



PRIORY SCHOOL

Behaviour Policy

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Statement of Intent

To help reduce the likelihood of behavioural issues related to social, emotional, or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted by building trusted relationships and resilience. We have a strong equality, diversity and inclusion focus at Priory School to ensure that everyone in our community is represented and championed and treated fairly, with equality and equity.

The school aims to promote resilience as part of a whole-school approach using the following methods:

- Staff build trusted relationships which facilitate communication
- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the 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

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour is often the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response

Creating a supportive whole-school culture

At Priory School all staff understand these key principles when understanding behaviour:

- Behaviour as a special need
- Behaviour as a form of communication
- A curious, empathetic and non-judgemental approach
- Relationships first
- Structure, routines and realistic expectations
- Restoration and natural consequences

Senior leaders will clearly communicate their vision for good mental health and wellbeing with the whole school community.

This policy includes measures to prevent and tackle bullying, and considers an individualised, graduated response when behaviour may be the result of mental health needs or other vulnerabilities.

The SLT will ensure that there are clear policies and processes in place to reduce stigma and make pupils feel comfortable enough to discuss mental health concerns.

Pupils know where to go for further information and support should they wish to talk about their mental health needs or concerns over a peer's or family member's mental health or wellbeing.

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 pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

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 SLT will prioritise behaviour training as part of ongoing continuous professional development and ensure that all teachers have a clear understanding of the needs of all pupils, including those who may present with challenging behaviour. The SLT will promote individual CPD to ensure that staff can recognise common symptoms of mental health problems, understand what represents a concern, and know what to do if they believe they have spotted a developing problem.

The school recognises that short-term stress and worry is a normal part of life and that most pupils will face mild or transitory changes that induce short-term mental health effects. Staff are taught to differentiate between 'normal' stress and more persistent mental health problems.

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.

Legal framework

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

Education Act 1996

Education Act 2002

Equality Act 2010

Education and Inspections Act 2006

Health Act 2006

Voyeurism (Offences) Act 2019

The School Information (England) Regulations 2008

DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'

DfE (2022) 'Keeping children safe in education 2022'

DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

DfE (2018) 'Mental health and behaviour in schools'

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2013) 'Use of reasonable force'

DfE (2022) 'Searching, screening and confiscation: advice for schools'

Slough LA's guidance on developing a trauma informed behaviour regulation policy

Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools September 2018

This policy operates in conjunction with the following school policies:

Pupil Code of Conduct

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

Roles and Responsibilities

The governing body has overall responsibility for:

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 is 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, and regard to guidance provided by the governing body 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 body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead is 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 SEMH Policy.

The SENCO is responsible for:

Collaborating with the 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.

Teaching staff are responsible for:

Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.

Building trusted relationships which facilitate communication

Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO 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.

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.

All members of staff, including teaching and support staff, and volunteers are 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.

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:

SENCO.

Headteacher.

Subject leader.

As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils are responsible for:

Their own behaviour both inside school and out in the wider community.

Reporting any unacceptable behaviour to a member of staff.

Parents are 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.

Managing behaviour

Behaviour at Priory School is managed through the following key principles:

Behaviour is likely the result of a Special Educational Need or an Adverse Childhood Experience.

Therefore, a one size fits all policy to behaviour (equality) is not going to reach most children who demonstrate behaviour challenges as a result of a SEN or ACE. Therefore, we promote a behaviour approach that provides children with the support and the tools that they need. (Equity) This policy allows the flexibility of being able to adapt to the pupils needs rather than expecting the pupils to adapt to the system.

Behaviour as a form of communication. All behaviour should be viewed within the context of the child and the situation, understanding the difference between a relational communication pattern rather than an internal problem.

A curious, empathetic and non-judgemental approach. We encourage all our staff to respond to behaviours in a way that focusses on the feelings and the emotions that may be driving the behaviour, rather than on the behaviour itself.

Relationships first. We promote the importance of creating relationships between all stakeholders in our school community. We expect staff to engage and connect with our pupils, our staff need to be emotionally available to them. We like the phrase 'connect before you correct'. It is human nature to connect with people. "All the research points us towards the significance of the direct correlation between emotional growth and learning. We know that developing safe and meaningful relationships is central to emotional growth. The same is true for learning." (Bomber & Hughes, 2013)

Structure, routines and realistic expectations. Children can experience strong emotions and anxiety if they do not know what is expected of them. Having consistent routines and expectations ensures that children know what is expected of them at all times, which helps them to manage and regulate those emotions. Children feel safe when they understand the structure of the day and have regular routines. Therefore it is very important that staff spend time establishing structure, routine and expectations into the daily timetable and continue to ensure that they are embedded in daily practice.

