

# Behaviour Policy

Barford Primary School



Date: September 2024

Review date: September 2025

## **Introduction**

Barford Primary School is committed to developing the character and competence of every pupil, in line with our Barford Values and in pursuit of all pupils receiving an exceptional education.

***This policy aims to ensure the consistent application of behaviour protocols and practice, so that our pupils learn to:***

- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- Develop positive learning behaviours including self-direction, resilience and selfcontrol
- Self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty
- Develop strong dispositions and attitudes to their own and others' learning and well-being.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and global citizenship in the 21st Century.
- Develop their ethical approaches and values in their lives

## **Behaviour at Barford Primary School**

At Barford Primary School, we aim that all members of the Barford Family and wider community embrace and uphold our culture of high expectations, which is facilitated by our vision, values and learning behaviours. There are three levers that we hinge our expectations of behaviour on:

- 1) Vision and Values***
- 2) Learning Behaviours***
- 3) Character Education***

### **Lever One – Vision and Values**

### **Our School Vision**

At Barford, our unique children and staff feel safe, valued and respected in an emotionally secure environment. The Barford family is resilient, confident and caring. We provide opportunities and experiences to help us strive, thrive and fulfil our full potential in all that we do. Barford is place where we feel nurtured and given 'wings' to fly!

*Created by staff & parents*

### **Children's vision**

At Barford Primary School, we believe in ourselves. We want everyone to be included and we are always kind and welcoming. Through lots of different exciting educational activities, experiences, visitors and trips, we gain lots of knowledge and skills. We work and learn as a team (children, adults and our community) to make sure we are successful and we help create bright futures for ourselves. We work with our trusted adults, each other and our community to keep everyone safe and successful.

*Created by School Council*

### **Our Staff Culture Vision**

Our staff have the confidence to be positive, open and honest. They are ambitious for themselves and others, nurturing a supportive environment where they learn and celebrate together. They all strive to be the best version of themselves.

*Created by Barford staff*

### **Barford's Values**

At Barford Primary School, our children's education is underpinned by the Barford Values which incorporate all the essential characteristics we believe our pupils require to lead happy, successful lives.

Our pupils are encouraged to develop their character and behaviour by learning about the Barford Values, reflecting on their own character, and recognising character strengths and areas to develop in themselves and in others.



Teachers ensure these Barford Values are modelled, embedded and progressively built on over time to develop pupils understanding of their learning through assemblies, explicit teaching, and classroom rewards.

We are committed to a ***model of inclusion***, hope, perseverance, healthy relationships and compassion throughout all the aspects of the life and culture of our school community.

Inclusion, equality, healthy relationships, hope and perseverance permeate all aspects the life and culture of our school.

We believe that continually developing our character to become the best version of ourselves is important for every pupil and staff member alike. Therefore, we actively promote and practise the Barford Values. The Barford Values are fundamental and underpin all actions, approaches and relationships in the management of pupil behaviour. The Barford Values inspire us to behave in a way that enables us to be our best and bring our best to our learning and the community we are a part of.

We aim to develop an understanding and tolerance of each other through knowledge, mutual respect, forgiveness and believing the best of one another. Individual rights will be respected and choice will be exercised within a culture of self-discipline. The Barford Values also remind staff and pupils of our responsibilities to each other. We as adults, embody the Barford Values and use these to develop our skills when dealing with pupils and recap our knowledge and understanding of them through staff-briefing and CPD sessions. Within our behaviour approach, they are used as a de-escalation tool and also as a reflective tool once regulation has occurred.

<b>Respect</b>	I treat others, as I want to be treated.
<b>Kind</b>	I care about others and myself.
<b>Honest</b>	In all that I do.
<b>Ambitious</b>	I want to succeed.
<b>Confident</b>	I believe in myself.
<b>Self-control</b>	I can manage my emotions safely.
<b>Resilient</b>	I keep trying even when things are hard.

