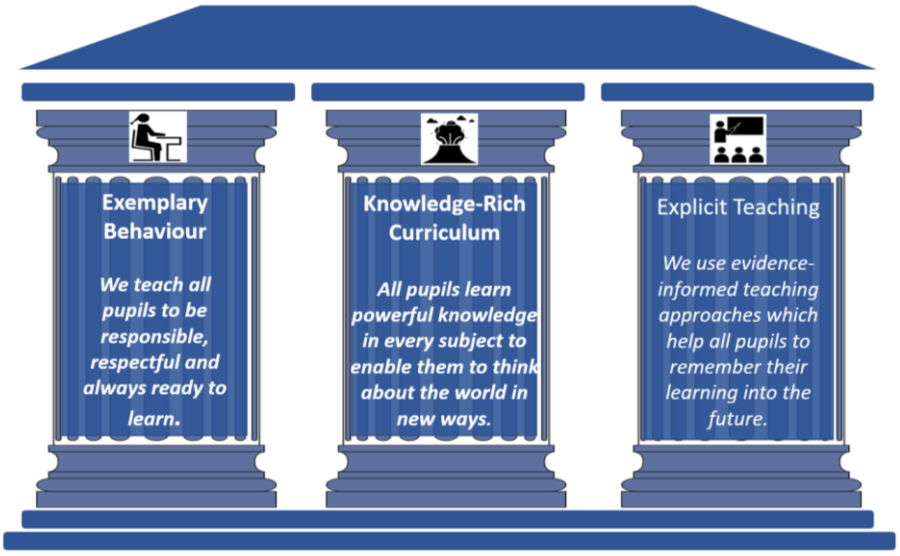
# Positive Behaviour POLICY

Policy confirmed by the Full Governing Body Committee of Grace Mary Primary School on:

Date: 3rd December 2025

Signature:
(Chair of Governors)

Signature:
(Head Teacher)



*"Nurture starts at the school gate and the classroom door, whether that's a simple greeting, a high five, an elbow bump or a salute…. The point of it is to make children feel safe." (Paul Dix, Educational Psychologist)*

**Our Values**

**Respect**
- EVERYONE is important and special.
- Show PRIDE in our school.
- Consideration for each other's FEELINGS, RIGHTS and BELIEFS.

**Aspiration**
- AMBITION to achieve excellence.
- CHALLENGE and MOTIVATE self to be the best we can be.
- BELIEVE in ourselves.

**Honesty**
- COURAGE to tell the truth.
- Share honestly how you feel.
- voice our opinions in a THOUGHTFUL way.

**Kindness**
- Show COMPASSION and CARE towards others.
- Speak out and lend each other a helping hand, TRUST.
- To always show ACCEPTANCE and be FRIENDLY.

**Determination**
- Try your best and never give up, PERSEVERE.
- Always use a 'GROWTH MINDSET' anything is possible
- Be BRAVE and prepared to make mistakes

**Healthy**
- Be PATIENT, show self control.
- Be as PHYSICALLY fit as you can be.
- Lending each other a HELPING HAND.

**Statement Of Intent**

At Grace Mary Primary School, we want to create an environment that is safe, where everyone feels respected and where students come into each lesson ready to engage in learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Grace Mary. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school.

<u>The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.</u>

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

We foster a culture which develops social skills and self-awareness, while placing equal value in strong communication and cultural sensitivity. We continually strive to achieve the school aims by giving learners a high-quality education to raise standards of attainment across all ability ranges so the pupils achieve their very best.

**The importance of good behaviour**
At Grace Mary we understand the importance of exceptional behaviour not only for learning but for life. We believe passionately in teaching children to become respectful, tolerant and caring members of society who can make a significant positive impact in our wider community.

At Grace Mary we develop children's character through the 'Grace Mary Way' Curriculum and the Personal Development Curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Everyone has a bad day whether you are a child or an adult, and our pupils are taught strategies to counteract potential reactions, such as using Zones of Regulation. The 'Thrive Approach' **(Appendix 5)** has been implemented by a qualified practitioner to support pupils on their social and emotional journey to success, reaching their full potential and support our pupils to co-regulate.

The policy is embedded through a range of strategies children are involved in:

- planned curriculum work
- planned assemblies
- teaching and learning styles
- well organised school routines and common language eg, *'Fantastic walking'*
- high expectations and consistency from all staff
- specific support and strategies
- social & emotional coaching
- Dojo points (values led)
- Weekly Praise assembly

**Inclusion v Exclusion**
We are going to stand by our most vulnerable children. We are not going to look at them 'as someone else's problem'. We recognise **they are often in distress** rather than choosing to be disruptive. They may have an **underdeveloped prefrontal cortex** which means they are unable to meet adults' expectations, rather than wilfully choosing not to. Therefore, they need our support, our connection and inclusion. We will only contemplate exclusion in very rare circumstances. Instead, we will look at more restorative approaches through our 'Thrive Approach". We are a trauma informed school and our young people who have experience of trauma are supported by a bespoke offer of specialised support from school staff and signposts to other professionals where appropriate ie, Reflexions.

The general standard of behaviour is the collective responsibility of the whole staff and pupils. Every time a child displays unacceptable behaviour it must be challenged or it will be seen as being condoned. However, it is crucial to maintain a consistency of response from all staff. We work hard to educate pupils around trusted adults and that all pupils can identify at least one in school.

All staff must be positive and encourage socially acceptable behaviour and high standards of work, rewarding and praising wherever possible and the setting of good examples by staff and parents. **We aim to emphasise the positive rather than criticise.**

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

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2025

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice (2015)

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
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Anti-bullying Policy
- E-Safety Policy and all other linked policies such as social media & Use of Mobile Devices Policy

**Roles & Responsibilities**

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, 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.
- 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.
- Logging and reviewing behaviour on CPOMS

The Mental Health Lead will be responsible for:

- 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 PSHE Policy.