Restoration and natural consequences are key to ensuring that children genuinely understand the impact of their behaviour. Some punishments or consequences evoke strong feelings of shame, guilt and can make children feel isolated from their peers. It is important to us at Priors that children are supported to gain an insight and self-awareness of their own emotions and behaviours. We will use wherever possible natural consequences to repair poor choices, a reparative and restorative approach to help children understand others' perspectives. Our approach will give children the tools to regulate their own behaviours, build meaningful relationships based on trust.

Instances of unacceptable behaviour are 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.

The Deputy Head will keep a record of all reported incidents to help identify pupils whose 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.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL and DDSs, restorative interventions and reintegration plans will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

At Priors we have a graduated response to behaviour. The following are our core strategies that should be implemented for consistency, however, as each child is unique, it is important to know and understand your pupils so that response to their misbehaviour is appropriate for that child. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

Creating the culture through Structure, routines and realistic expectations: *Prevention strategies, effective classroom management and intervention*

To reduce most incidents of misbehaviour, getting the right environment and a culture of trust and positive relationships is key. Through a safe and calm environment positive mental health and wellbeing are promoted by building trusted relationships and resilience. Teaching methods should encourage enthusiasm and active participation by all. We take the trauma informed approach. Trauma informed practice is an approach to working with children that takes into consideration experiences of adversity. It focuses on establishing a sense of safety and security that may be missing for those who have experienced trauma. Trauma informed practice is an effective way of supporting pupils with behavioural challenges by focusing on developing empathetic relationships and allowing for the modelling of effective behaviour regulation skills.

Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

Teachers ensure organised classrooms with clearly accessible resources and established 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 pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers 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 also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils and parents are presented with a home-school agreement which they are required to read and sign. Teachers will ensure that pupils understand this.

This can be achieved by:

- All staff have high expectations of behaviours and presentation of pupils in and around the school.
- Teachers set routines and structures for their classroom behaviours and actively practice them to ensure that all children are ready to learn.
- Praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers 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.

Peer praise is effective for creating a positive, fun and supportive environment.

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

- 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.

- Rewards for good behaviour will include, but are not limited to:

Verbal praise

Communicating praise to parents

Certificates, prize ceremonies and special assemblies

Positions of responsibility, e.g. being entrusted with a particular project

Golden ticket

Trips and activities for a whole-class or year group

- Through the curriculum, pupils are taught how to:

Build self-esteem and a positive self-image.

Foster the ability to self-reflect and problem-solve.

Protect against self-criticism and social perfectionism.

Foster self-reliance and the ability to act and think independently.

Create opportunities for positive interaction with others.

Get involved in school life and related decision-making.

recognise positive behaviour and key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

- Routines will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.
- This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- 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 pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil 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".

Physical intervention

In line with the school's Physical Intervention Policy, staff 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 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.

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.

Removal from the classroom

The school will only remove pupils from the classroom 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 regain calm in a safe space

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 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 trained members of staff

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

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom and it the pupil's class teachers should set them appropriate work to complete.

The deputy 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.

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

Detentions

At Priory we believe that all children need a break during the school day and wherever possible we avoid detentions during the school day and prefer to have an afterschool detention. The detention should ideally take place on the same day as the behaviour. However, where there are important appointments already booked in the detention must be completed within a week.

If the child does not complete the afterschool detention it may be escalated to an internal suspension.

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school can impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Weekends during term, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions. When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil.

If the detention is during lunchtime, 30 minutes will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.
- Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

Following repeated and serious incidents of unacceptable behaviour, the following sanctions are implemented:

When suspension or exclusion is a possibility, we consider contributing factors, which could include mental health difficulties. All decisions to suspend or exclude a pupil will be taken in line with the Suspension and Exclusion Policy.

Where there are concerns over behaviour, the school carries out an assessment to determine whether the behaviour is a result of underlying factors such as undiagnosed learning difficulties, child protection concerns or mental health problems.

