



# Hollickwood Primary School

## Behaviour Policy

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## **Ethos and Values**

At Hollickwood, we believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. Our belief is that every child should be given unconditional positive regard. We have developed a behaviour policy which places relationships as the cornerstone for pupils to thrive. Our approach encourages nurture, respect and empathy even when a child is presenting with behaviours that feel challenging. We promote a sense of community and belonging. Through research, evidence and trauma-informed practice, staff are able to guide and support pupils effectively. We recognise that in order to fully meet the needs of pupils, of which many present with complex needs, it is a necessity that our school is attuned, attachment-friendly and nurturing.

'The Hollickwood Way' consists of six values. These values are at the heart of our school. They are discussed regularly in assemblies and classes, and are embedded in our curriculum content.

Commitment: We work hard and try our best.

Confidence: We feel good about ourselves and know we can achieve.

Creativity: We express ourselves and problem solve.

Courage: We try our best to be brave when facing a challenge.

Curiosity: We ask great questions and enjoy finding out.

Compassion: We are kind to ourselves and others.

## **Aims**

- To provide a predictable and safe environment, explicitly founded on nurture and attachment principles that promotes security through consistent routines and clear boundaries.
- To ensure that school is a place where all children are free from disruption, violence, discrimination, bullying and any form of harassment.
- To celebrate, promote and positively reinforce positive behaviour.
- To show unconditional positive regard for all pupils, acknowledging and addressing any inappropriate behaviours that may arise by attuning to the child and their need and working with them on strategies.
- To understand the underlying need behind inappropriate behaviour and put in place strategies to meet this need.
- To provide a carefully-planned PSHE including RSE curriculum to support children's emotional literacy and develop their ability to self-regulate.
- To confidently and consistently demonstrate warmth and foster positive relationships built on trust and compassion.

- To teach pupils how to communicate their thoughts and feelings in a way that is a beneficial now and in their adulthood

### **Statement of Behaviour Principles**

These principles have been designed in partnership with the governing body and guide our practice.

- Positive, respectful relationships between staff and pupils are essential.
- The child is separate from their behaviour. We talk about the behaviour and not the child. Stigmatising and judgemental language is never used.
- Roles and responsibilities are clearly understood.
- There is a need for rules and routines in order to keep boundaries firm but fair.
- Rewards and sanctions are clear and personally designed.
- Expectations need to be clear so that teaching and learning can be successful, and so that pupils enjoy and achieve in school.
- Being 'fair' is not about everyone getting the same (equality) but everyone getting what they need (equity). Some pupils will need adaptations within the overall structure. We have a tiered approach to behaviour that recognises that some children will need further support and intervention, and a few will require more intensive, individualised support.
- There is a need for all pupils to feel safe and secure. Structure, routines and predictability help create a safe and secure environment.
- Inappropriate behaviour is an expression of an unmet need that needs to be met.
- Children should be fully involved in strategies to support positive behaviour and empowered to employ strategies to support themselves.
- A belief in a growth mindset: That everyone has the ability to develop and improve through hard work and focused effort.
- Children should be listened to so that we can consider their experience through their eyes.
- Children are encouraged to develop a strong sense of morality by taking responsibility for their own behaviour, recognising the thoughts and feelings of others, and the impact of their behaviour on them.
- Parents are involved in all aspects of their children's learning and are supported by staff.

### **(1) Legal Framework**

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002

- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for Headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

**This policy operates in conjunction with the following school policies:**

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-On-Child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Behaviour Action Plan (within School Development Plan)

## **(2) Roles and responsibilities**

All children, parents, staff and governors have important roles and responsibilities in creating a school community in which all children feel safe and can thrive.

**The governing board will have overall responsibility for:**

- Making a statement of behaviour principles, and providing guidance for the Headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender

identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

**The Headteacher will be responsible for:**

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Overseeing the organisation of staff training and development.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

**The Assistant Head for Inclusion will be responsible for:**

- Collaborating with the governing board and Headteacher to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

**Teaching staff will be responsible for:**

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the Assistant Head for Inclusion and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

**All members of staff, including teaching, mealtime and support staff, and volunteers will be responsible for:**

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Communicating appropriately with pupils in line with this policy.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - Assistant Heads.
  - Headteacher.
- As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

**Pupils will be responsible for:**

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

**Parents will be responsible for:**

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Working in partnership with the school to support their child's behaviour.

### **(3) Definitions**

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of children at the school.
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other children, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork



- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity and regularity of the behaviour.