The AHT - Inclusion & SENCO, Safeguarding & Wellbeing Manager will be responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, 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.
- Logging behaviour on CPOMS that they deal with dealing with reoccurring fighting, racist remarks, kicking, defiance, bullying, theft and verbal abuse. Passing any serious incidents onto Senior Leaders.
- supporting Class teachers with more challenging pupils offer
- communicating with and offering parents support with strategies for improving behaviour
- monitoring individual pupils receiving support
- keeping abreast of projects, both locally & nationally, which would benefit behaviour in school
- organise and implement training for Support Staff on behaviour management
- Referring children to appropriate agencies (e.g. CAMHS, Inclusions support SEMH or PPE team).
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour – Thrive or trauma informed practices

**Role of parent**

- will celebrate their child's achievements with him/her and show an interest in their school life
- will ensure that their children are sent to school appropriately dressed in school uniform and in accordance with the rules in the School Handbook
- will act promptly at the request of the school by letter or by telephone in the instance of a discipline or behaviour problem
- will work with the school to improve children's behaviour.
- will ensure that the child arrives at school on time and only when prior notice has been given may the child be collected to leave early.
- will support their child with home learning.
- will closely supervise their child during exclusion from school.
- Will be positive role models for expected behaviour within the local community and support the school.

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

- Adhering to this policy and applying it consistently and fairly while always being supportive.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment and Being responsible/ accountable for the progress of the pupils in their class.
- Promoting a supportive and high-quality learning environment.
- 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 key staff up-to-date with any changes in behaviour. This includes: - Headteacher, Deputy Head teacher, Assistant Head for Inclusion, Safeguarding & Wellbeing Lead Professional, Thrive Practitioner.

Adults MUST always practice:

1. Consistent, calm, adult behaviour
2. Relentless routines
3. Scripting difficult interactions
4. Restorative follow up

**Pupils' behaviour outside school**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Any non-criminal and bullying behaviour outside school should be dealt with by the Headteacher. She/He should invite any outside agencies in (ie, parents, local authority inclusion support, community police officers) to discuss the incidents outside school. Depending on the incidents outside school will depend on how the Headteacher chooses to discipline the child. She/He should discipline the child in line with the school's behaviour policy.

**How do we promote good behaviour**

- Children are given clear guidelines of the appropriate behaviour and expectations in all areas based on our 'Values' through our 'Behaviour Curriculum' which all staff expect the pupils to abide by.
- The policy is applied equally before school activities, playtimes, lunchtimes, lesson times, school trips and clubs that happen after school and during holidays.

***Pocket Principles***

Know that there are three behaviour principles in school known as the pocket principles. These are non-negotiables and are expectations to stay in the Green (Good To Be Green). These are:-

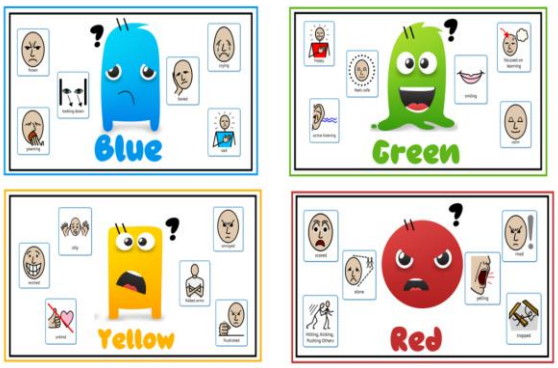
- **Be Respectful** - Know that if you respect someone, you have a good opinion of their character or ideas.
- **Be Responsible** - Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.
- **Be Ready to Learn** – Know that you have the right mindset and are demonstrating fantastic learning behaviours

## Zones of Regulation

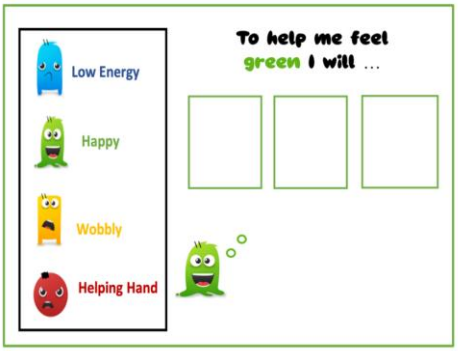
In order for children to meet the challenges of the day, they need to be in the green zone. For some children, they may be able to self-regulate; however, others will need support with this- co-regulation. We are going to build regular times throughout the day to support children with this process.

Children placing themselves in the Yellow or Blue zone can be supported by adults within the classroom or use strategies they have identified themselves. Children placing themselves in the Red zone to receive a helping hand from the Rainbow room. Throughout the day and specifically in the morning and after lunch, children complete the ZOR strategy board, identifying the zone which they are in. This is then reviewed by staff to identify immediate next steps for each individual and to allow staff to respond accordingly. During these specified times, staff should develop relationships with children through a range of strategies e.g. use of dogs, lunchtime Hive, identifying interests, circle time, talk time, behaviour curriculum. Our ultimate aim is for children to be able to identify strategies which work best for them to support their emotions to enable them to self-regulate in a wide variety of situations and enable them to get back on task as soon as possible.

**Zones Of Regulation Wall Cards**




**Zones of Regulation Strategies Board**



**At Grace Mary we follow the 'Good to be Green' Behaviour System** The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code and interventions can be put in place. The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to always promote a positive message regarding behaviour management- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The children soon learn to associate being on Green with a feeling of having done the right thing. Dojo points are given out during the day by adults for seeing fantastic examples of our values and going 'Above & Beyond'.