Where underlying factors are likely to have contributed to the pupil's behaviour, the school considers whether action can be taken to address the underlying causes of the disruptive behaviour, rather than issue a suspension or exclusion. If a pupil has SEND or is a looked-after child, exclusion will only be used as a last resort.

In all cases, the school balances the interests of the pupil against the mental and physical health of the whole school community.

Permanent exclusion will be used in most cases as a last resort, after a range of measures have been used to improve the student's behaviour. The decision will usually be the final step in a process for dealing with disciplinary offences after following a wide range of strategies which have been tried

without success. A permanent exclusion is a clear acknowledgement that the school has exhausted all available strategies for dealing with the pupil.

For discipline to be lawful, the school will ensure that:

- The decision to discipline 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 discipline 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 discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

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

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- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

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Identifying signs of SEMH difficulties in children

Where SEMH difficulties may lead to a pupil developing SEND, it could result in a pupil requiring an EHC plan.

Persistent mental health difficulties can lead to a pupil developing SEND.

The school will promote resilience to help encourage positive SEMH.

Staff members will observe, identify, and monitor the behaviour of pupils potentially displaying signs of SEMH difficulties; however, only medical professionals will make a diagnosis of a mental health condition.

Pupils' data is reviewed on a termly basis by the SLT so that patterns of attainment, attendance or behaviour are noticed and can be acted upon if necessary.

An effective pastoral system is in place so that every pupil is well known by at least one member of staff, who can spot where disruptive or unusual behaviour may need investigating and addressing.

Vulnerable groups

Some pupils are particularly vulnerable to SEMH difficulties. These 'vulnerable groups' are more likely to experience a range of adverse circumstances that increase the risk of mental health problems.

Vulnerable groups include the following:

- Pupils who have experienced abuse, neglect, exploitation or other adverse contextual circumstances
- Children in need
- LAC
- PLAC
- Socio-economically disadvantaged pupils, including those in receipt of, or previously in receipt of, free school meals and the pupil premium

Children in need, LAC and PLAC are more likely to have SEND and experience mental health difficulties than their peers.

Children in need, LAC and PLAC are more likely to struggle with executive functioning skills, forming trusting relationships, social skills, managing strong feelings, sensory processing difficulties, foetal alcohol syndrome and coping with change.

Children in need may also be living in chaotic circumstances and be suffering, or at risk of, abuse, neglect and exploitation. They are also likely to have less support available outside of school than most pupils.

When the school has concerns about a looked-after child's behaviour, the designated teacher and virtual school head (VSH) are informed at the earliest opportunity so they can help to determine the best way to support the pupil.

When the school has concerns about a previously looked-after child's behaviour, the pupil's parents/carers or the designated teacher seeks advice from the VSH to determine the best way to support the pupil.

Adverse childhood experiences (ACEs) and other events that impact pupils' SEMH

The balance between risk and protective factors is disrupted when traumatic events happen in pupils' lives, such as the following:

- Loss or separation: This may include a death in the family, parental separation, divorce, hospitalisation, loss of friendships, family conflict, a family breakdown that displaces the pupil, being taken into care or adopted, or parents being deployed in the armed forces.
- Life changes: This may include the birth of a sibling, moving house, changing schools or transitioning between schools.
- Traumatic experiences: This may include abuse, neglect, domestic violence, bullying, violence, accidents or injuries.
- Trauma - trauma is an emotional response to an extremely distressing event and / or set of circumstances. Complex developmental trauma, which is often interpersonal in nature, arises from chronic and prolonged exposure to adversity. It is known to have a profound effect on brain development, cognition, emotional regulation and attachment behaviour (Hughes,

2016). Therefore, when a child or young person is presenting with behavioural challenges, it is important to view their behaviour within the context of a possible trauma response to adversity.

Some pupils may be susceptible to such incidents, even if they are not directly affected. For example, pupils with parents in the armed forces may find global disasters or terrorist incidents particularly traumatic.

The school supports pupils when they have been through ACEs, even if they are not presenting any obvious signs of distress – early help is likely to prevent further problems.

Support may come from the school's existing support systems or via specialist staff and support services.

There are a number of risk factors beyond being part of a vulnerable group that are associated with an increased likelihood of SEMH difficulties, these are known as risk factors. There are also factors associated with a decreased likelihood of SEMH difficulties, these are known as protective factors.