#### **(4) Staff induction, development and support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of children at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a child’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications wherever possible.

We recognise that supporting children’s behaviour requires a high level of skill and can be difficult. We know that persistent low level unacceptable behaviour, or incidents of serious unacceptable behaviour, can be distressing for staff and can significantly impact their wellbeing. Therefore, staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour. Assistance will always be given in a supportive manner and seeking support will be viewed positively.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

#### **(5) Social, emotional and mental health (SEMH) needs**

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and

wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

## **(6) Promoting Positive Behaviour**

### **Relationships**

Positive teacher-child relationships are key. The school will focus heavily on forming positive relationships based on predictability, fairness, empathy and trust to allow teachers to understand their children and create a strong foundation from which behavioural change can take place.

### **Behaviour Curriculum**

Positive behaviour will be taught to all children as part of the PSHE including RSE curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will include a focus on positive behaviour making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly at the end of break or lunchtime.

### **Routines**

Routine will be used to teach and reinforce the expected behaviours of all children. Appropriate and reasonable adjustments to routines for children with additional needs, will be made.

### **Listening Systems**

All KS1 and KS2 classes have an 'I Wish My Teacher Knew' box. Children may put any message that they want to share with their teacher in this box. This could be a worry or something positive. There is a standard slip for the children to use which supports with recording how they are feeling linked to the Zones of Regulation. Class staff must check this box regularly and follow up on any of the messages put in this box.

In EYFS, the children will have a named peg which they can attach to the zone which best shows how they are feeling so that staff are aware, and how to have a conversation with the child at an appropriate time.

### **Zones of Regulation**

All classrooms have a 'Regulation Station' which includes a Zones of Regulation display. The Zones is a concept designed by Leah Kuypers to help children gain skills in the area of naming emotions and self-regulation. Children are helped to recognise when they are in different colour zones as well as to learn how to use strategies to change or stay in the zone they are in.

### **Positive Systems**

We recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated.

#### **When giving praise, teachers will ensure:**

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again.

For rewards to be effective, the school recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair – making sure all pupils are fairly rewarded.

**Examples of positive systems and rewards include:**

- Dojo points
- Table points
- Celebration displays
- Verbal thank yous and praise
- Stickers
- Praise postcards
- Conversations with parents
- Sent to another class to share good news.
- Marbles in a jar
- Smiles and positive eye contact and gestures such as a thumbs up
- Peer praise
- Star of the Week certificate
- A special trip or experience for the whole class

**Examples of whole-school positive rewards and systems include:**

- Golden HT Award stickers
- Praise/stickers from the Senior Leadership Team
- Headteacher Award Certificates
- Conversations with parents.

## **(7) Effective Classroom Management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

## **Classroom Rules**

At the beginning of each year, class teachers work in collaboration with the children in order to establish the classroom rules and expectations. Where appropriate, teachers will explain the rationale behind the rules and routines to help children understand why they are needed, and will model rules and routines to ensure children understand them. Teachers will also explain clearly to children what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed. All rules outlined in the classroom rules agreement are applicable to children's behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

Classroom rules are grouped under the following headings which are consistently used across the school: Be Ready; Be Kind; Be Safe.

### **The classroom rules should:**

- Be kept to a necessary minimum.
- Be positively stated, telling the children what to do rather than what not to do.
- Actively encourage everyone involved to take part in their development.
- Have a clear rationale, made explicit to all 'We will do this because...'
- Be consistently applied and enforced.
- Promote the idea that every member of the school has responsibilities towards the whole.
- Be revisited regularly in order for them to remain important and relevant.

All adults will work in partnership to model, reinforce and support the 'Be Ready, Be Kind, Be Safe' expectations.

To support children's continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of

the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Children will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these children when necessary.

Parents will be provided with a copy of the agreed class rules and will be asked to discuss these with their child and reinforce the expectation that they are consistently adhered to.

### **Classroom Routines**

Each class will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all children, then explaining the task clearly so all children understand what they are supposed to be doing.

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to children and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see children's faces, that children can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

### **(8) Effective Communication with Pupils**

We recognise that the way that we communicate with children has a significant impact on their understanding of what behaviour is acceptable, their self-esteem and their motivation. The Emotion Coaching and PACE models are key approaches that we use to guide our communications with children who are dysregulated. Consistent and clear language will be used when acknowledging positive behaviour and

addressing misbehaviour. Staff will be alert to the fact that children with SEND or children who are highly dysregulated are likely to benefit from simple, straightforward language, and may need additional clarification using strategies outlined on their SEND support or EHC plan.