Displaying lips and eyes is placed on a child's desk to give them a nudge to give them the opportunity to make the right choices to restore their behaviour and bee back on track ready/continue to learn. Any prompt is removed once the pupil is back on track. At times low level disruption can be due to a child's unmet need, social/emotional regulation required, trauma related, pupils have the opportunity to go to 'The Hive' to spend time with the Thrive practitioner to co-regulate, talk, continue with their work in a different environment to prepare them to go back to class to continue learning. It is essential our staff know our children well to be able to problem solve and respond accordingly without making a child stand out and devalued. No one likes being centre of attention for the wrong reasons. It is important for staff to respond to pupil's behaviour privately, for example check they are on task, they know what they are doing, positive prompts such as '*do you remember yesterday when you worked with so much determination….'* Keep all verbal responses positive. Most forms of behaviour are forms of communicating. We just need to know what are they communicating in that moment? Expecting a child to immediately comply can lead to escalation. **(Appendix 1)**

Making our classrooms feel safe and routines refined and embedded is essential and any triggers can quickly be reinforced with the whole class as gentle reinforcements and common language used. It is essential that scripting is used so adults do not fall into an emotional response. Make the connection between the behaviour and the expected standards, taking into consideration individual diverse needs. It is very important that a therapeutic Rapport, post crisis session to re establish relationships is carried out (crisis prevention Institute) (Appendix 8 & 9 – scripting)

**Rewards**

Pupils will often display behaviours where they go out of their way to be friendly, welcoming or helpful. Pupils also have the opportunity to be rewarded for recognition of demonstrating our values

1. By being awarded several dojo points throughout the day by the staff that noticed the deserving behavior.
2. Postcard sent home as praise.
3. Opportunity to receive 'Star Of The Week'
4. Opportunity to receive a Headteacher's weekly reward
5. Pupils achieving consistent good to be green behavior following our values and expectations will have an end of term reward film & pizza or silent disco
6. Lots of verbal praise and stickers.

**Dojo points**

Pupils have the opportunity to receive dojo points for each of our values including 'Above & Beyond' throughout the week. These are added up weekly and put onto an individual and class tally.

**Class tally**- Classes who obtain the most dojo points for each value weekly receive the trophy and golden token for their class which goes towards the end of term reward – Non uniform day for the class

**Individual tally** – pupils' achievements are always recognised

110 points – Certificate and badge

250 points – voucher for schoolbook shop

Points are then reset to 0

**Behaviour and SEN**

Some children who have SEN or neuro-divergent with very specific difficulties e.g. ADHD, downs syndrome, autism, SLD, SEMH etc, may find it hard to understand and follow rules and therefore may display challenging behaviours. We recognise this as dysregulation. School will make reasonable adjustments under Disability Discrimination Act. If a child's behaviour gives cause for serious concern we can offer additional support in school. In school we have a Thrive Practitioner and Learning Mentor who are part of the wellbeing team and are able to give particular support to children who have more challenging behaviours. We recognise that children may have sensory needs which cause dysregulation, where appropriate we explore this with the child and parents. We can also, but only with the agreement of parents, seek the assistance of, for example, Inclusion support for SEMH, the Primary Prevention of Exclusion or the Educational Psychologist (see Inclusion policy for more details).

**Bullying**

Bullying is a very serious kind of unacceptable behaviour, whether face to face or online. The staff and governors are aware of how distressing it is and how difficult it can be to detect. It can be defined as:

'The systematic victimisation of an individual over a period of time. It may be a combination of emotional, verbal and physical abuse. It is not merely a disagreement between two or more individuals'

Through curriculum initiatives, the RSHE Curriculum sessions, and the use of emotion coaching techniques, assemblies and pupil voice meetings, there are many opportunities to raise the school community's awareness of this issue, to highlight it as totally unacceptable behaviour, and to encourage an ethos which shows that 'It's OK to tell'.

Bullying incidents are very rare at Grace Mary Primary School, please see Anti Bullying Policy.

**Racist Incidents**

**Racial harassment in school might include:**

- verbal abuse of any kind, including name calling.
- physical assault;
- physical threat, intimidation or harassment (including attacks on possessions);
- ostracism in the playground, classroom or working groups;
- racist jokes (including jokes about other nations or particular groups);
- graffiti which is racially offensive;
- wearing of racist badges or t-shirts;
- distribution of racist literature, including jokes, cartoons, drawings etc

All racist incidents will be considered as serious and dealt with accordingly. The member of staff who first encounters the incident must express firm disapproval and take positive action to deal with the situation. Failing to do this could be seen as condoning the behaviour and thus discourage pupils and parents from reporting incidents. All racist incidents must be sent straight to the senior leadership team (SLT) for them to deal with. The member of SLT should

- investigate the incident to ascertain the facts, together with the background which led up to the incident
- draw the perpetrator to one side and explain clearly and calmly why the behaviour was wrong hurtful or offensive;
- seek an assurance that the pupil understands why the behaviour was wrong and that it will not be repeated;
- where an assurance is forthcoming, ask the pupil to apologise for his/her action;
- Log all correspondence on CPOMS, alerting the necessary members of staff to ensure they are aware of the incident and how it has been dealt with.

If the member of staff feels that they cannot deal with the incident or it is a reoccurring incident, then it needs to be sent to Headteacher. It is vitally important that parents should be rung and informed that such behaviour is unacceptable and that

further disciplinary action will be taken if there is a repetition. If there is a repetition, then the parents will need to be called in for a meeting with all agencies involved.

**Non- Crisis intervention**

Use of restrictive physical intervention- Please see separate policy for more information.

