • Staff may assign a child the task of keeping the cloakroom tidy and clutter-free.
Going into/leaving worship	<ul style="list-style-type: none"> • Children should be escorted to the hall by an adult. • Children should be lined up in single-file, silently and sensibly. 	<ul style="list-style-type: none"> • Children should be reminded to line up and to walk through school in single file, silently and sensibly.

	<ul style="list-style-type: none"> • Enter the hall in silence and remain standing in line until told to sit down by an adult. 	<ul style="list-style-type: none"> • One adult from each class is to remain in the hall and add dojos for rewards.
End of the day routine	<ul style="list-style-type: none"> • Before beginning to line up children will be silent. • Children lining up silently in a given order. • Line up sensibly, silently and single file to go to their relevant door or onto the KS2 playground. • Children to let their teacher know if someone has arrived to collect them before leaving. 	<ul style="list-style-type: none"> • Adults ensure all children are silent and ready to begin lining up using signal silence routine. • Adults instruct children to line up silently, sensibly and in a single file using 1, 2, 3 (1 - stand up, 2 - tuck chair under and wait, 3 - move to place in the line.) • Positive reinforcement of the expected behaviours • Adult will let the children go when they have seen the child's correct adult.

Appendix 6
Positive Handling Plan

Risk Assessment and Positive Handling Plan for Individual Pupil

- Individual risk assessments are identified when incidents become more frequent and/or unsafe for both children and staff.
- If it is identified that an Individual Risk Assessment needs to be created, then a Positive Handling Plan must also be made.
- Risk Assessments and Positive Handling Plans must be created and shared with parents/carers, schools and professionals involved.
- Risk Assessments and Positive Handling Plans must be shared with staff.
- Risk Assessments and positive handling plans must be sent to the Headteacher to be ratified.
- Risk Assessments and positive handling plans must be reviewed in review meetings and pupil progress meetings and used as working documents.
- Risk Assessments and positive handling plans must be saved on the pupil profile on the MIS
- It is a legal requirement to write down specific risk management for significant, foreseeable risks
 - Consider all risks, to the pupil, staff, and public; consider SEMH challenges, barriers to learning and any SEN.

Name of child		Year Group	
Date		Name of Class	
Establishment name		Name of assigned staff (if appropriate)	
DESCRIPTION			
Describe foreseeable risk.			
Is the risk potential or actual?			
List who may be affected by the risk			
Assessment of Risk		<u>Control measures to reduce level risk to acceptable</u>	
Diagnosis and its effects to daily functions.			
Medication or intervention required – <i>medical list</i>			
Strength and Stamina – <i>when anxious shows signs of being loud and agitated.</i>			
Communication - when agitated or anxious			
Positive Handling			

Personal Hygiene / Care	
Eating and drinking	
Specific event or situation requiring intervention is...	
Specific event or situation requiring interventions is...	
Specific event or situation requiring mitigation is...	
Known allergies – <i>Detail- nuts / pollen / animal hair / penicillin / etc.</i>	
Mobility – <i>independent but unstable on uneven ground / stick/frame – short distances only</i>	

	Signature	Date	Review Date
Assessor / Head Teacher/ SLT			
Class Teacher			
Parents			
School			

Safer Schools - Positive Handling Plan

Environment and triggers - Describe the situations which have led to problems.

- Difficulties in the morning when coming to school.
- Having to leave mum.
- When events do not happen e.g. told she was going to an appointment but mum had to cancel and as Praya did not know she become distressed.

Tick the level of behaviour that would become a risk within your setting -

Slapping Punching Biting Pinching Spitting Kicking

Hair grab Clothes grab Neck grabbing Body holding

Arm grab Attempting to leave the classroom Attempt to abscond from premises

Others –

.....

.....

Prevention - Describe any changes to routines, personal or environment which may reduce the risk of a crisis

-

happening.

Diversion and Distractions - Describe interests/words/objects etc. which may divert attention from an escalating crisis.

-

De-escalation - Please use the table below to indicate what techniques have been used previous or any which should be avoided. any changes which have worked in the past OR should be avoided.

De-escalation technique	Try	Avoid	De-escalation technique	Try	Avoid
Verbal advice and support			Firm clear direction		
Negotiation			Limited choices		
Distraction			Diversion		
Reassurance			Planned ignoring		
Take up time			Change of Face		
Withdrawal offered / directed			Reminders		
Success reminders			Consequences		
Thinking room, calm down space			CALM – talking/stance/space		
Supportive Touch			Removing Audience		

Has physical intervention been used in the past and what was the outcome?

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Safer Schools Techniques

Please use the table below to indicate which holds will be used as part of the identified individuals positive handling plan.

Safer Schools Technique Used	Yes	No	Comments
Prompting			
Standing – double wrist hold			
Escorting – double wrist hold			
Standing – straight arm immobilisation			
Standing – straight arm immobilisation using shoulder			
Standing – cupped fist			
Escorting – cupped fist			
Standing – leg hold			
Seated – leg hold			
Standing - leg hold using bean bag			
Seated - leg hold using bean bag			
Kneeling position			

Additional Comments – Please use this space to identify the plan and provide any additional information needed.

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This document must now be sent to Lisa Belfied to be ratified.

Name	Signature	Date

Each staff member must read and understand the plan. Please sign to say that this information has been shared with you.

Staff name	Signature	Date

This plan should be shared with parents / carers, Schools and other professionals involved.

	Name	Signature	Date	Review Date
Outside Agencies				
Parents				
School				

Appendix 7
Child-friendly Policy