Behaviour and Relationships Policy

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Introduction

At Shepherdswell CE Primary School, we believe that creating a positive and inclusive learning environment is essential for all children to flourish, both academically and socially. Our school behaviour policy is designed to create a safe and respectful environment where every individual feels safe and can learn and achieve well.

Our approach to behaviour is grounded in our Core Christian values of **love, justice, gratitude** and **determination** and our philosophy of working hard, helping others, and being honest. We are committed to upholding the principles set out by the Department for Education (DfE) in its updated guidance on behaviour, published in February 2024. This guidance stresses the importance of high expectations, consistency, and fairness in managing behaviour, and we aim to promote an environment where children feel valued, respected, and empowered to take responsibility for their actions.

It is based on the belief that good behaviour is integral to a successful education and is best achieved when children, staff, and parents all work in partnership together.

We recognise that behaviour is a form of communication, and this policy seeks to provide clear guidelines for both positive and corrective behaviours, ensuring that all children are supported to make good choices, reflect on their actions, and contribute to a positive and harmonious school environment.
Through our commitment to high standards and a shared ethos, we aim to develop confident, responsible, and respectful individuals who love coming to school, and contribute positively to society

"Visible consistency with visible kindness allows exceptional behaviour to flourish." (Paul Dix, 2017)

Rationale

At Shepherdswell CE Primary School we believe that every child has the right to learn and thrive in an environment where everyone feels happy, safe and secure. Positive relationships are at the centre of all that we do, and our aim is for all our children to grow into confident, happy citizens of Kent and the wider world. Our behaviour policy is rooted in mutual respect, positive relationships, and a commitment to meeting the individual needs of all children. We recognise that "when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is
evident in practice, this leads to better outcomes for all." (Banerjee, Weare & Farr, 2014)

We are guided by Paul Dix's principles,
focusing on the 5 Pillars of Practice, to ensure
that every child is given the support they
need to flourish academically, socially, and
emotionally.

The 5 Pillars of Practice:

Consistent, Calm Adult Behaviour: We ensure that expectations for behaviour are clear, consistent, and fair across all aspects of school life. This consistency helps children feel secure and understand what is expected of them.

First Attention for Best Conduct: We focus on recognizing and celebrating positive behaviour. Praise and rewards are used to reinforce the behaviours we want to see; encouraging children to take pride in their actions and choices.

Relentless routines: We believe that relentless routines are essential to creating a safe and secure environment for all children. Consistent routines help children know what to expect, reducing anxiety and fostering a sense of stability. By establishing clear expectations and practices, we ensure that every child, regardless of their background or individual needs, has an equitable opportunity to succeed. This consistency maximizes learning time, allowing children to focus on their education without the distractions of uncertainty or confusion. A structured and predictable environment supports each child emotionally, academically and socially.

Scripting Difficult Conversations: Staff are equipped with strategies and phrases to help them navigate behaviour incidents. Adults use positive, practiced language when talking to children. This is to help adults to remain calm when they have difficult conversations and ensure that these conversations are positive with the aim of getting the child back on track and able to learn.

Restorative Approaches: When conflict arises, we use restorative practices to help children understand the

impact of their behaviour, take responsibility for their actions, and work together to repair relationships.

At Shepherdswell CE Primary School we follow the 3 simple rules of being **Ready, Respectful and Safe**. These are displayed around the school and align with our core values and our Trust shared values. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised.

The Importance of Relationships

We believe that behaviour is an outcome of relationships. The foundation of our approach is building positive, trusting relationships between children and adults. Teachers and staff are dedicated to knowing each child as an individual, understanding their needs, and creating an environment where every child feels seen, heard, and valued.

The understanding that children learn best within positive, trusting relationships informs our approach to managing and then to adapting behaviour. We recognise that children develop high levels of self-esteem through on-going verbal praise and positive interaction. Even when behaviour has become challenging, the adult/child relationship is of paramount importance and needs to be maintained through 'time in' with calm and consistent reflection to allow for repair and understanding rather than 'time out' methods of distance and chastisement. We expect staff to work to identify the need and provide developmentally appropriate support to remove the barriers to successful engagement in school life. This policy is based upon a Trauma Informed Schools UK (TIS) approach and is intended to promote good relationships; enabling people to share the common purpose of helping everyone learn.

All Children Are Unique

Whilst the majority of pupils will thrive when our whole school approach to behaviour is applied, we recognise that some of our pupils will need further support and intervention, and a few will require more intensive, individualised support. As such, our behaviour policy outlines the different levels of support available dependent on an individual's level of need. These are referred to as Wave 1, 2 and 3 in this policy. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Wave 1

Our Key Principles for Positive Behaviour:

1. Adults as positive role models
2. High expectations
3. Relentless routines
4. Prioritised recognition of best conduct
5. Clear and consistent rewards and consequences
6. Follow up and repair

1. Adults As Positive Role Models

At our school, we expect and enable every member of our school community to behave in a considerate way towards others. This includes every child, member of staff, parents, governors, and visitors.
We expect everyone's behaviour to reflect our school values of **love, justice, gratitude** and **determination**. We believe that when all adults conduct themselves in this way then children will also do the same. We want all our children to feel valued and cared for at all times, remembering that 'we are the weather that creates the climate'.
Every adult is expected to:

- Understand that behaviour that challenges is not a choice but is a communication of an unmet need.
- Recognize that the child is separate from the behaviours that they may exhibit
- Place a high priority on prevention before consequences
- Be respectful and model unconditional positive regard towards children
- Be mindful of body language and facial expression
- Prioritise recognition of best conduct
- Address and discuss unwanted behaviours 'privately'
- Be calm and controlled in their response to challenging behaviour

PACE (Dan Hughes, 2012)

When dealing with difficult behaviours or to prevent escalation we adopt a 'PACEful' approach.
This means:
Playful – use a positive, playful tone of voice – this activates positive hormones in the child and can diffuse a situation. This is not appropriate for all situations and needs to be used sensitively.
Acceptance – actively accept and validate the emotions underneath the behaviour. We are gentle on the child but firm on behaviour.
Curiosity – trying to find out about the behaviour without judgment – correction with connection. 'Will you help me to understand what it was like for you when…?' This forms part of 'walk and talk' or a restorative conversation and gives the child a narrative for their behaviour.

Empathy – feel into their experience and empathise with the child to help them to make sense of their big feelings. 'No wonder you're feeling x. It is painful when y happens.' 'So, you're letting me know that you are feeling really miserable right now…. I can understand that…'

2. Placing Positive Professional Relationships at The Heart of All We Do

Shepherdswell CE Primary School values parents/carers as experts. Building and maintaining these relationships is vital to keeping children at the heart of what we do. Knowing our children well enables us to provide quality first teaching for all and places a young person's sense of safety and security centrally in our approach to classroom management.

We understand that positive behaviour is a result of excellent relationships between adults and children and informs our well planned and delivered curriculum, which then stimulates children to learn, ask questions, debate, and challenge themselves.

To achieve this, we will invite parents into school to celebrate learning and take advantage of any area of the curriculum where parents can be a part of our leaning journey together, including education off site (e.g., trips, sporting events etc.). We will always contact parents to discuss any concerns regarding behaviours so we can work together to meet the needs of all children and provide consistency between home and school.

3. High Expectations

High expectations and a positive climate characterised by respectful interactions are two strongly supported elements of educational effectiveness. The importance of expectations is demonstrated most forcefully by the Rosenthal and Jacobson study, where they found "What you expect is what you get". We have high expectations of all children and staff at Shepherdswell CE Primary School and ensure that these are clearly communicated with our whole school community.

At Shepherdswell CE Primary School, we view certain behaviours as unacceptable. Behaviours that are deemed as unacceptable include, but are not limited to, the following:

- Bullying (the repetitive, intentional hurting of one person or group by another person or group - please see our Anti-bullying policy for further information)
- Abuse of any kind and Assault of any kind
- Racist, sexist, homophobic or discriminatory behaviour
- Spitting
- Throwing dangerous objects
- Verbal aggression/swearing
- Dishonesty or stealing
- Fighting

- Vandalism
- Refusing to follow instructions
- Risking own safety and/or the safety of others
- Bringing dangerous/prohibited items to school

4. Relentless Routines

Behaviour is the sum of an enormous number of habits, attitudes and skills that can be taken for granted. None of these factors are innate, and to achieve positive behaviour for learning, we believe we must teach them explicitly to our children and consistently remind them until they become embedded as positive habits. At Shepherdswell CE Primary School we have clear routines and expectations which are consistently applied to promote positive behaviour, which is **ready, respectful and safe** throughout the school.