**All physical and near misses are reported to the LA as directed by the local authority - requiremnt**

- Will only ever be used as a last resort when a pupil is in danger of harming themselves or others.
- Will only be used by trained staff authorised by the headteacher
- Will be used within the guidance from accredited training and recorded in line with these principles.
- May, if appropriate, be incorporated within a Signs of Safety plan **(appendix 3)** following an individual risk assessment (appendix 3) for a pupil in some circumstances on advice from support services, when all other de-escalation techniques have failed. This would be written and agreed with parents.
- May be needed in unforeseen circumstances where there is danger of harm to a pupil, such as biting, disregarding road safety, fighting or throwing objects.
- Staff will assess risk and follow procedures to defuse situations and keep all safe from harm. This may mean removing other children from a situation or, in emergency, to use minimum of force in order to safeguard pupils. Nominated staff can be summoned by message or walkie talkie system. A list of named staff will be kept in the school office.
- All staff will be made aware of nominated adults.

**Training**

All teaching and support staff in Grace Mary Primary school are trained in de-escalation strategies and emotion coaching techniques. New staff to the school are always made aware of this policy and are supported in behaviour strategies. Early Years staff will use techniques to safeguard children as appropriate and will seek advice from SENCo and agencies for challenging pupils.

**Post incident**

All incidents where restrictive physical intervention must be recorded on the ABC form (see appendix 4) and on SH WO12 (rev 01.02) Health and Safety Incident Report Form and passed to the headteacher. The incident will be recorded on CPOMS by the Deputy head or SENCo. Staff who can administer restrictive physical intervention are: List is held in the school office)

- Post incident discussion with staff involved will address:
    - details of what exactly happened
    - was the school policy adhered to?
    - why did it happen?
    - who was involved?
    - is there a pattern of behaviour involved?
    - if this was a planned intervention, does the plan need changing?
    - what can be done to prevent it happening again?
    - is there a training issue?

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts the safety of a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

**Reduced timetable**

When a reduced timetable or reintegration programme is being considered, the following policy must be followed.

1. When a reduced timetable is being considered, the student, the student's parents, SENCo, Head teacher or deputy head must be involved in the discussions before any decisions are made.

2. A reintegration plan must be drawn up which requires the agreement of the student, the student's parents, the school, the education welfare service and any other agencies involved in the student's education. The LA behaviour support team can offer guidance on how a reduced timetable and reintegration plan can be successfully used.

3. Before a reduced timetable can be approved, evidence must be provided that other strategies have been investigated or tried. These could include-
   - Analysing ABC forms to establish any patterns/triggers in behaviour.
   - Alternative plan in school e.g. entering through a different door or at a different time.
   - Support plan
   - Support from other family members
   - Analysing ABC forms to establish any patterns/triggers in behaviour. **Appendix 4**

4. The student must be supervised by an appropriate adult during school hours. Any concerns regarding the care of the student whilst they are off the school premises in regular school hours need to be raised with the SENCo or referred as a child protection concern using existing safeguarding procedures (See safeguarding policy)

5. A plan for monitoring and reviewing the reduced timetable must be agreed with the SENCo and be line with the inclusion policy.

A reduced timetable will be done for the shortest possible time and must be done in conjunction with a risk assessment which will clearly show why the pupil can't access full time provision. The timetable should be reviewed fortnightly, time in school increased as soon as possible and the pupil should be back in full time education as quickly as possible. All of these decisions should be made in agreement with parents and correspondence with Inclusion Support.

**Confiscation**

A teacher or other member of staff may only seize, retain or dispose of a pupil's property if he or she has authority to do it (appendix 1). The Education and Inspections Act 2006 provides that authority when the confiscation is a lawful disciplinary penalty. It is for the staff member confiscating to show the legality of the confiscation since he or she has made the decision to interfere with the property. In this school the headteacher has delegated to all teaching staff the authority to confiscate items from pupils as a lawful disciplinary penalty. The use of confiscation as a sanction should be accompanied by a clear indication of when and where the item will be returned, and by whom. Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. Staff should take confiscated items of obvious value to the school office, for storage in the school safe.

When are items not returned to a child:

- Items of value which the pupil should not have brought to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a pupil should bring a cigarette lighter to school. In such circumstances retention is a reasonable step both to protect property, and to enable discussion about whether the pupil is smoking and how this can be addressed.
- Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action

Staff should keep records of items they confiscate on CPOM's and the grounds for the action, so that they may justify them later if challenged. Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

**Police Involvement**

The head teacher and the deputy head teacher can involve the police when there is a one-off incidents from the list below.

1. Serious actual or threatened violence against another pupil or member of staff
2. Sexual assault / abuse
3. Supplying an illegal drug
4. Carrying an offensive weapon

When a pupil is involved in a criminal activity the school should consider whether or not to inform the police. The outcome of the police investigation does not have to have reached its conclusion before the Head Teacher makes their decision. Any involvement in criminal activity may result in the child having a fixed term exclusion.

The Community Police Officers for Rowley will support the headteacher with workshops for example VRs for knife crime, anti-social behaviour in local area, interventions to support pupils with a wide range of concerns such as being at risk of exploitation.

**Regulating behaviour on an offsite activity**

Any minor incidents of bad behaviour should be dealt with by the most senior member of staff on the trip. Any issues of bullying, fighting or violence should be noted down and then it should be logged on CPOMS when the member of staff returns. Any major incidents (from the table below) must be dealt with by the head teacher. This will require the lead member of staff (most senior member of staff) to ring the head teacher and report concerns. The head teacher will give the course of action to be followed.

**Fixed term exclusions**

Fixed term exclusions should be followed when a child breaches the school behaviour policy. Individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the School following exclusion. Ofsted inspection evidence suggests that 1-3 days are often long enough to have the desired effect without adverse educational consequences.

As a school we can do fixed term exclusions for a maximum of 45 days in one academic year. When a pupil is given a fixed period exclusion for six school days or longer, the school has a duty to arrange suitable full-time education provision from and including the sixth school day of the exclusion. When a pupil receives three fixed term exclusions in one term this should trigger an Early Hep Assessment which could then lead to a Team Around the Family meeting to support parents. Inclusion Support would continue to be involved with the provision for the young person and next steps (possible a request for an EHCP needs assessment) would be considered.