### **Lever Two - Learning Behaviours**

To be a successful learner, children need to develop key aptitudes that will enable them to access all their learning to the fullest extent. Our five key behaviours develop skills and attitudes to learning that put our children in good stead for the challenges they will meet throughout their lives. We are helping to build successful futures for all our children by showing them how to be highly motivated learners. Adults are expected to nurture these behaviours.



### **Lever Three - Character Education**

Character education at Barford is built into the curriculum (as taught components) as well as outside of it.

The 'taught' character curriculum:

- The school uses the Jigsaw scheme to support children's development in PHSE. Jigsaw PSHE connects the pieces of Personal, Social, Health and WellBeing Education. The programme teaches children and young people emotional literacy, social- and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner.
- Enrichment activities that include trips and visits, non- curricular courses or workshops.
- Extra-curricular programme (e.g. before- and after-school clubs)

Character Education is also evident in the culture created by staff behaviours and the systems and routines of a school. This is often less tangible and may be seen in the way assemblies are conducted, in class time, in corridor conversations, and in displays around school. This is often summed up as 'the Barford Way' for our Barford family.



### **Extra-Curricular Clubs and Activities**

- homework
- gardening
- chess
- origami
- football
- basketball
- cinema night
- lego □ tutoring

**Experiences including:**

- farm visits
- trips to the seaside
- visiting places of worships
- careers talks
- staying safe workshops
- historical workshops
- music




## School behaviour systems, structures and routines

To support delivering the three school levers effectively, the school has developed a set of systems, structures and routines to support the children, staff and parents.

### Use of Housepoints

All children in the school are allocated a place in one of the four houses **Mars**, **Jupiter**, **Saturn** and **Venus**. When adults see children demonstrating one of the Barford Values, they will reward them with a blue house point token. Each class has a set of house point collection boxes where children deposit their token. House point monitors collect all the tokens once a week and add them to the large house point display in the main hall. Tokens winners are announced each Friday in the celebration assemblies. Children can also earn special green lunchtime house point tokens (see rewarding lunchtime behaviour for more details).



*Each **week*** the class in each key stage with the most house points collected, receive a class certificate to display next to their housepoints display.

Each **term** the house with the highest number of tokens has an extra 'reward time' outside lead by the Pastoral Manager and Inclusion Team.

The class in each phase (EYFS, KS1, Lower KS2 and upper KS2) with the most tokens collected over the term will receive £20 credit. They can choose to spend this money on something for the class e.g. board games or they can bank the money until next term and try to increase the amount they have to spend. The children will be able to choose what to spend their money on from a 'menu of rewards' (see how we reward behaviour section for more details).

## Use of Class Dojos

In class the children can earn Dojo points as a reward for using one of the school's **learning behaviours**. This is a purely a positive recognition strategy.



Dojo points are cumulative and are collected across the week. Two children with the highest number of Dojo points in each class are invited to choose a prize from the Dojo prize cupboard (run by children). Teachers will share their names at weekly key stage meetings where the key stage leaders will keep a log of all names on Sleuth.

One pupil from each class is chosen by the class teacher to receive a 'Dojo Star of the Week' certificate, which is linked to the class learning behaviours (linked to a specific curriculum area). These certificates are presented in our key stage celebration assemblies where parents and carers are invited. These children will then receive an invitation to join the head teacher's tea party.

## Use of the Great to be Gold Board

- All classes from Early Years to Year 6 use the Great to Gold Board!
- Every child starts the day on **green**.
- Children can be moved up into silver and gold for showing excellent classroom behaviours.
- If child reaches **gold** at either the end of a morning or end of the day- they will receive a **gold sticker**. The teacher will record this on SLEUTH and speak to the parent (on that day) to share the good news.
- Children can also move into **orange** and then **red** for the opposite reason (see sanctions for more detail.)
- Once in **red**, the pupil must have some time to reflect on their behaviour or de-escalate the situation by moving to a separate designated and quiet area of the classroom (Reflection Zone & PSHE area.) This must be recorded on SLEUTH.

*If a child moves into the **red** just before home time therefore reflect time cannot be facilitated:*

## EYFS

The teacher will speak to parents about the behaviour displayed on that day of the child. The teacher will ask the parents to have reflect time at home and reinforce the positive behaviour. (Social story sheet to be sent home to be completed as a parent and child activity.)