The table below displays common risk factors for SEMH difficulties (as outlined by the DfE) that staff remain vigilant of, and the protective factors that staff look for and notice when missing from a pupil:

	Risk factors	Protective factors
In the pupil	<ul style="list-style-type: none"> Genetic influences Low IQ and learning disabilities Specific development delay or neuro-diversity Communication difficulties Difficult temperament Physical illness Academic failure Low self-esteem 	<ul style="list-style-type: none"> Secure attachment experience Outgoing temperament as an infant Good communication skills and sociability Being a planner and having a belief in control Humour A positive attitude Experiences of success and achievement Faith or spirituality Capacity to reflect
In the pupil's family	<ul style="list-style-type: none"> Overt parental conflict including domestic violence Family breakdown (including where children are taken into care or adopted) Inconsistent or unclear discipline Hostile and rejecting relationships Failure to adapt to a child's changing needs Physical, sexual, emotional abuse, or neglect Parental psychiatric illness Parental criminality, alcoholism or personality disorder Death and loss - including loss of friendship 	<ul style="list-style-type: none"> At least one good parent-child relationship (or one supportive adult) Affection Clear, consistent discipline Support for education Supportive long-term relationships or the absence of severe discord
In the school	<ul style="list-style-type: none"> Bullying including online (cyber bullying) 	<ul style="list-style-type: none"> Clear policies on behaviour and bullying

	Discrimination Breakdown in or lack of positive friendships Deviant peer influences Peer pressure Peer-on-peer abuse Poor pupil-to-teacher/school staff relationships	Staff behaviour policy (also known as code of conduct) 'Open door' policy for children to raise problems A whole-school approach to promoting good mental health Good pupil-to-teacher/school staff relationships Positive classroom management A sense of belonging Positive peer influences Positive friendships Effective safeguarding and child protection policies. An effective early help process Understand their role in, and are part of, effective multi-agency working Appropriate procedures in place to ensure staff are confident enough to raise concerns about policies and processes and know they will be dealt with fairly and effectively
In the community	Socio-economic disadvantage Homelessness Disaster, accidents, war or other overwhelming events Discrimination Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation Other significant life events	Wider supportive network Good housing High standard of living High morale school with positive policies for behaviour, attitudes and anti-bullying Opportunities for valued social roles Range of sport/leisure activities

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence.

The school ensures that staff recognise the severity of Problematic Sexual Behaviour (PSB), which includes, but is not limited to, using inappropriate language; sexual interactions where there are significant power differences, lack of consent, or through force or threats; engaging in abusive or sexually violent sexual behaviour online or offline; or frequently and intentionally accessing age-inappropriate sexual material online. Incidences of PSB will be dealt with seriously, recognising the age and context of the individual and in line with our safeguarding 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. Discipline 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.

Smoking and controlled substances

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

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them 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 are 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.

The school also identifies 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

All members of staff can use their power to search without consent for any of the items listed above.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when 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 discipline 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 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 Policy.

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 pupil support units, off-site directions and 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

The data will be monitored and objectively analysed termly by the headteacher and the SLT. 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.

Monitoring and review

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

Appendix A:
Behaviour strategies

	Quality first teaching	Targeted support	Specialised support
Behaviour as a special need	A brain break such as handing out equipment, passing a message to another member of staff, Time in the book corner. Visual cues A calm area in the classroom	Social stories Sensory support	Involve the SENCO and Deputy Headteacher for Inclusion to gain insights into the child's special educational need and how that is impacting on behaviour. A support plan may need to be created to provide specialist and intensive support for the child.
Behaviour as a form of communication	Remind pupils of expectations and routines, talk to them about their behaviour and the context to their behaviour, Issue a verbal reminder of the expected behaviour.	A child displaying disruption is a sign of a problem and needs exploring so logging and tracking behaviours is critical.	If these behaviours continue it is important to raise these concerns with the SLT. It may be necessary to make referrals to external