When a pupil has received fifteen days exclusions in one term this should then be presented to the Governors for them to review the case *. Both of these measures are used as a strategy to prevent a permanent exclusion.
Full time education must be provided from the first day for “Children in Care” (i.e. “Looked after Children”). A return to school meeting must be set up after a fixed term exclusion and this must include the parents.

Behaviour types that warrant a fixed term exclusion:

| | |
|---|---|
| Continued disruptions in lessons & School | 1 - 3 Days |
| Defiance | 1 – 3 Days |
| Verbal abuse to staff / pupils / others | 1 Day |
| Racial abuse to staff / pupils / others | 1 Day |
| Bullying – physical / verbal | 1+ Day |
| Physical abuse to staff / pupils / others | 1+ Day |
| Sexually inappropriate behaviour | To be determined |
| Theft | 1 – 3 Days |
| Vandalism | 1 – 3 Days |
| Extortion | 1 – 3 Days |
| Threatening behaviour | 1 – 3 Days |
| Setting off Fire Alarm | 1 – 3 Days |

Table linked to current practices in Sandwell Primary Schools.

**Governors involvement in fixed term exclusions**

| | |
|---|---|
| If total is 5 school days or less | Governors do not have to meet but it is good practice to do so. |
| If total is 5 1/2 school days or more | Parents have the right to put case to Governors – they are able to remove the fixed term exclusion from the pupil's school record if appropriate. |
| Exclusions that total 15 school days or more in one term *. | Governors should review the pupil's case. |

**Permanent Exclusions**

A decision to exclude a pupil permanently should only be taken:

• in response to a serious breach or persistent breaches of the school's behaviour policy; and
• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Any child who is at risk of exclusion should be discussed with Local Authority Fair Access Exclusions department

It is the Governing Body to determine if the exclusion is lawful and on the balance of probabilities, there is *beyond reasonable doubt*. It is the School and Governors responsibility to follow the Procedures and Guidelines in the DFE 2024, **Suspension and permanent exclusion guidance**

1. For discipline to be effective it has to be consistent.
2. It is a widely held belief that unless the hardest line is taken against drug use/supply the message will appear to be that of school condoning drugs. Being excluded from school can be more damaging than any drug and may not remove the problem and may make it worse.
3. Excluding may take the problem out of school grounds but not away from the pupils. Whilst the pupil is in school he/she can be closely monitored, if they are excluded from school he/she will still mix with pupils unmonitored. Permanent exclusion can further alienate a young person already in need of help. Teachers can be the only adults in a child's life that have their best interests at heart.
4. Exclusion is not the only answer. "Permanent exclusion will usually be the final step, **after** a wide range of other strategies have been tried". (DFES 2003).
5. A number of factors should be taken into account when deciding on an appropriate response.
    - Does the pupil admit or deny allegations?
    - Is this a first or subsequent offence?
    - What was the pupil's motivation? (Was there malicious intent?)
    - Does the pupil have a parent/carer or family member who is using drugs?
    - Does the pupil know and understand the school policy and school rules?
    - If illegal supply is suspected, how much was supplied and was the pupil coerced in to the supply role or the one 'who's turn it was' to buy for others, or is there evidence of organised or habitual supply?
6. A range of other responses can be employed. They are:
    - Early intervention
    - Referral to an outside organisation
    - Counselling
    - A Behavioural contract. A contract to stay drug free whilst engaged in any type of school related activity or on school premises (see Appendix 1 for an example contract) has been proven to act as an effective deterrent.
    - Fixed period exclusion
    - Pastoral support programme
    - A managed move.

The decision to exclude a pupil permanently is a serious one and should only be taken when all the facts and evidence are clear. In some circumstances it will be necessary to put a fixed term exclusion in place pending the outcome of an investigation. This should be as short as possible, and work should be sent home by School in the first instance. Full time education should be provided from the sixth day of any fixed term exclusion.

Once the Head Teacher has made the decision to permanently exclude a pupil, they need to contact the Local Authority to advise them in order for the statutory Day 6 education provision to be made by the Authority (Day 1 for "Children in Care").

Head Teachers should carefully follow the procedures set out in law, which are designed to ensure fairness and openness in the dealing of permanent exclusions.

Correspondence to the parents / carers must clearly indicate the following:

- Reason for the permanent exclusion and effect from what date
- The parent's right to make representations about the exclusion to the governing body and how the pupil may be involved in this.
- The contact details if they wish to make such representation (this is normally the Clerk to the Governors)
- The school days on which the parent is required to ensure that their child is not present in a public place during school hours without justification and that the parent may be prosecuted, or may be given a fixed penalty notice, if they do not do so
- The arrangements that have been made enabling the pupil to continue with his / her education. (Day 6 provision)
- The latest date by which the governing body must meet to consider the exclusion. (15 school days from date of the permanent exclusion letter).
- The parent's right to see and have a copy of their child's records upon written request to the school
- The name and telephone number of an officer from the Local Authority who can provide advice as well as the contact details for ACE (Advisory Centre for Education)

Within one school day the Head Teacher must inform the governing body and the Local Authority of permanent exclusions. If the pupil lives outside the local authority where the school is located then the "home" local authority need to be advised in order from them to provide the statutory Day 6 provision.
The Clerk to the Governors is responsible for arranging the meeting of the Discipline Committee meeting, ensuring that there are three or five Governors available. The Clerk will need to Minute the meeting. The statutory guidance is that this meeting must take place within 15 school days from the date of the permanent exclusion.

The School need to collate all the relevant paperwork and to ensure that the family receives this paperwork at least five days prior to the governors meeting. The Governors as well as the Local Authority representative will also need copies of the paperwork provided again at least five days prior to the Governors meeting.

Once the Governing Body have heard the case then the clerk to the Governors will inform the family of the decision within one working day, clearly stating in the letter that the family have the right to appeal against this decision before an Independent Appeal Panel. In the appeal letter the contact details to whom the request for the appeal must be made to should be clearly identified as well as the date by which the letter needs to be received by (the family have 15 school days in which to appeal). On receipt of a letter requesting an appeal, the Local Authority has 15 school days in which to hear this appeal.

Permanent exclusions are seen as a last resort and when the School have tried all strategies. If the pupil does not respond or modify behaviour and all outside support agencies have been involved with no impact.

## *Appendix 1*

### Think about it…..

*Examples of Behaviours which fall into this group*

- Out of seat
- Rocking on seat, slouching
- Calling out
- Pushing, shoving in line
- Running indoors
- Not working
- Not following instructions
- Fidgeting and not listening during work time and assemblies
- Distracting others during work time and assemblies
- Low level Squabbles on the playground

**During lessons**

1. Reminder 1 - gesture
2. Reminder 2 - verbal
3. Reset - Hive
4. Consequence – card and R&R session

**During outdoor breaks**

1. Reminder – most incidents just require a verbal reminder 'Think about it' incidents
2. 'I don't think so' incidents – Hive for Reset
3. Repeated behaviour – consequence + R&R

**I don't think so…..**

*group These behaviours may lead to an automatic Yellow card and a restorative session with Mrs Smith*

*Examples of Behaviours which fall into this*

- disruptively/persistently
- Talking at an inappropriate time, or asking inappropriate questions to disrupt
- Hides work or resources / Interferes with other's property
- Minor deliberate damage to resources Distracts others
- Throws small objects to distract – but not to hurt
- Inappropriate physical contact, e.g. poking, flicking, pulling hair.
- Complains or mutters
- Leaves the room without permission
- Lies (older pupils)
- Telling lies to get others into trouble
- Persistent rough play
- Continues the behaviour when told to stop
- Back answering
- Showing no respect
- Shouting in someone's face

### Reminder

**Reminder 1 - EYES**

**Gesture**

*Silent reminder* – **card on desk**

*It is essential dojo points are given to pupils at this time who are showing the standards expected*

*Record as 'E' on GTBG sheet*

**Reminder 2 - Recovery**

**Verbal reminder** – **card on desk**

+dojo points to those showing expected standard of behaviour and giving reasons

*Record as 'V' on GTBG sheet*

**3 – Flexi-Hive for Reset**

**The Hive –**RESET, individual needs can be met

/ behaviours can be dealt with privately

*This allows for little impact on others' learning*

*Record as 'P' on GTBG sheet*

***4 - Consequence***

**Lunchtime Reflection & Restoration (R&R) – Hive Base**

*Takes place in child's own time*

**One day Lunchtime Reflection & Restorative session** within Hive– may also require session with Mrs Smith

**Yellow Card**

**Consistent Yellow cards – cause for concern**

Parents called in for meeting and pupil placed on a individual plan for a set time with targets to meet.

2nd parent meeting to remove individual plan (parents can request meetings if they wish for more frequent updates)

| I don't think so….. | Reminders |
|---|---|
| • Encourages others to misbehave<br>• Uses obscene words to offend<br>• Causes hurt intentionally<br>• Verbal abuse of adults<br>• Answering back or constantly questioning adults' decision or request<br>• Persistently refuses to obey instruction<br>• Destroys own work<br>• Destroys others' work<br>• Insulting, name calling including racist and homophobic language<br>• Petty theft<br>• Damage to property or equipment (including play equipment) on purpose.<br>• Threatens violence<br>• stealing<br>• rudeness with attitude (older children)<br>• Anti-social behaviour<br>• Online bullying – misuse of social media<br>• Anti-social behaviour in the local school community – school uniform = school representation<br><br>**Incident lessons or break**<br>1. No reminder<br>2. Reset – Hive for immediate de-escalation & regulation<br>3. Consequence –Red card and R&R sessions | <br><br>**additional Lunchtime Reflection & Restorative time** within the Hive - will also require targeted sessions with Mrs Smth, this can be up to 5 days<br><br>Parents informed by text/call to discuss the incident<br><br>3 red cards during half a term – cause for concern and Parents called in for meeting to set targets and pupil placed on a individual plan for a set time with weekly meetings with parents. |

**Appendix 2** - Law on searching children

What the law says:
What can be searched for?
1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Can I search?
2. Yes, if you are a head teacher or a member of school staff and authorised by the head teacher. But:
a. you must be the same sex as the pupil being searched; and
b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched. For example, it is possible for a female teacher to witness a search of a male pupil where there is only one male member of staff in a school or taking part in a school trip.

During a search
What the law says:
The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

After a search
What the law allows:
Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

**Appendix 3 – Signs of Safety Plan**

Signs of Safety Risk Assessment Child Name: Date:

| What are we worried about? | What's working well? | What needs to happen? |
|---|---|---|
| Harm/danger<br>*Risk to self/others/property* | Existing strengths<br>*What works/successful approaches* | |
| Triggers<br>*Use ABC chart* | | Future safety<br>*Approaches to avoid?* |
| | Existing safety | |
| Complicating factors<br>*Barriers to undertstanding/communication*<br>*Staf/peer issues*<br>*Triggers that cant be avoided*<br>*Any other factors?* | | Next steps<br><br>Signed:_____(Parent)<br>Signed:_____(Staff) |

## Appendix 4 – Individual Risk Assessment

Child: Date:

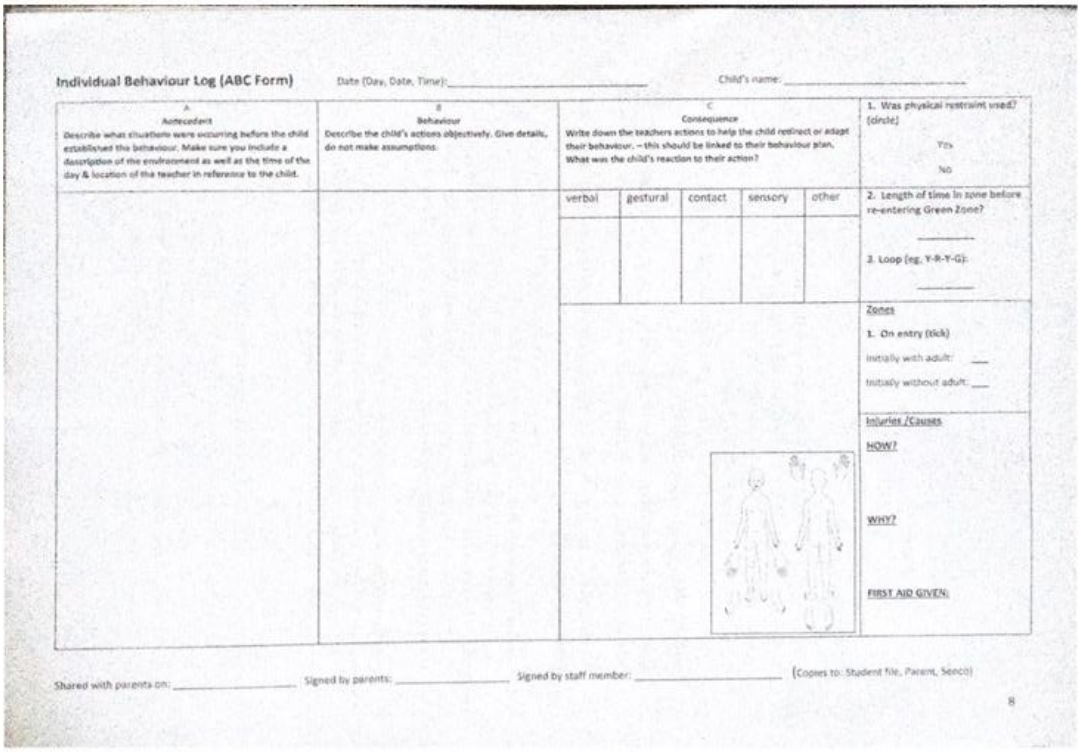
| Risk | Severity (out of 5) | Likelihood (out of 5) |
|---|---|---|
| Harm to self | 0 | 0 |
| Harm to peers | 0 | 0 |
| Harm to adults | 0 | 0 |
| Harm to environment | 0 | 0 |
| TOTAL RISK LEVEL (out of 20) | 0 | 0 |

Key to scales

| | 0 | 1 | 2 |
|---|---|---|---|
| Severity | No risk of harm | Slight risk of harm but not likely to need first aid/repairs | Risk of harm which may involve marks/damage |
| Likelihood | Not likely to happen | Likely to happen infrequently/no pattern/sporadically | Likely to occur monthly |
| | 3 | 4 | 5 |
| Severity | Moderate risk of harm which would require first aid in school, throwing furniture. | High risk, likely to require medical advice out of school, site manager to repair, limited to one area. | Very serious consequences – hospital/death/LA involved for environment or multiple areas. |
| Likelihood | Likely to occur weekly | Likely to occur daily | Likely to occur multiple times a day |

*If risk is deemed as 2 or higher in any single area then Signs of Safety Risk Assessment to be completed. To be updated on monitoring of ABC forms.*

## Appendix 5 - ABC Sheet



Individual Behaviour Log (ABC Form) Date (Day, Date, Time):_____ Child's name: _____

| A<br>Antecedent<br>Describe what situations were occurring before the child established the behaviour. Make sure you include a description of the environment as well as the time of the day & location of the teacher in reference to the child. | B<br>Behaviour<br>Describe the child's actions objectively. Give details, do not make assumptions. | C<br>Consequence<br>Write down the teachers actions to help the child redirect or adapt their behaviour. – this should be linked to their behaviour plan. What was the child's reaction to their action? | | | | | 1. Was physical restraint used? (circle)<br>Yes<br>No |
|---|---|---|---|---|---|---|---|
| | | verbal | gestural | contact | sensory | other | 2. Length of time in zone before re-entering Green Zone?<br>_____<br>3. Loop (eg. Y-R-Y-G):<br>_____ |
| | | | | | | | Zones<br>1. On entry (tick)<br>Initially with adult: ___<br>Initially without adult: ___ |
| | | | | | | | Injuries /Causes<br>HOW?<br>WHY?<br>FIRST AID GIVEN: |

Shared with parents on: _____ Signed by parents: _____ Signed by staff member: _____ (Copies to: Student file, Parent, Senco)

8

## Appendix 6 – Witness sheet

Name-

| Time/Date | Where | What happened |
|---|---|---|
| | | |

## Appendix 7

## Thrive Approach

The Thrive Approach has been developed over many years helping children to flourish. It supports their emotional and social development and helps them feel happy and secure, able to enjoy friendships, relate well to others and be ready and able to learn.

### The Thrive Approach

Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic attainment.

Positive relationships are at the heart of Thrive. We use these relationships, together with play and creative activities, to give children key experiences at each different stage of their development. Repetition of these activities supports their development, helping them to:

- feel good about themselves and know that they matter
- increase their sense of security and trust
- increase their emotional well-being
- improve their capacity to be creative and curious
- increase their self-esteem and confidence to learn
- learn to recognise and regulate their feelings
- learn to think before behaving in a certain way
- ...and much more.

### How does it work?

Appropriate for all children from birth to adulthood, The Thrive Approach draws on the latest research into brain science, child development theory and attachment theory. It helps us to understand how babies' and children's brains develop, and how parents, teachers and other professionals can best support this development by providing the best experiences for the children at each stage.