### **Emotion Coaching Model**

This is used to support adults to structure conversations when a child is presenting as dysregulated. We use the following steps:

Step 1: PAUSE – Adult checks their own feelings so that they are ready to connect calmly and empathetically with the child.

Step 2: CONNECT – Adult notices the child’s expression and body language and helps them to name the emotion(s) behind the behaviour and the ‘zone’ the child is in linked to the ‘Zones of Regulation’. If the child is struggling to name the emotion, the adult uses tentative suggestion and questioning to support them to name it.

Step 3: ACCEPT – Adult tells the child that all feelings and emotions are ok and that big emotions can be difficult.

Step 4: REFLECT – Adult discusses the feeling with the child and the behaviour that occurred when they had this feeling. Adult names the behaviour as ‘not ok’. For example, “It is ok to feel angry. When you felt angry, you threw the book. Throwing the book is not ok because it might hurt someone and books need to be looked after.”

Step 5: PROBLEM SOLVE – Adult discusses positive strategies that the child could use if they feel this way again. Adult discusses anything that they might do to help them. Adult will refer to strategies linked to the ‘Zones of Regulation’.

### **PACE (Playfulness, Acceptance, Curiosity, Empathy)**

PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. Children show us how they feel through their behaviour. Children need adults to ‘connect before they correct’.

#### **Playfulness**

The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong. Adults use a playful and light-hearted tone and show their interest and curiosity. Playfulness reduces the shame children might feel when something has gone wrong; difficult messages or serious conversations can be easier to have if the tone is light. It does not mean that the emotions or incident is taken less seriously.

#### **Acceptance**

Unconditional acceptance is fundamental to a child’s sense of safety because it

shows that an adult has connected with their feelings without judgement, and without seeking to reassure their feelings away. This can be hard to do as it means the adult and the child sitting with some strong emotions, together. This is painful and uncomfortable, but also very powerful. If a child expresses distressing emotions about themselves or others (e.g. “nobody loves me”, “I’m stupid”, “I’m bad”, “you hate me”) it is hard not to challenge them as being wrong, but it is really important to accept those feelings and acknowledge them using curiosity and empathy. Accepting the child or young person’s feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the child’s viewpoint, but for true acceptance to take place, it is important that the child also knows that adults can see them beyond their behaviour.

### **Curiosity**

It’s important for adults to be curious about a child’s thoughts, feelings, wishes and intentions: they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all. Curiosity is also important for discipline to be effective: connect with the emotion before you engage in discussion. “Is it ok if I share my idea of what is going on for you? I might be wrong but these are my ideas.” Or “What do you think was going on?”, “What do you think that was about?” or “I wonder what...?”

Adults should try to be curious in a quiet, accepting tone that conveys a simple desire to understand the child: this is not the same as agreeing with their perception of the event, but shows an interest in understanding it and accepting the feelings that were involved.

### **Empathy**

When adults show empathy they are showing the child that their feelings are important to them, and that they are alongside them in their difficulty. Adults understanding and expressing their own feelings about a child’s experience can often be more effective than reassurance. For example, if a child says “You don’t care”, the adult can respond by saying “That must be really hard for you. I feel sad that you experience me as not caring”

### **De-escalation techniques**

When a child is dysregulated, adults should use the following techniques to de-escalate.

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a child’s escape route.



- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the child and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the child a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

## **(9) Managing Instances of Low-level Unacceptable Behaviour**

This is best dealt with ‘in the moment’ by the adult with the child such as the class teacher, Learning Support or Meal Time Supervisor.

Staff should always take into account the child’s individual circumstances and needs. Building relationships, empathy and a feeling of safety take precedence over other means of discipline.

Discipline should be viewed as an opportunity to teach and nurture; never to punish or shame.

Staff should use the encouragement strategies steps below to scaffold interactions in the classroom. Staff should begin by using the least intrusive interventions to support positive behaviour. This helps to create a shared language and positive climate in individual classrooms and across the school.

### **Encouragement Strategies Steps**

Step 1: Positive praise of desired behaviours

Step 2: Tactical ignoring of ‘low level’ behaviour.

Step 3: Non-verbal cueing e.g.: raised eyebrow, eye contact, finger to lips, raised hand with open palm

Step 4: Tactical Positioning – Move closer to where the low level behaviour is happening.

Step 5: State the Reality – Give a description of what is happening e.g.: ‘There’s a lot of noise in this classroom.’

Step 6: Simple, positively phrased direction – “Kara, the instruction is work quietly. Thank you.”

Step 7: Reminder of the class rules – “The rule is we work quietly.”

Step 8: Ask a ‘what?’ question – “Jack, what should we be doing?” or “Jack, what’s our rule?”

Step 9: Use an 'I' statement not a 'you' statement – “Jack, I need you to look this way. Thank you.”

Step 10: Simple choice – “Jack, work quietly there or move to the regulation station please.”

Step 11: Choice or consequence – “Jack, please get on quietly or you will need to come and work here.”

Step 12: Consequence – “Jack, you are now moving here because you are not getting on quietly.”

Step 13: Repeat instruction if required minimising words used. “Jack, here please.”

Step 14: If behaviour continues, give verbal warning of further consequence making sure to give opportunity to ‘turn things around.’

### **Sanctions for Low Level Unacceptable Behaviour**

Sanctions are designed to help to repair any negative effects of the behaviour displayed. This is to give the child the opportunity to ‘put it right’ and repair relationships.

Sanctions may include:

- Minutes off play time
- Saying sorry
- Writing an apology
- Removal of a privilege
- Moving to a different place in the classroom
- Classroom adult speaking to parent or carer.
- Helping out with a duty in the classroom such as tidying up.
- Reflection ‘time in’ with Pastoral Lead or a member of the Senior Leadership Team.

Sanctions must never include the removal of rewards that have been previously earned. For example, we don’t remove dojo points.

If low-level unacceptable behaviour happens frequently, the class teacher should discuss this with parents and a member of the Senior Leadership Team so that a plan of support can be put in place.

### **(10) Managing Instances of Serious Unacceptable Behaviour**

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

It is important to recognise that when children exhibit these behaviours they are in need of increased support. By providing the right support, we also ensure that all children and adults' right to be in a safe, secure and respectful environment is upheld. Therefore, sanctions are focused on repair.

Staff should always take into account the child's individual circumstances and needs. Building relationships, empathy and a feeling of safety take precedence over other means of discipline.

Discipline should be viewed as an opportunity to teach and nurture; never to punish or shame.

In the event of a serious unacceptable behaviour incident, where the child is not an immediate safety risk to themselves or others, staff should:

- Use de-escalation techniques.
- Bring the child for a 'reflection time in' with the senior leadership team or Pastoral Lead during break or lunchtime.
- Log the incident on 'Tootoot' on the same day that the incident occurred.

In the event of a serious unacceptable behaviour incident where a child is very dysregulated and presents a safety risk to themselves or others all staff should:

- Focus first on ensuring children, then staff, are kept safe.
- Use de-escalation techniques.
- Call for assistance from the Senior Leadership Team or Pastoral Lead.
- Log the incident on 'Tootoot' on the same day that the incident occurred.

Physical restraint should only ever be used as a last resort and must only be carried out in line with our Physical Intervention Policy. Staff are expected to read this policy in full in conjunction with this policy.

### **Sanctions for Serious Unacceptable Behaviour**

An appropriate sanction will be decided on by the Senior Leadership Team. Parents will be informed of the incident and sanction given.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the child's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

**Sanctions include, but are not limited to:**

- Missing break time or lunchtime.
- Completing a reflection sheet.
- Removal of a privilege
- Removal from the classroom for a set period of time.
- Written apology

**Removal from classroom**

The school may decide to remove from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by a member of staff.

Ordinarily, this will be either the Headteacher's office, the Business Manager's office or the Assistant Head for Inclusion's office.

The school will only remove pupils from the classroom or playground where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regulate in a safe space with support from an adult.

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The Headteacher or a member of the Senior Leadership Team will decide what the pupil may and may not do during their time spent removed from the classroom. The

Headteacher will request that the pupil's class teachers set them appropriate work to complete once they are regulated enough to do so.

The Headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

## **(11) Social times**

Social times, such as play and lunchtimes, are an important part of our school provision. We aim that they help to:

- Develop social skills;
- Build tolerance and inclusion;
- Provide time to enjoy positive play
- Improve children's mental and physical health and wellbeing
- Provide time to explore and play with adults and peers in a less structured, positive environment.

The school's 'Be Ready, Be Kind, Be Safe' rules apply outside the classroom. There are a specific set of lunchtime and playtime rules which have been developed with the children under these headings. These are regularly shared with the children.

The school also provides an indoor 'Acorn Club' to support children with SEND or pastoral needs during lunchtimes.