	<p>It is important to log behaviour incidents and the actions you have taken on CPOMs because at this level, it is your role to act on the behaviour at this point. Inclusion team will monitor. Please note that due to the sheer number of behaviours logged on CPOMs, if you need to escalate the behaviour to targeted or specialised support you will need to alert the SENCO. DHT of this.</p> <p>Please note - any one off behaviours that are serious in nature - racist comments, bullying, touching in a private area, prejudice - all must be escalated to specialist support immediately and senior leadership team notified.</p>	<p>Arrange to meet with child and parent to discuss concerns Try a behaviour chart such as a sticker chart, reward system. If the disruptive behaviours continue despite the intervention involve the year leader/ SENCO to arrange a meeting to discuss the best next steps</p>	<p>agencies such as the EP, OT, Social care.</p>
<p>A curious, empathetic and non-judgemental approach</p>	<p>Talk to them about the behaviour and explain the need for a consequence, quietly and privately issue a yellow card if required, explain to them why they have been given a consequence. Consequences as QFT: verbal reminder, kept behind after lessons to discuss their behaviour and the reasons for them. A restorative discussion which may include an apology, or a letter of apology depending on the child's understanding and need and appropriateness of it. You may also consider completing a reflection sheet and a yellow card.</p>	<p>If behaviour persists or a more serious incident occurs it may be necessary to consider moving the child.</p> <p>This can be to the calm area in the classroom, or into another year group</p> <p>We have specific teachers who have a table to accommodate children who need to work out of class these are: Year leaders? or Becky Boland (Y4) Michelle Cowcher (Y5) Emma Reith (Y6)</p> <p>(KS1) It would be very unlikely that a red card would need to be issued. If a child is displaying some extreme behaviours, it needs unpicking and it is likely further long term support is required. If you</p>	<p>As a class teacher, you are in the unique position of being the next most prominent adult in a child's life after their parents. If you have concerns about a child, be curious, keep engaging them and their parent to understand the situation.</p> <p>Involve the SENCOs, DHT to help you stay curious!</p>

		<p>feel there is an exception to this please speak to a member of SLT soon after the incident as you can.</p> <p>(KS2 only) If there is a one off serious incident such as physical assault, fights, prejudice comments, verbally abusive acts towards staff or children you can issue a red card. When you issue a red card, the staff member writes the red card and will send the child to the main reception where a member of office team will radio CO and then AP. The child will then fill out a reflection sheet with the member of SLT before returning back to class.</p> <p>HF is used if the matter is so serious that CO/ AP escalate it to HF.</p>	
Relationships first	<p>Build strong meaningful relationships with our pupils. Engage our pupils and connect with them before correcting behaviours.</p> <p>'connection before correction'</p> <p>Inform parents of concerns around behaviour and invite them in to understand and work together to understand the behaviours</p>	<p>It may be necessary to identify a TLA to develop further nurturing relationships who will be able to deliver specific and direct work tailored to the child's need.</p> <p>It might be necessary to invite the parent into a meeting with the year leader and/or SENCO to discuss the child's behaviours and reasons for them.</p>	<p>It may be necessary to involve SENCO and/or SLT, they will build relationships with the child and family to further understand the dynamics of the family and develop relationships that build trust.</p>
Structure, routines and realistic expectations	<p>It is important for every teacher and adults working with children to take time to set up robust classroom systems such as:</p> <p>Book monitors, lunch monitors, class monitors.</p> <p>Line orders, whole class rewards,</p> <p>Getting attention cues</p>	<p>School-based community service, e.g. tidying the classroom, Setting a written task, such as an account of their behaviour or additional time in school to reflect and make up lost time: we strongly believe that children need their break</p>	<p>A support plan will identify individualised routines and structure that the child needs</p>