Thrive also helps us to better understand the children's needs being signalled by their behaviour. Sometimes children may struggle as a result of temporary setbacks or other, longer term changes in their lives such as a separation, a bereavement, a family illness or accident, or even the arrival of a new baby. They may signal their distress by becoming more withdrawn, or distant, or perhaps more challenging or disruptive, or even by trying too hard to please. If this happens we use Thrive to look beyond the behaviour to give these children the support they need to get back on track. Sometimes they only need a little extra support in class and sometimes they may need additional one-to-one time to help them along.

### How will my child be involved in Thrive?

We use a screening tool and activity planning resource called Thrive-Online. This allows us to check that children are working appropriately for their age and to develop the whole group with activities that ensure that they are as emotionally and socially supported as they can be. Using Thrive-Online will also identify any children in need of extra help. If the screening process suggests that your child would benefit from additional one-to-one support, your school will contact you and, with your consent and involvement, they will carry out a more detailed assessment to develop an action plan that gives specific strategies and activities for supporting your child within our school. The plan will also suggest specific activities that you can do at home, so that together with your school, you can help them through any difficulties they are experiencing. We understand that some circumstances may be sensitive and confidentiality will be paramount at all times when you are discussing your child's needs with us.

**Appendix 8: Thrive Informed Behaviour Response Framework**

This framework supports staff in responding to difficult behaviour in a way that prioritises emotional regulation, connection, and restoration.

---

**Step 1: Pause and Regulate**

- **Action:** Take a breath, stay calm, and model regulation.
- **Why:** Children borrow our emotional state. A calm adult helps them feel safe.
- **Sentence Starters:**
  - "I'm here and I'm calm."
  - "Let's take a moment together."

---

**Step 2: Connect Before Correct**

- **Action:** Acknowledge feelings and show empathy before addressing behaviour.
- **Why:** Connection reduces stress and opens the door for cooperation.
- **Sentence Starters:**
  - "I can see you're feeling upset right now…"
  - "It looks like something is bothering you…"

---

**Step 3: Ensure Safety**

- **Action:** Set clear, calm boundaries without shaming.
- **Why:** Safety is non-negotiable and must be communicated kindly.
- **Sentence Starters:**
  - "I can't let you do that because it's not safe…"
  - "We need to keep everyone safe, including you…"

---

**Step 4: Redirect Positively**

- **Action:** Offer an alternative or invite collaboration.
- **Why:** Positive choices empower the child and reduce resistance.
- **Sentence Starters:**
  - "Let's try that again in a different way…"
  - "How about we work together to fix this?"

---

**Step 5: Repair and Restore**

- **Action:** Once calm, guide reflection and problem-solving.
- **Why:** Helps the child learn from the experience and rebuild trust.

- **Sentence Starters:**
  - "Can you tell me what happened from your point of view?"
  - "What can we do to make this better?"

---

**Step 6: Reconnect and Reinforce**

- **Action:** End positively, affirm the relationship, and reinforce expectations.
- **Why:** Children need to know mistakes don't break connection.
- **Sentence Starters:**
  - "I'm glad we worked through that together."
  - "Next time, let's try this instead…"

---

**Key Principles**

- Stay calm and consistent.
- Use relational language, not punitive language.
- Focus on repair, not blame.
- Model emotional regulation and empathy.

**Appendix 9: Practical Scenarios and Model Responses**

This appendix provides examples of how staff can apply the **Thrive Informed Behaviour Response Framework** in real situations. Each scenario includes **context**, **recommended steps**, and **model language**.

---

**Scenario 1: A child refuses to follow instructions**

**Context:** The child is sitting with arms crossed, saying "I'm not doing it!"
**Recommended Steps:**

1. **Pause and Regulate:** Stay calm, avoid confrontation.
2. **Connect Before Correct:** Acknowledge feelings.
3. **Redirect Positively:** Offer choice and collaboration.

**Model Language:**

- "I can see you're feeling frustrated right now."
- "What's making this hard for you?"
- "Let's find a way to make this work together."

---

**Scenario 2: A child shouts at a peer**

**Context:** The child is angry and yelling during group work.
**Recommended Steps:**

1. **Ensure Safety:** Calmly separate if needed.

2. **Connect:** Validate emotions.
3. **Repair:** Reflect once calm.

**Model Language:**

- "I can't let you shout because it's not safe for others."
- "It looks like you're really upset—let's take a moment."
- "What happened from your point of view? How can we fix this?"

**Scenario 3: A child throws equipment**

**Context:** During PE, the child throws a ball aggressively.
**Recommended Steps:**

1. **Pause:** Stay calm.
2. **Safety:** Remove risk.
3. **Redirect:** Offer alternative.
4. **Repair:** Reflect later.

**Model Language:**

- "I can't let you throw things like that—it's not safe."
- "Let's try using the ball in a different way."
- "Next time, what could you do instead?"

---

**Scenario 4: A child storms out of class**

**Context:** The child leaves the room after being corrected.
**Recommended Steps:**

1. **Safety:** Ensure supervision.
2. **Connect:** Approach calmly.
3. **Repair:** Reflect when ready.

**Model Language:**

- "I can see you needed space—let's talk when you're ready."
- "I'm here to help when you feel calm."
- "What can we do to make this better?"

---

**Scenario 5: Persistent low-level disruption**

**Context:** Talking over teacher repeatedly.
**Recommended Steps:**

1. **Pause:** Stay calm.
2. **Connect:** Quiet conversation.
3. **Redirect:** Positive choice.
4. **Reconnect:** Affirm relationship.

**Model Language:**

- “I can see you’re finding it hard to focus.”
- “Let’s try sitting somewhere quieter.”
- “I’m glad we sorted that—thank you for working with me.”