### **Key Stage 1 & 2**

The child will miss 5/10 minutes of the next day's next playtime and recorded on Sleuth. Children to complete a social story sheet during the session. Teacher to direct teaching assistant to remain in class to support this and rearrange lunchtime accordingly. Teacher to speak to parents on the day.

### **Resetting the board**

All children are reset to **green** at the start of a new day and after lunchtime. This is even if they have reached the gold / silver level in the morning.

### **Recording behaviour**

Sleuth online behaviour system is used to record and track all behaviour. We record both positive and negative behaviours so that we can identify trends and act accordingly offering packages of support where needed whether that be for an individual, a group, a class or year group. We record positive behaviour including (a) children who never go into the **orange** or **red** zones (b) children who achieve gold zone status. The Pastoral Lead will monitor behaviour and update SMT at their weekly meetings. SMT will then discuss and decide next steps. Automatic actions are triggered within SLEUTH when sanction thresholds are reached for example when a child reaches 3 red zones in a ½ term. More details can be found in the behaviour sanctions.

## Procedures and Sanctions

When low-level behaviour is unacceptable and disrupting learning:

1

- The child will be given a clear verbal warning but there will be no change to the Great to be Gold! Board.

- If the behaviour continues, their name is moved to **orange**

3

- If the behaviour continues, the child will be given a clear verbal warning for **red**.

- If the behaviour continues, their name is moved to **red**. The class teacher is to move the child to another part of the classroom (the designated reflection zone) away from the rest of the class with an adult. All children who enter into the **red zone**, must have the behaviour recorded on Sleuth. Parents must be spoken to at the end of the day by the class teacher.

5

- If the behaviour continues, class teacher to move child to another part of the classroom away from the rest of the class where they can reflect. They stop their learning and have some 'reflect time'. EYFS this will happen within the unit KS1&2, each minute of the reflect time will be deducted from their playtime or lunchtime. This time will be used for them to complete the work missed. Teacher to record this visually on the board.

6

- Reflect time to given in minute blocks. E.g. 1 minute of missed learning time translates into 1 mins reflection time for EYFS, 5 minutes for KS1 & 2. Teacher will facilitate this reflection time within the group they are working with. The teacher will have a conversation with the parents at the end of the day and recorded on Sleuth. if there is not enough time to carry out reflect time at the end of the day, key stage 1 and 2 children will have reflect time during play the next day. EYFS staff will speak to parents so that they can have a reflective conversation at home (support will be given) and then staff will follow up with parents on the following day.

7

- If a child has more than 1 **red** in a week, then the class teacher must make the Key Stage Leader aware so that classroom based strategies can be explored (adaptive teaching and recorded on planning) and a discussion about this to take place. Key Stage Leader will feedback to SMT and monitor situation. This must be recorded on Sleuth.

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- If after strategies are put in place the child gains another red, then a PSP1 (Personal Support Plan) must be created by the class teacher, with support from the Pastoral Lead. Child, parent and teacher to all sign the plan and set a review date at this meeting. The plan lasts 6 weeks. The class teacher will arrange with parent to meet on weekly basis to discuss progress (telephone or in person.) Details uploaded onto Sleuth by the class teacher.

**If any of the key unacceptable behaviours are shown then the pupil will move onto Pastoral Support Plan 2 & 3**

### **Our Key Unacceptable Behaviours**

***These are behaviours which have consequences beyond the Great to be Gold Board.***

- Running away from staff or entering a non-safe zone
- Sustained non-compliance
- Deliberate physical violence towards staff, pupils or property
- Persistent disruption and refusal to follow adult instructions
- Racist or Homophobic behaviours, language or taunts
- Swearing

□

**These behaviours will result in removal with a senior leader away from peers.**

1. The teacher should send a sensible child with a green hand to the office.
2. The office will immediately notify a member of SMT to go to the classroom.
3. The parents should be notified immediately and come into school, ***PSP 2 completed with parent and review date set.***