Activity	What does this look like in our school?
Lining up & walking around the school	▪ We face the way we are going. ▪ We keep our hands and feet to ourselves. ▪ We line up in single file; one behind the other. ▪ We move quietly, so as not to disturb others. ▪ We check everyone is ready before we move. ▪ Classes will not be walked anywhere until they are ready. ▪ We walk in single file; one behind the other.
Entering/leaving worship	▪ We enter the hall quietly or singing. ▪ We use thinking minds during assembly and so we sit quietly, listening carefully. ▪ We leave calmly when signaled to do so by our adults.
In the lunch hall	▪ We enter the hall sensibly ▪ We wait calmly as we approach the servery. ▪ When receiving our lunch, we say thank you to the lunchtime team. ▪ We use a knife and fork to eat hot meals. We are guided to practise this skill by others. ▪ We try our best to not waste food. ▪ Those eating packed lunches place boxes and bottles on the table calmly. ▪ We use 'indoor voices' to keep the volume of the lunch hall controlled and calm.
Around the school	▪ We walk quietly. ▪ We smile at people we pass. ▪ We hold doors open for one another. ▪ We pick up any objects/litter that we see. We pick coats and bags up off the floor and hang them on pegs to keep our school safe.

End of break/lunch	▪ ▪
Gaining class attention	▪ We use a non-verbal stop signal when adults require our attention. ▪ If a classmate has not noticed the stop signal, we gentle tap them on the shoulder and silently share the signal with them.
Addressing excessive noise levels	▪ The volume of noise in our learning environment should be matched to our activities…Sometimes it will be 'buzzy', sometimes quiet, and sometimes silent. ▪ Our adults will use the non-verbal stop signal to remind us.
Answering questions/feedback Active learning	▪ When we are asked questions as part of our lessons to support our learning, we think carefully about the answer. Instead of putting our hands up to answer a question, we share our ideas with the adults and our classmates in lots of ways such as: think, pair share, partner feedback etc.
Leaving the classroom	▪ We ask for permission to leave the classroom. ▪ We are signaled to line up by our adults
Moving around the classroom	▪ We are signaled to move to and from the carpet and our table or from our tables to the door to line up by our adults. ▪ We will be considerate when we move around the room to retrieve resources or equipment so that it does not disrupt our own or others' learning.

5. Prioritised recognition of the best conduct

At Shepherdswell CE Primary School, we believe that a positive, proactive approach to behaviour is more effective than a purely reactive one. We always endeavour to give prioritised recognition and attention to those children who are meeting and exceeding our expectations.

This is done through:

- Public praise of those children doing the right thing
- Inviting children who have worked 'over and above' to share their learning with others in the school
- Regular, consistent use of the DOJO system for positive recognition
- Weekly certificates presented in assembly
- Elected and applied for jobs and responsibilities within the classroom and the wider school
- Sharing achievements in assembly, class, newsletters and social media with parents and our school community
- Messages of praise and celebration from adults in school with adults at home in person, via telephone, via home-school messaging systems, certificates and notes to home

6. Clear and Consistent Rewards and Consequences:

Rewards

Whilst we believe that the curiosities and wonder of being in classrooms filled with exciting learning should be the intrinsic motivator for children to present positive behaviours, we know that the use of extrinsic motivators help children to engage their focus. Therefore, we use some extrinsic motivators to create a culture of 'celebrating positive behaviour' in our school community.

Children's successes are celebrated through a range of strategies, including precise verbal praise, sharing learning with other adults and children, positive phone calls/messages home and at the start/end of the school day.

Class Rewards

In addition to the whole school reward systems detailed below, Class Teachers have autonomy to implement class reward systems that are age appropriate and personalised to the needs of the learners in their class. For example, to further promote a sense of belonging and teamwork, the children will collaboratively create a set of classroom rules that they will all agree on. This process encourages ownership and responsibility within the class. Additionally, the class will vote for a reward to enjoy at the end of each half term. To track progress towards this reward, a classroom display or marble jar will be used, allowing the class to work together to reach their target. As the target is approached, children will celebrate everyone's contribution towards reaching it, holding each other accountable and supporting one another in making the right choices. This system fosters a positive, cooperative environment where every child plays an important role in the class's success.

Celebration Assembly

Each week, children from each class will be chosen to receive a certificate during our Friday Celebration Assembly. These certificates are awarded to children who consistently follow our school values: showing love, gratitude, determination, and justice. By demonstrating these values, these children set a positive example for others, and their commitment to our school's ethos is celebrated with the whole school.

Managing and Modifying Behaviours

"Too often we forget that discipline really means to teach, not to punish..." (Dr. Dan Siegel, 2020)

All children have the right to learn in classrooms that are free from disruption and feel safe. At times there may be consequences for poor behaviour choices to act as a deterrent for those still learning how to choose positive behaviour. If a child falls below our expectation of being ready, respectful, safe or kind, we will follow a 3-step approach:

Remind and Refocus: This step is designed to gently guide children back to the expected behaviour and learning goals. When a child's attention drifts or their behaviour deviates, we first discretely remind them of the desired behaviour and why it's important, providing clear and calm expectations. Then, we refocus them on their learning, helping them redirect their energy and attention back to the task at hand. This approach encourages responsibility, supports self-regulation, and minimizes disruptions, allowing all children to stay engaged and progress in their learning.

Reset and Regulate: This is for children who have become dysregulated and need additional support to regain control of their emotions and behaviour. During this phase, the child may require guidance to step away from the situation to ensure both their own safety and the safety of others. An adult, remaining calm and composed, may step in to support the child, and sometimes a change of adult or space, can provide a fresh perspective. This step is crucial for helping the child to regulate their emotions, allowing them to process and reset the situation. Once the child starts to regulate, we can move towards restoring a more positive mindset, enabling them to re- engage with their learning and have a productive rest of the day.

Reflect and Restore: This step is used when a child has not heeded the warning during the "Remind and Refocus" step and continued to display undesired behaviour leading to a 'reset and regulate' being needed. In this 'reflect and restore' phase, the child will spend a few minutes at the end of the lesson, during break time or another appropriate time reflecting on their behaviour. Together, we will discuss what went wrong, how to make better choices in the future, and check in with the child to understand their feelings and needs. We remember that all behaviour is a form of communication. This process helps to ensure safeguarding is maintained while restoring the teacher-student relationship, so the child is ready to re-engage positively for the rest of the day.

Restorative Conversations

At our school, we want children to understand that there can always be a fresh start and that the staff at Shepherdswell CE Primary School will always hold them in unconditional positive regard. A vital part of our approach to positive behaviour is the following up of behaviour that has challenged and repairing the relationships involved. Through this process we aim to teach children to understand the impact that their behaviour has on others and to develop strategies to deal with similar situations more effectively in the future.

When a behaviour incident has occurred, this **must** be followed up by a restorative conversation with the adult that issued the consequence. This will usually happen during the next break time when the child is calm or ready to talk. This is an opportunity to talk things through and as a natural consequence of needing to talk about the behaviour, the child will miss all or part of their break depending on the conversation and reflection required.
This could be held in a quiet space or as a 'walk and talk'.

Children must be supported to reflect on their actions, 'put things right' and repair their relationships so they are not left with toxic shame. We also recognize that 'forced apologies will have little impact for any of the parties involved.

Staff will use the questions detailed below to aid the restorative conversations:

EYFS and Key Stage 1	Key Stage 2
▪ Can you help me understand what's happened? ▪ Who has been harmed and in what way? ▪ What needs to happen now to put things right and ensure this never happens again? Discuss any 'logical consequences.' ▪ Use visuals	▪ Can you help me understand what you think happened? ▪ How did you feel? ▪ What were you thinking? ▪ How do you feel now? ▪ What are you thinking now? ▪ Who has been affected? ▪ What needs to happen now to put things right? Discuss any 'logical consequences.' ▪ How can we do things differently in the future?

Consequences

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to acknowledge unacceptable behaviour and to protect the security, safety and stability of the school community. The use of consequences should be consistent and fair across the school in response to unacceptable behaviour. However, in certain circumstances consequences need to be tailored to the individual child and situation. Consequences need to be balanced against considerations such as special educational needs and other mitigating circumstances pertinent to the individual. Teachers will try to find a consequence that

repairs the damage if possible. Cleaning up the mess, repairing the display, reorganizing the classroom, making up with peers are examples of natural consequences. Additional consequences may include:

-A non-verbal warning (a look, removal of an object etc.)
-A verbal warning (following the script)
-Moving to another space in the classroom
-Reflection time during a break time
-Time in another classroom/with a member of the Senior Leadership Team
-Learning completed at home and returned to school the next day
-A conversation with parents/carers

In extreme cases pupils may be given an internal suspension, fixed term suspension or a permanent exclusion; this is explained further in the Exclusion Policy which can be found on the website.

Wave 2

We recognise that some of our pupils will need support in addition to (and sometimes different from) Wave 1 to thrive in our environment.

Before any child accesses anything additional or different from Wave 1, parents will have been contacted, on the day, by the class teacher, to say that your child has needed some support with their behaviour. During these discussions, both class teachers and parents will try and identify support that will enable the children to communicate their needs in a safe and respectful way or be able to fully understand what they were trying to communicate, if this is not yet known.

If this is occurring frequently, both parties may decide that the child requires tailored support. We may use several strategies to support children. A bespoke plan will be shared with the family and review meeting will take place every 2-3 weeks between the class teacher and parents. There may be times where it is appropriate for other members of the school or Trust team to be present.

Strategies can include, but are not limited to the following:

- Additional personalised incentives (See appendix A)
- Home school communication book
- Adaptations to the child's timetable
- Tailored communication strategies within school
- Increased time to meet with trusted adults
- Additional training for staff
- TIS intervention
- Nurture provision such as draw and talk, Lego therapy

During these regular meetings, it may become clear that the child's needs are such that support can slowly be reduced so they are able to use the Wave 1 approach again. It may also be clear that more support is needed.

Wave 3

In some cases, children need more support than Wave 1 and 2. We would then seek additional support from outside our school. We have access to the country Educational Psychologists, via a referral system, however this is not an exhaustive support, and we have a limited time allocation. In some cases, children may have education off site from Ofsted approved providers and other providers with which the school would perform regular safeguarding checks.

All these systems would give the families and school a bespoke set of strategies or package that would usually be time limited. These objectives of this package would be reviewed at a time frame advised by the supporting professional, the aim of these is to enable the child to have the right support to access their education.

Serious Incidents or Ongoing Behaviour

If a child is not responding to adults and their behaviour is extreme or presents immediate danger to self or others, either the child must be removed from the situation or others around the child moved to make the situation safe. Our 3-step approach will move directly to step 3 and the headteacher/SLT must be informed. In some cases, it may be necessary for staff to use positive handling strategies (see Positive Handling section below) Parents/carers will be contacted at the earliest convenience to inform them of any serious incidents.

It is important that following any serious incident staff involved have a follow up and repair, however this may happen on a different day when the child is emotionally ready to reflect on their behaviour.

Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone may be ineffective.

At this point parents/carers will be invited to meet with a member of the Senior Leadership Team and Class teacher. In such cases, careful evaluation of the curriculum on offer, classroom organization and management, and whole school procedures should take place to eliminate these as contributory factors.

Additional support may be provided for some pupils, for example:

- A daily meet and greet
- Home/school diary
- Behaviour Support Plan and Risk Assessment
- Nurture Group at Lunchtime
- Individual targets
- Individual reward chart or system
- Individual safe area/workstation

Additional, specialist help and advice from the SENDCO, Educational Psychologist, SEN Services, Early Help Hub or Behaviour Support Service may be necessary. Support from outside agencies are most effective with the consent from parents/carers has been granted. However, the school reserves the right to act in the best interests of the child in securing effective support as required.

Suspensions and Permanent Exclusions

At Shepherdswell CE Primary School, we recognise the impact that fixed-term suspensions and permanent exclusions can have on children so endeavour to employ this as a very last resort.

"Just 7% of children who were permanently excluded and 18% of children who received multiple fixed period exclusions went on to achieve good passes in English and maths GCSEs, qualifications that are essential to succeeding in adult life". (Timpson Review, 2019)

Only the Headteacher (or the senior member of staff to whom the Headteacher has delegated responsibility in their absence) has the authority to suspend or permanently exclude a pupil from school. A pupil may be suspended for one or more fixed periods, for up to 45 school days in a single academic year. The Headteacher may also permanently exclude a pupil for a serious breach or persistent breaches of the school's behaviour policy, particularly where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

If the Headteacher suspends or excludes a child, they will inform the parents immediately, stating the reasons for the suspension or exclusion, the length of the suspension (if fixed-term), and the parents' right to make representations to the Governing Body, in line with the DfE's guidance on exclusions and suspensions. If the Governing Body upholds a permanent exclusion, parents may request an independent review panel (IRP), and we will provide details on how to apply for this review.

The Headteacher will notify the Local Authority and the Governing Body of all permanent exclusions and all suspensions (regardless of duration), in line with statutory guidance.

Positive Handling

Positive handling is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property.

At Shepherdswell CE Primary School, we believe that a positive and proactive approach is vital to anticipate potential triggers for behaviour that challenges. We consistently aim to minimise the likelihood of, or avoid the need to use, restraint. We use the following strategies to be proactive in our approach to behaviour:

- Holding relationships as one of our core values

- Using de-escalation techniques such as ‘PACE’ and emotional coaching
- Ensuring that staff receive appropriate CPD and training
- Use of bespoke behaviour and support plans where necessary
- Individualised timetables and provision to meet individual needs
- Involvement of parents and the young person
- Involvement of other professionals and agencies where appropriate

The Legal Framework

Positive handling should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables trained staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

There are times when staff may need to use ‘reasonable force’. In order to keep members of the school community safe from harm. The term ‘reasonable force’ covers the broad range of actions used that involve a degree of physical contact with children. It is usually used either to control or restrain and this can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

Where a child has needed a positive handling strategy to be used which has required any form of restraint, this will be recorded, and parents will be informed.

Pupils’ Conduct Outside the School Gates

The law states that:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils’ behaviour in these circumstances ‘ to such as is reasonable’. The school may discipline a child for any misbehaviour when the child is:

- Taking part in any school-organised activity or school related activity
- Travelling to or from school
- Wearing the school uniform or in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school depending on the incident

Searching and Confiscation

If concerns are raised around prohibited items in school, the Headteacher, Deputy Headteacher and Assistant Headteacher (who have been authorised by the Headteacher) have a statutory power to search a pupil or their possessions. They can conduct the search with the consent of the child/and or parent. The only time consent is not needed is, when to delay, could cause harm to the child or to other children and staff. An appropriate location will be found for the search and 2 members of staff will always be present when this is done.

The extent of the search:

- A member of staff may search a pupil's outer clothing only including pockets, possessions, desks etc.
- The person conducting the search must not require the pupil to remove any clothing other than outer clothing such as a coat or hat.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Following a search, the staff member will record full details on Edgen (pupil's name, reason for search, where, when, staff involved, items found, follow up action, pupil's well-being after). Parents will be informed about the search and the outcome as soon as it is practically possible. Pupils will be sanctioned in line with this policy to ensure consistency of approach. Any prohibited items found in a pupil's possession may be confiscated. These items will be returned to the parents/carers unless it is an illegal item where advice from Global Policing or the police will be sought. We will also confiscate any item that is harmful or detrimental to school discipline.

Prohibitive items may include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be, used: a) to commit an offence, or b) to cause personal injury to, or damage to property of; any person (including the pupil).
  • tobacco, cigarette papers & lighters
- fireworks
- pornographic images
- mobile phone
- vapes

Special Educational Needs and Disabilities

Our behaviour rewards and sanctions system will meet the needs of the vast majority of our pupils. Where there is Social, Emotional, Mental Health learning need for a differentiated approach to Behaviour Management this will be personalised on a 1:1 basis and will be put in place in partnership with parents/carers, pupils and the SENDCo. Continued anti-social behaviour must be supported by an Individual Education Programme and additional support will be sought to see if there is any further barriers that the school need to be aware of and make provision for.

Equal Opportunities

No child's behaviour will be discriminated against due to race, age, religion, gender or ability in accordance with the Equality and Diversity Act.

Working in Partnership with Families

We give high priority to clear communication within the school and to a positive partnership with parents and carers, since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

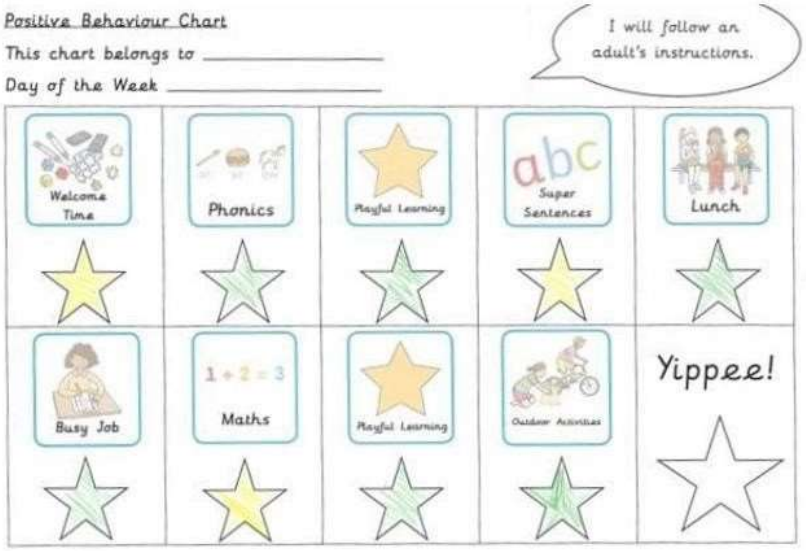
The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the, SENDCO, Assistant Headteachers and Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parent/carer participation in many aspects of school life is encouraged. This participation supports the development of positive relationships in which parents/carers are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents.

Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy.

Appendix A

Examples of 'Additional personalised incentives':



Key	
	I have followed adult instructions with respect the first time they are given. I have completed my work to the best of my ability and without distracting others.
	I have followed adult instructions with respect. I have completed my work and without distracting others.
	I have followed adult instructions with some additional support and encouragement. I have completed some of my work.
	I have chosen not to follow adult instruction. My choices have been disrespectful to others and have distracted others from their learning.

Name	
Class	
Start Date	
Aims	To follow adult instructions with respect. To complete my work without disrupting the learning of others. To work on keeping calm, safe and sensible when I feel upset, angry, disappointed or bored.

Sticker chart

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	◯	◯	◯	◯	◯
Writing	◯	◯	◯	◯	◯
Break	◯	◯	◯	◯	◯
Mathematics	◯	◯	◯	◯	◯
Lunch	◯	◯	◯	◯	◯
Afternoon lesson 1	◯	◯	◯	◯	◯
Afternoon lesson 2	◯	◯	◯	◯	◯
End of day comment:					

Positive Behaviour plan for: KS2 Week start:

To get a green sticker I must follow instructions.

	8.40-8:50	8:50-9:50	9:50-10:10am	Break 10:10-10:20am	10:20-11am	11-12pm	12-1pm	1-2pm	2-2:55pm	Comment
Monday										Two blues - great!
Tuesday										Well done
Wednesday										Time out as didn't want to go into class - turned it around.
Thursday										
Friday										A great day!

WOW - AMAZING
✓ doing as asked
mostly doing as asked/some persuasion needed
not following instructions/refusal.

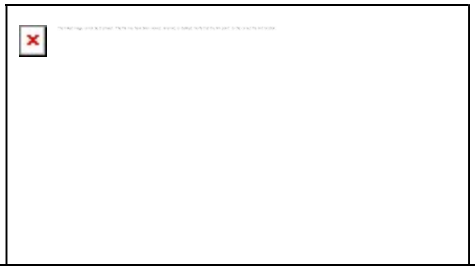
Appendix B

Behaviour Script

<table>
<tr><td colspan="2"><u>Behaviour Steps at Shepherdswell CE Primary School</u>

Remember, praise in public and reminders in private.

Gentle approach, use child's name, child level, eye contact, deliver message in an age-appropriate manner. Deliver the script and walk away.

  </td></tr>
<tr><td>REMIND and
REFOCUS</td><td>Nonverbal looks or signs, which could include:
-Subtle facial expression
-Quietly removing an object
-Quietly redirecting the child's attention (opening a book)
-Standing next to a child</td></tr>
<tr><td>REMIND and
REFOCUS</td><td>I noticed you chose to …… (noticed behaviour)
This is a REMINDER that we need to be (Ready, Respectful, Safe, Kind) You now
have the chance to make a better choice.
Thank you for listening.

Example – 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</td></tr>
<tr><td></td><td>I noticed you chose to …… (noticed behaviour)
This is the second time I have spoken to you.
If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another
classroom / go to the quiet area etc.....) (learner's name),
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. Thank you for listening / I'm glad we had this conversation.
Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</td></tr>
<tr><td></td><td>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.)
Playground: You need to.....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc.)
I will speak to you in …. minutes.
Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'
Do not describe child's behaviour to the other adult in front of the child</td></tr>
<tr><td>REFLECT and
RESTORE</td><td>The timing of this step is based on the age and the stage of the child, in addition to whether they have regulated their emotions and are ready to engage.
1. What happened? (Neutral, dispassionate language)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make others feel?
5. Who has been affected? What should we do to put things right? How can we do things differently in future?</td></tr>
<tr><td colspan="2">Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</td></tr>
</table>