All parts of our school behaviour policy apply at lunchtimes and playtimes as well as during class time. A member of the Senior Leadership Team is on duty daily in order to support the consistent application of the policy.

## **(12) Fixed-term and Permanent Exclusions**

Where serious unacceptable behaviour persists, or where there is a single very serious incident, children may be excluded. These may be fixed term exclusions or a permanent exclusion. Permanent exclusion is only ever considered when all other options have been tried and have been unsuccessful.

If a child is at risk of permanent exclusion, the parents/carers and school will work with the Inclusion Advisory Team to draw up a personalised support plan.

The governing body and Barnet Exclusions Officer will be informed of any fixed term or permanent exclusions. Further details are available in our Suspensions and Exclusions Policy.

Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, after any period of fixed term exclusion.

## **(13) Effective Pupil Support and Adaptations**

### **Tiered Approach**

Being 'fair' is not about everyone getting the same (equality) but everyone getting what they need (equity). Some pupils will need adaptations within the overall structure. We therefore have a tiered approach.

Tier 1: Whole School Behaviour Strategies

Tier 2: A range of initial intervention strategies will be used to help pupils with their behaviour and reduce the likelihood of more severe sanctions being used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities.

Tier 3: Pastoral Support Plan (for children who do not have identified SEND, but require individualised support) or SEND Support Plan. A child at this tier requires individualised strategies that go beyond tier 2 adaptations. These may include, but are not limited to:

- Personalised timetable
- Timetabled check-ins with the Pastoral team or Senior Leadership Team.
- Movement breaks
- Nurture Breakfast Club
- Individual 'Zones of Regulation' resources.
- Additional adult support during break time or lunch time
- Acorns Lunchtime Club
- Mentoring
- More frequent engagement with parents
- Home-school book

The strategies to be used will be outlined on a pastoral support plan or on a SEND support plan for a child with identified SEND. Before creating the plan, there will be a 'Team Around the Child' meeting involving a member of the Senior Leadership Team and all staff working with the child. This is an opportunity to gather information about what is working well and what further support is required. Following this, the member of the Senior Leadership Team will create a draft pastoral plan. The child's parents/carers will be invited in to meet with a member of the Senior Leadership Team

and the class teacher and the pastoral support plan will be shared with them and their views added.

Tier 4: Involvement from outside agencies. Where the strategies outlined on the pastoral support plan have not been successful in bringing about improvements to behaviour, the school will seek parental permission to engage with external agencies. These include, but are not limited to, Barnet Inclusion Advisory Team, BICs and the school's linked Educational Psychologist.

## **SEND**

Although unacceptable behaviour does not necessarily mean a pupil has SEND, the school will always be curious as to whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided. The Assistant Head for Inclusions will conduct an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, make contact with the linked SEND caseworker and parents to consider a review of the plan

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

## **Basic Needs**

Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. The five levels of the hierarchy are physiological, safety, love/belonging, esteem, and self-actualisation. Lower-level basic needs like food, water, and safety must usually be met

first before higher needs can be fulfilled. Therefore, the school tries to meet these unmet needs that may lead to dysregulated behaviour or lack of engagement.

### **Vulnerable Pupils**

Repeated poor behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection and will report these in line with our Child Protection and Safeguarding Policy.

### **(14) Physical Intervention**

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only ever be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the child will be immediately taken to the Headteacher (or a member of the Senior Leadership Team in her absence), and the child's parent or carer will be contacted.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed term exclusion in the first instance. It is at the discretion of the Headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

### **(15) Sexual abuse and harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary



sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

## **(16) Smoking and controlled substances**

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors and staff will be instructed not to smoke on school grounds. Children will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with children related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

## **(17) Prohibited items, searching pupils and confiscation**

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. The pupil's parent or carer will then be required to collect the mobile phone from the school office.

Lone travellers in Year 5 and 6 may bring their mobile phone to school. We strongly recommend to parents that this is a non-smart phone. Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Mobile phones

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

## **(18) Behaviour outside of school premises**

Children at the school must agree to represent the school in a positive manner. The school rules apply both inside school and out in the wider community, particularly if the child is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-Bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## **(19) Data collection and Behaviour Evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

All incidences of serious unacceptable behaviour, and repeated incidences of low level unacceptable behaviour must be logged on Tootoot the school's online behaviour and safeguarding reporting system.

The data will be monitored and objectively analysed **termly** by the Headteacher and the Senior Leadership Team. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

### **Monitoring and review**

This policy will be reviewed by the Headteacher and Assistant Head for Inclusion on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **September 2025**.