Depending on the severity of the incident or whether this is repeated behaviours over a period of time a range of consequences may happen: Actions following key unacceptable behaviour if there has been no further improvement from ***PSP2*** or a one off serious incident will may include any of the below as part of their ***PSP 3***:

***Controlled start and ends to school day***



***Reduced timetable***



***Explore managed move***



***Fixed term suspension***



***Permanent exclusion***

### **Personal Support Plan 1**

PSPs are used for when repeated negative behaviours occur for a pupil and the consequences of the zone-board are not enough alone to shape and modify behaviour. They last 6 weeks, then they are reviewed. They are written in collaboration with pupils, parents, staff (teachers & TA) and Pastoral Lead. Targets set are written on a target card, which is refreshed on a weekly basis and monitored by the pastoral lead. Class teacher and Pastoral lead to meet on a weekly basis to review the card. Each child on stage 1 will be given a weekly target card.

### **Personal Support Plan 2**

If a child, is still not conforming after 6 weeks, then a **Personal Support Plan 2** needs to be created with the support of the Pastoral & Inclusion Lead, class teacher, parent & child. All stage 2 children, will be put on the monitoring for SEND list (SEMH). At this stage, the most appropriate outside agencies will be used for support. These agencies may include EP, PSS, CAT, Beacon Behaviour Support, and Steve Brown Support. Additionally, school will use a THRIVE assessment in consultation with parents to start the necessary intervention from trained school based THRIVE practitioners. After 6 weeks, a review will take place to see if the child will be moved to the SEND register, where assessments THRIVE will be used to measure progress. Each child on **PSP 2** will be given a weekly target card and home school diary.

### **Personal Support Plan 3**

After 6 weeks, or if there is another episode of unacceptable behaviours, a PSP 3 needs to be actioned and a risk assessment put into place. The Pastoral & Inclusion Lead, class teacher, parent & child will meet to put this in place. The child will be put as SEMH on the SEND register. The child will continue to receive support from outside agencies; further intervention or adaptations will be put in and monitoring depending on the severity of the unacceptable behaviours. This may include:

***Controlled start and ends to school day***



***Reduced timetable***



***Explore managed move***



***Fixed term suspension***



***Permanent exclusion***

The decision at this stage will lie with the HT and SMT support the best needs of the child in question and the well-being of others.

### **How we manage behaviour at break and lunchtimes**

Our playground reflects our school values and these are:

<b>Respect</b>	I treat others, as I want to be treated.
<b>Kind</b>	I care about others and myself.
<b>Honest</b>	In all that I do.
<b>Ambitious</b>	I want to succeed.
<b>Confident</b>	I believe in myself.
<b>Self-control</b>	I can manage my emotions safely.
<b>Resilient</b>	I keep trying even when things are hard.

## **Rewarding Lunchtime Behaviour**

**Green Barford Values tokens** are awarded (by lunchtime staff) for excellent demonstration of Barford values during the lunchbreak. These green tokens are worth 5 blue ones. Children can also be rewarded with lunchtime sticker given out by the Lunchtime Supervisors. This can be exchanged for a Dojo point back in the classroom if they show excellent learning behaviours e.g. being reflective or a good communicator.

Each member of the Pastoral Team will also give out 2 certificates per day to children for showing excellent learning behaviours. One of the team will present the certificate to the child in class on the same day and they will receive a round of applause from their class mates. During celebration assemblies, the children who have had a certificate will stand up and receive a round of applause from their peers.

On the playground, we have several children as leaders called Zone Managers and Well-Being Team. They will give out 5 stickers (linked to the learning behaviours) to their peers during the lunchtime break.

## Sanctions for negative behaviour at lunchtime

When a child is disrupting or choosing poor playground behaviours the sanctions are as follows:

<b>Level 1</b>	<b>Unacceptable behaviour</b>	Warning 10 minutes time out and reflection with pastoral team (on the playground)
If the same behaviour repeats on the same day- go to level 2.		
<b>Level 2</b>	<b>Repeated unacceptable behaviour</b>	Recorded in Pastoral Manager's log and Sleuth. Pastoral Lead to inform class teacher. Teacher to call parents after school and inform about incident details and missing the following day's morning break. When they miss their break, a reflection form needs to be completed with the Pastoral Lead or Pastoral Team. 3 x recordable lunchtime unacceptable behaviours leads to SMT meeting possible loss of lunch break or alternative provision enforced.
<b>Key Unacceptable Behaviour</b>		Reported to SMT immediately using green hand procedure. SMT to remove child from playground and de-escalate in library area. Pastoral lead to record in log and Sleuth and speak directly to CT after dinner. Member of <u>SMT</u> to call parents and inform about incident details and arrange a meeting with CT, SMT and Pastoral Lead.

## Our Key Unacceptable Behaviours on Playground

These are behaviours which have significant automatic consequences:

- Running away from staff or entering a non-safe zone
- Sustained non-compliance
- Deliberate physical violence towards staff, pupils or property
- Persistent disruption and refusal to follow adult instructions
- Racist or Homophobic behaviours, language or taunts
- Swearing

These result in the Pastoral Team, notifying SMT with green hand who will remove the child from the playground away from their peers.



SMT to remove child from playground and de-escalate in library area.

Pastoral lead to record in log and Sleuth and speak directly to class teacher after dinner.

SMT to call parents immediately and inform about incident details and arrange a meeting with CT, SMT and pastoral lead.

### **Children as Leaders**

As part of our holistic offer to develop the whole child and inspire excellent behaviour, children at Barford Primary School will have the opportunity to 'be a pupil leader or mentor'. To ensure children have opportunities to do this in different areas of the curriculum over time, we have designed a pupil representation model.



## Behaviours

House Point Leaders	Supporting with behaviour in assemblies by giving out blue tokens. Collecting and counting house point tokens. Supporting Pastoral lead with organizing and facilitating house point treat afternoon sessions.
Dojo Leaders	Resource, organise, open and staff the Dojo reward shop.
Attendance Leaders	Resource, organise, open and staff the attendance reward shop.

## Democracy

School Councilors	Taking a leading role in the direction and decision making of the school. Giving their classmates an active voice.
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## Learning

Learning Buddies	Key Stage 2 children who work with children across the school to support younger children.
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## Lunchtime / Playtime

Zone Managers	Leading lunchtime activities  Ensure the lunch hall is a calm environment where children use good manners and encourage children to use cutlery correctly.
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## Well-being Team

(Peer Mediators)	Supporting children who would like some emotional and well-being support from peers.
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## Legislation, statutory requirements and statutory guidance

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

- › [Behaviour in schools: advice for head teachers and school staff 2022](#)
- › [Searching, screening and confiscation at school](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)

- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## **Roles and Responsibilities**

**The Governing Body is responsible for:**

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- The governing board is responsible for monitoring this behaviour policy's effectiveness and
  - Holding the headteacher to account for its implementation.

**The headteacher is responsible for:**

- Reviewing this policy in conjunction with Barford Primary School's Governing Body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

**The Inclusion Lead is responsible for:**

- Leading effective behaviour in the school and ensuring that the policy is effectively implemented on a daily basis.

**Staff are responsible for:**

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team will support staff in responding to behaviour incidents.

**Parents and carers, where possible, should:**

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

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

**Pupils:**

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

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

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

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

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

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

### **Safeguarding**

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

### **Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with:

DfE's [latest guidance on searching, screening and confiscation](#).

### **Off-site Behaviour**

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 behaviour:

- 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).

### **Unacceptable online behaviour**

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.

### **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 will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

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

### **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.

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

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result 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 co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## Appendix 1

### Role of the Adult when using Good to be Gold!

	<b>Process</b>	<b><i>Role of the adult</i></b>
<b>1</b>	The child will be given a clear verbal warning but there will be no change to the Great to be Gold! Board	<i>The adult will respond with reminder and check if there is something wrong or the child needs support; leaves on positive note. Adult must give the child take up time.</i>
<b>2</b>	If the behaviour continues, their name is moved to <b>orange</b> .	<i>The adult will give a verbal warning and expectation reminder; explains expected behaviour; double checks for emotional / understanding issues. Adult must give the child take up time.</i>
<b>3</b>	If the behaviour continues, the child will be given a clear verbal warning for <b>red</b> .	<i>The adult will give verbal warning and expectation reminder; explains expected behaviour; double checks for emotional / understanding issues. Adult must give the child take up time.</i>
<b>4</b>	If the behaviour continues, their name is moved to <b>red</b> . The class teacher is to move the child to another part of the classroom (the designated reflection zone) away from the rest of the class with an adult. All children who enter into the <b>red zone</b> , must have the behaviour recorded on Sleuth. Parents must be spoken to at the end of the day by the class teacher.	<i>The adult will give expectation reminder; explains expected behaviour; double checks for emotional / understanding issues. Adult must give the child take up time and strategies to use to return to orange then green. The adults to use a range of strategies to deescalate behaviour that are appropriate for the early years. The adult scaffolds a short reflect time and models expectations for the child's behaviour. The child returns to learning and staff focus on the positive behaviour being displayed.</i>



## **Appendix 2**

### **De-escalation and diffusion strategies**

De-escalation techniques are used to reduce the impact of negative behaviour, these may include.


- using non-verbal cues
- allowing adequate personal space
- using active listening
- adopting a non-threatening body stance and body language (open, relaxed with hands down)
- acknowledging the pupil's underlying or expressed emotion (e.g. anger/distress)
- problem solving with the pupil to address the cause of escalation if safe to do so
- keeping verbal instructions simple and minimal, using a calm tone of voice and clear, direct language or pupil's preferred method of communication (focusing on the behaviours you want them to display rather than the ones you don't)
- distracting the pupil from the source of any anger or distress by discussing another topic they are interested in
- providing options (within limits) to help the pupil feel they are still in control of their decisions
- going to an alternative space with the pupil that is less stimulating or removes access to the triggers.
- the use of any individual techniques on a child's individual behaviour plan or SEND plan
- using reflection tools to enable pupils to self-identify their own behaviour and to support them in the process of discovering ways of self-regulating that behaviour

## Barford Values De-escalation Tool

Ok, so something has happened to make you feel [.....]? Can you help me understand what emotion you would prefer to be feeling?	When we are anxious, upset or angry we breathe quickly. Our bodies always need more oxygen when we feel like this. I think that might be happening to you at the moment. Can you try and take 5 deep breaths to help you?	If I asked you what the impact of what has happened is on you and on those around you, what would you say? What would you prefer it to be?
On a scale of 1 to 10, how in control of your reactions/emotions/ words do you feel you are at the moment? Can you tell me how you feel inside your body? Can you think of something that might help you feel more in control?	Which one of the values would be helpful to you at the moment? Can you tell me why?	Can you talk me through what just happened from beginning to end so that I can understand how you are feeling right now? As you tell me, try and take deep breaths.
Is there one thing you could do right now that could make things better or different?	If you could ask anyone to help you right now, who would you ask and what would you ask?	Imagine the way you feel about what has happened represented by a colour. What colour would it be? What colour would represent how you would prefer to be feeling?

## The THRIVE Approach

Thrive's vision is of a world in which children's social and emotional needs are better understood and met. Created to support this vision, the Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children.

	<b>Attunement</b>	Be alert to how a child is feeling and their emotional state through their facial expressions, body language, gestures and the noises they make. Demonstrate that you understand their emotional state
	<b>Validation</b>	Be alert to the child's experience. Validate their perspective/ experience/ feeling. 'I'm wondering if...', 'That must be so hard when..
	<b>Containment</b>	Be alert to how a child is feeling. Demonstrate containment by catching and matching their experience and offering it back to them in named digestible pieces
	<b>Soothing</b>	Be alert to how they are feeling and calm and soothe their distress
	<b>Regulation</b>	Demonstrate emotional regulation. Modelling how to regulate the emotional state will build capacity in the child.