	<p>Walking around the school</p> <p>Stand up to answer a question</p> <p>Creating a class charter/ posters on wall</p> <p>Ensuring transitions and movement throughout the school are done systematically through a lining up and walking in a straight, quiet line.</p> <p>Build positive relationships and get to know each child.</p> <p>Use the schools vision and values regularly to reinforce expectations.</p> <p>Use praise sincerely</p> <p>Use a class collaborative reward to promote a sense of community.</p> <p>House points</p> <p>Classroom doors remain open.</p> <p>Teachers act as co-regulators developing pupils' insight and language of sensations and emotions.</p> <p>Notice good choices and be explicit in using descriptive praise and using reward as reinforcement.</p> <p>Teachers use an appropriate tone and pitch when teaching and talking to pupils that is appropriate for the situation.</p> <p>A well-structured classroom environment is paramount to preventing poor behaviour.</p> <p>This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.</p> <p>Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:</p> <p>Seating those who frequently model poor behaviour closest to, and facing, the teacher.</p>	<p>and lunch time, if a child's behaviour has impacted on their work in class they can make up the time after school</p>	
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	<p>Planned groupings and seating plans to generate the most effective learning environment. Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the body .</p> <p>Ensuring the teacher can move around the room so that behaviour can be monitored effectively.</p> <p>Effective classroom management</p> <p>Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:</p> <p>Start the year with clear sets of rules and routines that are understood and signed by pupils – The class charter.</p> <p>Establish agreed rewards and positive reinforcements.</p> <p>Establish sanctions for misbehaviour.</p> <p>Establish clear responses for handling behavioural problems.</p> <p>Encourage respect and development of positive relationships.</p> <p>Make effective use of the physical space available.</p> <p>Have well-planned lessons with a range of activities to keep pupils stimulated.</p> <p>Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:</p> <p>Conduct themselves around the school premises in a safe, sensible and respectful manner.</p> <p>Arrive to lessons on time and fully prepared.</p> <p>Follow reasonable instructions given by staff.</p>		
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	<p>Behave in a reasonable and polite manner towards all staff and pupils.</p> <p>Show respect for the opinions and beliefs of others.</p> <p>Complete classwork as requested.</p> <p>Hand in homework at the time requested.</p>		
<p>Restoration and natural consequences</p>	<p>restorative interventions</p> <p>Restorative discussion that may include some form of an apology</p> <p>This could also include ;</p> <p>Helping the person the child has upset, tidying up an area of the classroom, collecting litter from outside.</p>	<p>School-based community service, e.g. tidying the classroom, Setting a written task, such as an account of their behaviour or additional time in school to reflect and make up lost time: we strongly believe that children need their break and lunch time, if a child's behaviour has impacted on their work in class they can make up the time after school. If they have received a red card in KS2, they will be required to attend a reflection time with a member of SLT.</p>	<p>After school</p> <p>Community service</p> <p>Friday afternoon?</p> <p>Personalised consequence</p> <p>Internal suspension</p> <p>Suspension</p> <p>Permanent exclusion,</p>

Appendix B1

Reflection sheet for yellow card

Name:
Date:
<i>(Relationships first and curious, empathetic, non-judgmental approach)</i> Reason for yellow card <i>(explanation written by the adult dealing with the incident but with the child):</i>
Restoration and natural consequences:
Reflection comment written by child

Signature of year leader:
Yellow card no (for Yr L to add):

Appendix B2

Reflection sheet for a red card – to be sent with child to the office

Name:
Date:
Red card no (for DHT): <i>(Relationships first and curious, empathetic, non-judgmental approach)</i> Reason for Red card <i>(brief explanation written by adult)</i>
Reason for the Red card <i>(detailed explanation written by child)</i>
Restoration and natural consequences:
What have I learnt? How will I manage my emotions next time I feel upset or angry:
SLT comment:
Parent comment:

Appendix C: Behaviour Agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals









To help me manage my big feelings, I can:

- 1. -----
- 2. -----
- 3. -----



When I demonstrate challenging behaviour, you can help me by:

- 1. -----
- 2. -----
- 3. -----



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:







My contract will be reviewed on:

Pupil signature..... Teacher signature:.....

Appendix D: Weekly behaviour log

Pupil name	
Week beginning	

T = Tearful/upset D = Disruptive behaviour Ta = Task avoidance
 R = Refusal to participate O = On task
 P = Physical aggression L = Left the room

Day	Lesson 1	Break	Lesson 2	Lunch	Lesson 3
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Appendix D: Priory points

	Morning		After school		Bedtime	
	Behaviour (6)	Personal Target (3)	Behaviour (6)	Personal Target (3)	Behaviour (6)	Personal Target (3)
Monday points						
Reasons						
Tuesday points						
Reasons						
Wednesday points						
Reasons						
Thursday points						
Reasons						
Friday points						
Reasons						

	Morning		After school		Bedtime	
	Behaviour (6)	Personal Target (3)	Behaviour (6)	Personal Target (3)	Behaviour (6)	Personal Target (3)
Saturday points						
Reasons						
Sunday points						
Reasons						

Targets: