

# Kingshurst Primary School

## Behaviour Policy 2024-25



*Kingshurst Primary School is a nurturing & inclusive community; enabling children to aspire to be the best they can be.*

**Approved by:** Kelly Hunter

**Date:** September 2024

**Governor approval:** Governing Body

**Date:** 24<sup>th</sup> September 2024

**Last reviewed on:** September 2024

**Next review due by:** September 2025

## **Aims**

We aim for everyone to have a love of learning and to feel safe and happy in a caring school community. We believe that establishing positive behaviour and attitudes is vital in developing a caring community in which everyone can succeed and work without hindrance.

Our key aims are:

- To develop a whole-school, consistent approach to behaviour and discipline, that embed our school values of Respect, Resilience and Aspiration.
- For all members of our school community to treat each other with respect.
- To have high expectations of behaviour, modelled by all adults in school.
- To promote good communication and relationships, which provide opportunities for the development, support and needs of each individual in the school community, taking into account race, gender, class, culture and need.
- To provide a stimulating and relevant curriculum in order to enrich each child's development, develop their self-esteem and promote a sense of individual worth and achievement

The purpose of this document is to outline the school's approach to promoting and maintaining positive behaviour and school processes when negative behaviour occurs. It provides a reference point for staff and parents/carers, so that a clear, shared and acceptable system of rewards, and sanctions, can be applied throughout the school.

## **Ethos of the School**

There is an emphasis upon ensuring that pupils have many opportunities to receive praise, encouragement and recognition for the positive contributions they make to school life.

- We believe that the encouragement of good behaviour should pervade all areas of school life. We hope to convey a sense of care and community to everyone who comes into Kingshurst Primary School – children, family, staff, friends and visitors. We encourage our children to do this by following our three core values of; Respect, Resilience and Aspiration.
- Staff and other adults create a positive ethos by presenting consistent models of socially acceptable behaviour and attitudes exemplified through co-operation, mutual support and courteous, considerate actions towards each other.
- The school has high expectations of the pupils, which would be in keeping with their parents'/carers' wishes, in that they should be:
  - well mannered, polite, neat in appearance, punctual, attentive, helpful, self-confident, respectful, trustworthy, co-operative, independent, able to accept responsibility, make considered decisions and be positive in their approach to life in school.
- Parents/carers are welcome in school and are invited into school life. We hope to establish good relationships with parents/carers and they feel able to share any concerns with school. If anti-social/unacceptable behaviour is shown by a pupil, then school will contact parents to work in partnership to find a solution and work out a way forward.

## **Behaviour Management Procedures**

Recognition of good behaviour, achievement, attainment, kindness etc come in a variety of different forms and are given by all members of our school staff. Rewards must be attainable for all children and not just for a selected few. Rewards will never be taken away from a child.

### **Rewards**

We emphasise rewards rather than sanctions, and to give three times as much praise as censure. This enhances the positive ethos of the school.

The range of rewards includes:

- Praise – the simplest and most frequently used reward, given publicly and privately, to individuals and groups, to reward, good standards of work, behaviour, attitude and effort.
- Merit systems – individual teachers have their own systems for rewarding good work and behaviour – with stamps, stickers, class or group charts, etc
- Dojos – online system accessible to all staff, whole school and class based.
- Behaviour Star (Name in lights) – Child who has shown exemplary behaviours and attitudes to learning. Child will be given medal and will complete jobs for class teacher and lead the time during transitional times. Childs name will also be highlighted in the classroom.
- Senior Leadership Team Rewards – children who have worked particularly hard, behaved particularly well or who have been extra helpful can receive stamps, stickers, words of praise from members of the senior leadership team.
- Celebration Assembly – Once a week there is the opportunity for children to share their good work with the whole school. During class/year group/phase assemblies, there is also the opportunity for children to receive a wide range of school certificates and awards recognising their achievements.
- Informing Parents – Positive phone call homes, parents are informed of their child's progress at regular parents' consultation evenings and annual written reports.
- Dinnertime supervisors - children who have demonstrated school values at dinnertime, both inside and outside on the playground, receive certificates and stickers.

## Whole School Rules

Our school rules are discussed during assemblies, school council meetings and within lessons. This is where we deliver the highest possible standards of excellence for all our children, providing an improved working environment for all.



We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behavior shown in our behavior blueprint sets out the *rules, relentless routines* and *visible consistencies* that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

## Class contracts

A set of class rules and core values are discussed and agreed by the whole class – teachers and pupils. They are on display in each classroom and are revisited regularly.

## Zones of Regulation

Zones of Regulation is a whole school approach, with the different coloured Zones on display in the classroom, that allows pupils to express how they are feeling throughout the day. This is completed twice a day, at the start of the day and after lunchtime, to allow all members of staff and peers to respect how others are feeling and to follow up and identify patterns of behaviour. For example a child identifying on the red zone regularly after lunch may receive further support or intervention with a mentor or the Behaviour manager.

## Individual pupil target systems

They are introduced by the class teacher, possibly with the support of a learning mentor or behaviour and pastoral manager, and are always agreed by the pupil and the teacher together. Consisting of a maximum of 3 key agreed targets, such systems enable the pupil to significantly improve their behaviour. Alongside the targets, a reward system is agreed, with a clear pathway to achieving that reward. Target systems also have clearly agreed sanctions if targets are not achieved, and they are reviewed half termly.

It is the responsibility of the class teacher to ensure that members of staff likely to be working with a 'targeted' child know about, and make use of, the target system/s.

## **Sanctions**

Consequences need to be immediate, short and appropriate for the behavior and only aimed at the behaviour not the child. When children fail to behave in an acceptable way in school, it is appropriate that clearly understood sanctions follow. The majority of these are imposed by the class teacher using his/her professional judgement in conjunction with the class contract and school rules. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child some reflection time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further. Furthermore, staff understand that sanctions will never involve a pupil being left unsupervised. Staff will also take into consideration the age of the pupil and if they have any special educational need.

If poor behaviour persists during lesson time, staff follow the school's agreed hierarchical approach (renewed at the beginning of each session).

**Stage 1:** Clear reminder, second reminder then warning that a 'time out' sanction will follow.

**Stage 2:** Time out within the classroom (at a separate time out table).

**Stage 3:** Time out in another classroom – year group leader should be informed if it is not their class.

**Stage 4:** Withdrawal to inclusion or another area. This must be agreed by a member of the inclusion team or SLT.

## **Restorative Conversations**

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

If a teacher reaches Stage 3 of the process, it is essential that it is recorded on CPOMS as a record of negative behaviour. Furthermore, if a child is withdrawn to another year group, the class teacher must inform the child's parents. (See guide to contacting parents in appendix 1) In the event of a child exhibiting extreme behaviour, the class teacher may move immediately to Stage 3 or 4, and may need to call for assistance from a colleague or senior member of staff.

Once a child reaches stage 3, they can be withdrawn from any after school activities and/or school trips and visits. If this is the case, the child will need a full explanation about the decision made, as well as a reminder of the school's core values and whole school rules in conjunction with class rules. Some examples of negative behaviour choices include: speaking disrespectfully to staff or using a threatening tone, refusal to complete work, distracting whole class lessons, not staying in the place of learning and making inappropriate choices outside during PE, break and/or lunchtime.

Extreme behaviour may lead to moving immediately to stage 4 or beyond (possible suspension/ internal isolation or exclusion). These behaviours may include; physical assault/ aggression, racial or homophobic incidents, sexual abuse or harassment, damage to property or environment or persistent disruption or refusal. The Headteacher may adhere to the statutory suspension exclusion policy where needed and decisions will be assessed on a case by case basis. The statutory document can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/921405/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf)

In such circumstances that behaviour becomes extreme or persistently aggressive or disruptive, other sanctions are available for the school to use as is deemed appropriate.

Examples of this include:

- Longer spells of withdrawal to a different class or year group.
- Missed break times or lunchtimes.
- Working under supervision in isolation.
- Removal from external visits.
- Temporary removal from school clubs or extra-curricular sports activities.
- Suspension or exclusion

**If a child reaches stage 3 or above, parents must be informed by the class teacher.**

### **Persistent or extreme behaviour**

In such circumstances that behaviour becomes extreme or persistently aggressive or disruptive, other sanctions are available for the school to use as is deemed appropriate.

Examples of this include:

- Longer spells of withdrawal to a different class or year group.
- Missed break times or lunchtimes.
- Working under supervision in isolation.
- Removal from external visits.
- Temporary removal from school clubs or extra-curricular sports activities.
- Suspension or exclusion

### **Monitoring of behaviour**

It is the responsibility of the Deputy Headteacher, SENCo, the inclusion manager, and the Behaviour /Pastoral manager to regularly monitor behaviour across the school, the support in place for specific pupils and the impact of support.

The Deputy Headteacher, SENCo, Inclusion Manager and Behaviour/Pastoral manager are to keep a register of pupils considered to have behaviour concerns, and meet at least half termly to review progress and support. The following scale is used to track changes and trigger processes:

#### **1: Occasional cause for concern**

The pupil is occasionally disruptive and doesn't always respond appropriately to Quality First Teaching. Pupil may need the support given by being on an individual target system. Support or advice may be sought from the inclusion team.

#### **2: Regular cause for concern**

Behaviour is regularly challenging and the pupil is frequently disruptive. Such pupils will have the involvement of a learning mentor and will definitely be working within a target system.

Termly behaviour review meetings are held with parents, teachers and a member of the inclusion team. Individual Behaviour Plan and strategies are to be in place. Teachers to be keeping an individual behaviour record using CPOMS, completing an inclusion referral form (appendix 2) and a Team around the Child meeting will be held and a strategies list developed (see appendix 3).

### **3: Great cause for concern**

Risk of exclusion. Pupil will have an individual behaviour plan and, if appropriate, a specific handling plan. Referral/s made (with parental consent and where appropriate) to external agencies. For example, a Higher Needs Referral will need to be completed by the behaviour/pastoral manager.

## **Social Media**

As a school we do not condone the use of age restricted apps such as: Whatsapp, Snapchat, Tiktok, Roblox etc. If any issues arise regarding social media or messaging forums involving your child, school would advise that you report this to the relevant agencies such as: Police, Childrens Social Care or CEOP (Child Exploitation and Online Protection).

We expect parents to be vigilant and monitor the use of social media, therefore parents are responsible for dealing with issues that arise from the use of age restricted social media apps or messaging forums outside of school.

Should any evidence be given via external services e.g: Childrens Services or Police, the Headteacher is within their right to issue suspensions or permanent exclusion as per the Government Exclusion Guidance.

Childrens Social Care - [I need help with... | Birmingham Children's Trust](https://www.birminghamchildrenstrust.co.uk/)  
([birminghamchildrenstrust.co.uk](https://www.birminghamchildrenstrust.co.uk/))

Telephone - **0121 303 1888**

CEOP (Child Exploitation and Online Protection) - [CEOP Safety Centre](https://www.ceop.gov.uk/)

## **Searching, Screening and Confiscation**

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules<sup>2</sup> identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;<sup>4</sup>
- fireworks; and
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

[Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

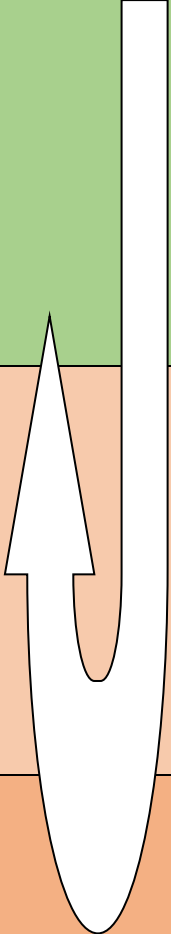
### **Expectations of behaviour off site**

Kingshurst Primary School expects that all pupils will behave in an exemplary manner when on educational visits, sporting events and in the local community.

Pupils should act as ambassadors for the school and also behave in an appropriate manner on the way to and from school; and when wearing school uniform in a public place. Parents will be informed of incidents of any anti-social behaviour reported to the school where children are clearly identifiable. If appropriate, the school will also notify other agencies. It may be necessary for a risk assessment to be completed in order to assess whether a child who has displayed significant behaviour concerns is permitted to attend the trip.

When on residential trips, parents will be expected to collect pupils if behaviour falls below acceptable standards. A behaviour code of conduct will be signed by all pupils and parents prior to a residential trip.

## Internal Graduated Approach

|                                                                                                        |                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Always Code Green<br> | ALWAYS SHOWING R,R and A<br>ALWAYS FOLLOWS KINGSHURST RULES<br>ROLE MODEL<br>ALWAYS SHOWS A POSITIVE ATTITUDE TO LEARNING        | <ul style="list-style-type: none"> <li>✓ Behaviour Star (with name in lights)</li> <li>✓ Dojos – (individual and whole school efforts recognised)</li> <li>✓ Positive phone calls and notes home</li> <li>✓ Senior Leadership Rewards</li> </ul>                                                                                                                 |
|                                                                                                        | RRA [AS STANDARD]<br>DOJO CHAMPION<br>BEHAVIOUR STAR [NAME IN LIGHTS]                                                            | CHILDREN WHO ARE <u>CONSISTENT</u> WITH CODE GREEN ALSO QUALIFY FOR 'ABOVE AND BEYOND RECOGNITION'.                                                                                                                                                                                                                                                              |
|                                                                                                        | Refusal or disrespectful behaviour<br>Ignoring instructions<br>Verbal aggression<br>Damage to property<br>Hurting other children | <ul style="list-style-type: none"> <li>➤ RECOGNITION PLANS</li> <li>➤ REFLECTION TABLES/CALM CORNERS</li> <li>➤ LOSS OF BREAK/LUNCH</li> <li>➤ SLT LUNCH [restorative approach]</li> <li>➤ PARENT INFORMED</li> <li>➤ PARENT PARTNERSHIP MEETING [if needed]</li> <li>➤ INDIVIDUAL REASONABLE ADJUSTMENTS [ eg. Structured Lunchtimes -CPOMS]</li> </ul>         |
|                                                                                                        | Persistent examples from above list<br>Persistent Avoidance<br>Reaction using physical aggression                                | <ul style="list-style-type: none"> <li>➤ INTERNAL REFLECTION – DIFFERENT SPACE</li> <li>➤ TEAM AROUND CHILD [ASD/SEMH/SENTAA/EP]</li> <li>➤ INDIVIDUAL RECOMMENDATIONS WAVE 2</li> <li>➤ REDUCED TIMETABLE and Reintegration plan</li> <li>➤ POSITIVE HANDLING PLAN</li> <li>➤ RISK REDUCTION PLAN</li> <li>➤ REVIEW AND ADAPT WAVE 2 RECOMMENDATIONS</li> </ul> |
| Code Red                                                                                               | BULLYING<br>FIGHTING/VIOLENCE TO CHILDREN OR ADULTS<br>RACIST OR HOMOPHOBIC ABUSE<br>SERIOUS DESTRUCTION OF PROPERTY             | <ul style="list-style-type: none"> <li>▪ INTERNAL ISOLATION (within inclusion/SLT)</li> <li>▪ FIXED TERM EXCLUSION THEN TO RESTORATIVE APPROACHES WITH STRATEGIES ABOVE TO SUPPORT REINTEGRATION</li> <li>▪ HIGH NEEDS TEAM AND FURTHER MULTI-AGENCY SUPPORT</li> <li>▪ PERMANENT EXCLUSION</li> </ul>                                                           |

# Behaviour Blueprint



## The Kingshurst Way

- Be Resilient
- Be Respectful
- Aspire to be the best

## Adult Behaviour

- Calm, consistent and fair
- Give first attention to best conduct
- High expectations
- Recognise "Over & Above Behaviour"
- Relentlessly bothered

## Over and Above

- Praise
- Positive phone call homes
- Behaviour Star (Name in lights)
- Senior leadership rewards

## Characteristics of Learning

Resilience, Perseverance, Enthusiasm, Concentration, Kindness, Teamwork, Courage, Listening and Relationships

## Stepped Sanctions

1. **Reminder of Rule**-repeat as necessary
2. **Warning**-" Think carefully about your next step."
3. **Last Chance**- 5 minutes on the reflection table/area
4. **Time Out**- 10 minutes in a partner class
5. **Restorative conversation**-5 minutes with key adult (consequence linked to graduated approach)

## Restorative Questions

1. What has happened?
2. What were you feeling at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

## Microscript

1. I've noticed that...
2. I need you to....
3. Do you remember...
4. Show me...
5. Thank you for....

## Visual Consistencies

1. Stand and Settle
2. Hand up, Wait and Thank
3. Universal Uniform

## Relentless Routines

1. Meet and Greet
2. Terrific Transitions
3. Settled Starts

## Anti-Bullying

### Aims and Principles

- The aim of the anti-bullying approach is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.
- Bullying is an anti-social behaviour and it affects everyone; it is unacceptable and will not be tolerated.
- Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.
- Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying can include:

| Type of bullying            | Definition                                                                                                                                                                      |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • Emotional                 | • Being unfriendly, excluding, tormenting                                                                                                                                       |
| • Physical                  | • Hitting, kicking, pushing, taking another's belongings, any use of violence                                                                                                   |
| • Racial                    | • Racial taunts, graffiti, gestures                                                                                                                                             |
| • Sexual                    | • Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| • Direct or indirect verbal | • Name-calling, sarcasm, spreading rumours, teasing                                                                                                                             |
| • Cyber-bullying            | • Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites                                                                     |

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the behaviour and pastoral manager within school
- A clear account of the incident will be recorded following to ascertain whether bullying behaviour has taken place
- The behaviour manager will interview all concerned and will record the incident on CPOMS
- All staff involved and the school's Leadership Team will be kept informed
- Parents will be kept informed
- Appropriate measures will be used in consultation with all parties concerned
- Pupils who have been bullied will be supported through appropriate strategies

- Pupils who have bullied will be supported and educated through appropriate strategies

The following disciplinary steps may be taken:

- Official warning to cease offending
- Exclusion from certain areas of school premises
- Exclusion from playtime and lunchtime privileges
- Withholding participation in any school trip or sports events
- Suspension or permanent exclusion
- Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PHSE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. Outside agencies may also become involved to support anti-bullying awareness or issues.

### **Racial or Homophobic Incidents**

We all have a responsibility to challenge racism and homophobia in our school. Racial and homophobic abuse is not accepted or tolerated at Kingshurst Primary School and will be taken seriously and dealt with rapidly. We will ensure that action is taken to support the victims of racism/homophobic incidents and to deal with perpetrators appropriately.

A racist / homophobic incident may include:

- derogatory name-calling, insults and racist / homophobic jokes
- verbal abuse and threats
- physical assaults
- ridicule based on differences of colour, race, ethnicity, nationality, culture, religion or language, sexuality
- refusal to co-operate with another because of any of the above differences
- stereotyping on the basis of colour, race, ethnicity, sexuality etc.
- racist / homophobic comments
- graffiti
- incitement of others to act in a racist / homophobic manner
- wearing racist / homophobic badges or insignia
- introducing racist / homophobic literature into school
- recruiting other students to racist / homophobic groups

The following steps will be taken when dealing with incidents:

- If a racist or homophobic incident is suspected or reported, the incident will be dealt with immediately by the behaviour and pastoral manager within school
- A clear account of the incident will be recorded following to ascertain all details
- The behaviour manager will interview all concerned and will record the incident on CPOMS
- All staff involved and the school's Leadership Team will be kept informed and intervene where appropriate
- Parents will be kept informed
- Appropriate measures and sanctions will be used in consultation with all parties concerned

## Child on Child Sexual Harassment, Online Sexual Abuse and Sexual Violence

Kingshurst Primary School prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying, and sexual violence.

*“Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.”*  
KCSIE (Part 5: 428, 2021)

At Kingshurst Primary School, we have a zero-tolerance approach to all forms of sexual harassment, online sexual abuse and sexual violence which are taken very seriously and dealt with swiftly and appropriately. Examples of this include:

- Unwelcome sexual flirtations or propositions,
- invitations or requests for sexual activity,
- sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names(verbally or online),
- sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions,
- unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body,
- taking, displaying, or pressuring individuals into taking photos of a sexual nature,
- exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting”, “down blousing”, or flashing,
- purposefully cornering or hindering an individual's normal movements.
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following: ➤ Accessing, downloading or uploading pornography ➤ Sharing pornography via the internet, email or mobile phones ➤ Creating or maintaining websites with sexual content.
- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication.

**All members of staff are expected to assume that sexual harassment, online sexual abuse and sexual violence can happen at our school. If any allegations are made, or this type of harassment and violence occurs, a clear process will be followed, and a full investigation will take place immediately.**

Process:

- The person reporting the allegation of sexual harassment, online sexual abuse or sexual violence needs to report this **immediately** to the safeguarding Lead.
- The victim and perpetrator will be separated initially. The safeguarding lead will determine where and how the children will be separated whilst the allegation is investigated.
- Any form of sexual harassment, online sexual abuse and sexual violence will need to be recorded on CPOMs under the category of sexual harassment or abuse.

- HT/DHT/safeguarding Leads will need to complete the appropriate risk assessment (available in appendix 4 and 5) as soon as possible.
- HT/DHT/safeguarding Leads will inform parents who will be asked to come into school for a face-to-face conversation.
- The age and context of the allegation being made will be investigated to determine the level of severity and whether external agencies need to be involved, and which ones. This is duty of the safeguarding Lead only and not the person reporting the allegation.

Any decisions and outcomes are made on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. This will be documented and relayed to all relevant parties.

Teachers educate children through Relationships and Sex Education (RSE), JIGSAW and NSPCC PANTS programme. More information can be found in the RSE policy and PSHE policy. For older children, we also facilitate loudmouth productions and the Keep Cool programme in years 5 and 6.

### **Lunchtime**

During lunchtimes, supervisors are encouraged to engage with pupils positively and to give out certificates and stickers for particularly appropriate behaviour.

An approach, similar to that used within the classrooms, is used where behaviour becomes unacceptable:

- Supervisors give pupils a warning/reminder of the rule being broken.
- Pupils are asked to spend a short period of reflection time on the 'time out' bench.
- Pupils are given a time out within school in the inclusion centre.
- Where this procedure isn't deemed appropriate or fails, the situation is referred to a member of the Inclusion team or a senior member of staff.
- Children who have demonstrated school values at dinnertime, both inside and outside on the playground, receive certificates.

### **Use of reasonable force**

The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at school

The Act does not cover extreme cases, such as action in self-defence or in an emergency, when it might be reasonable for a member of staff to use a degree of force.

Staff are able to use force, if necessary, provided they have been authorised by the Head teacher to have control or charge of pupils.

Detailed and up-to-date records will be kept of any incidents where force is used. Parents will be informed of such incidents and given an opportunity to discuss it.

Record of incidents will include:

- Name(s) of the pupil(s) involved
- When and where the incident took place
- Why the use of force was deemed necessary
- Details of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used
- The outcome of the incident
- A description of any injuries suffered by the pupil or others and/or property damaged during the incident.

### **The Nurture Provision**

Some children will attend the Nurture Unit as they demonstrate “behaviours that inhibit or interfere with involvement in school, such as: self-limiting features, undeveloped behaviour and unsupported development. They are directly or indirectly the outcome of impaired learning in the earliest years. The earlier such children are identified the greater the hope of being able to address and remediate their social, emotional and behavioural difficulties by offering patient and supportive teaching.” <https://new.boxallprofile.org/> 01/03/2021

Children who participate will be assessed using the Boxall Profile diagnostic tool (section II) which looks at *self-limiting behaviour* (disengaged and self-negating) and *unsupported development* (avoids/rejects attachment, insecure sense of self, negative towards others, wants, grabs and disregards others)

The children will be assessed using the Boxall Profile and if their baseline data meets the admission criteria, they will be offered a place in the nurture provision.

Inform parents of any incidents the same day where a child has received a sanction as per behaviour policy (class teacher responsibility in most cases but mentors/inclusion team may ring if a situation was investigated in depth as they have more insight).

## Teachers

### When behavioural incidents occur several times or a child's behaviour flags concern:

1. Call parents in for a face to face conversation to discuss concerns – is there an underlying problem, be clear that you want to support and improve this situation (limit face to face meetings where possible liaise with inclusion/SM first)
2. Agree on actions as a way forward to improve the behaviour and to support the child
3. Ensure these actions are put in place immediately (try and keep them positive e.g. reward charts, change of provision at lunchtime to support them, moving tables to allow them not be distracted and avoid conflict with other children where this may be an issue etc in order for them to make more progress in their learning)
4. Keep parents in the loop – agree on further feedback to update on the situation (these should be improvements if actions have had an impact)
5. If a home/ school communication book is agreed then ensure this is done consistently – if the parent does not send this back or doesn't complete it, contact them and discuss – don't just leave it! Clarify if they want to continue this or not.
6. Build a positive relationship with parents from the start if you can see that a child's behaviour may be the cause of several conversations – if you only speak to them when incidents occur then, as a parent, this comes across as very negative and parents can become defensive. Make the odd phone call or speak at the end of the day with praise – it goes a long way!

If you have done this (possibly more than once) and there is little or no improvement, then make a referral to the inclusion team.

Give all behaviour referrals to Shelley – inclusion meetings are held every two weeks. \*If the situation is urgent speak to your phase leader.

## Inclusion Team

1. Once a referral is made and discussed at inclusion meeting (must be a standing agenda item) – a member of the inclusion team to feedback to staff member with next steps and actions
2. Agree on a review date (during inclusion meeting) to discuss the situation following support put in place
3. Identified member of inclusion team to monitor the impact of the agreed actions and improvements in behaviour – this member of staff to feedback in inclusion meeting as agreed (no.2)
4. A record must be kept for each individual child from the point of referral and **parents communicated with about the agreed plan of action**
5. Phase leaders and HT to be kept in the loop about all referrals and behaviour concerns via minutes emailed and discussions at SLT/meetings
6. HT/DHT/Inclusion manager to have ongoing discussions re behaviour – where this a high level of concern and improvements not seen a meeting to be called with all relevant staff. Following that, a meeting to be called with HT/DHT/inclusion manager and parents. (All systems above should have been completed except in more severe cases where this may be escalated sooner.)

## **Inclusion Team Referral Form**

|                      |               |              |                                                     |
|----------------------|---------------|--------------|-----------------------------------------------------|
| <b>Child's Name:</b> | <b>Class:</b> | <b>Date:</b> | <b>PUPIL<br/>PREMIUM<br/>Yes/No<br/>SEND Yes/No</b> |
| <b>Referred by:</b>  |               |              |                                                     |

### **Reason for referral (highlight concerns)**

|                                                                                                                                                                                                                               |                                                                                                                                                                            |                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b><u>Teaching and Learning</u></b><br><br>Attainment/Progress<br>Refusal to work<br>Any other(please state)<br><br><b><u>SMSC</u></b><br>Confidence/Self esteem<br>Anxiety<br>Peer relationships<br>Any other (please state) | <b><u>Non-urgent home issues/concerns</u></b><br><br>Family Breakdown<br>Boundaries/guidance<br>Illness- child<br>Illness – family<br>Identity<br>Any other (please state) | <b><u>Behaviour</u></b><br><br>In class<br>Playground<br>Physical<br>Verbal<br>Anger<br>Clubs<br>Any other (please state) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|

**Has the concern been recorded on CPOMS?    Yes / No**

|                                                                  |
|------------------------------------------------------------------|
| <b>Brief description of concern:</b><br><br><br><br><br><br><br> |
|------------------------------------------------------------------|

|                                                                                                              |
|--------------------------------------------------------------------------------------------------------------|
| <b>Interventions/Strategies that have been or are already in place/trialled:</b><br><br><br><br><br><br><br> |
|--------------------------------------------------------------------------------------------------------------|

|                                                                |
|----------------------------------------------------------------|
| <b>Brief evaluation of impact:</b><br><br><br><br><br><br><br> |
|----------------------------------------------------------------|

**Response and actions from inclusion team:**

**Review date:**

**Date:** \_\_\_\_\_ **Name** \_\_\_\_\_

|                                             |
|---------------------------------------------|
| Meeting Notes given to:                     |
| Date:                                       |
| Time:                                       |
| Purpose: To discuss strategies in place for |
| Present:                                    |

Strategies for**Simple Instructions**

- used at the start of every session
- only use key words "\*\*\*\*\* now carpet then computer"
- repeat the instruction using the same language

**Carpet Time**

- have fiddle toy out of calm box, \*\*\*\*\* to make the choose which one.
- sit on carpet square at front, in front of board. same space every time.

**Tidy Up Time**

- key trigger for \*\*\*\*\* especially outside
- before tidy up time give \*\*\*\*\* a job to do that involves him going inside to the classroom, praise for completing the job

**Reward Chart**

- simple reward chart, space for 5 stickers, \*\*\*\*\* collects these stickers then has a reward of his choice.
- lunch time sticker
- sticker at the end of the day.

**Calm box**

- on the carpet with the timer offer his calm box with a variety of fiddlers.

**Food**

- \*\*\*\*\* more prone to confrontation when he has not eaten, prompt \*\*\*\*\* to have snack/milk at 10:00 if not before, \*\*\*\*\* to have toast.
- Remind \*\*\*\*\* to have sips of water and fruit at various points in day, as he forgets.

All instruction given to \*\*\*\*\* must start with his name first, limited vocabulary and reduced choice eg "\*\*\*\*\* carpet time " repeat instruction using the same language.

**Order of Consequences**

- verbal reminder/warning- using \*\*\*\*\* name and limited vocabulary
- work station / safe space with a 3 minute timer
- Adult to encourage \*\*\*\*\* to have time out in the corridor on his carpet tile
- Phone SLT to remove from the classroom or corridor

If \*\*\*\*\* displays behaviours that are potentially dangerous to peers or adults remove \*\*\*\*\* to \_\_\_\_\_ class.

## Appendix 4

### Child on Child Sexual harassment, online sexual abuse and sexual violence Risk Assessment

|                                                                                                   | Name                                                 | Class | DOB |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------|-------|-----|
| <b>Victim</b>                                                                                     |                                                      |       |     |
| <b>Alleged perpetrator</b>                                                                        |                                                      |       |     |
| Date of incident                                                                                  |                                                      |       |     |
| Where incident took place                                                                         |                                                      |       |     |
| Category of incident (circle)                                                                     | Sexual violence    online abuse    sexual harassment |       |     |
| Any previous concerns/logs/suspensions                                                            |                                                      |       |     |
| Are there ongoing risks to the victim, other children, adult students or school or college staff? |                                                      |       |     |
| Actions to protect the victim and others from alleged perpetrator                                 |                                                      |       |     |
| State separation actions if needed                                                                |                                                      |       |     |
| Need for external agency involvement? Add details                                                 |                                                      |       |     |

Appendix 5

## Allegations of Sexual harassment, online sexual abuse and sexual violence Risk Assessment

|                                                                                                                                                        | Name                                                                                   | Class | DOB |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------|-----|
| Name of child/ren making the allegation                                                                                                                |                                                                                        |       |     |
| Name of child accused of allegation                                                                                                                    |                                                                                        |       |     |
| Date of incident                                                                                                                                       |                                                                                        |       |     |
| Location                                                                                                                                               |                                                                                        |       |     |
| Description of Incident (including version of events from all children/ staff)                                                                         |                                                                                        |       |     |
| Category of alleged incident                                                                                                                           | Sexual violence   online abuse   sexual harassment   inappropriate sexualised incident |       |     |
| Any previous concerns/logs/suspensions                                                                                                                 |                                                                                        |       |     |
| Are there potential ongoing risks to the children making the allegation, the child accused, other children, adult students or school or college staff? |                                                                                        |       |     |
| Actions to protect the child/ren and others from alleged perpetrator                                                                                   |                                                                                        |       |     |
| State separation actions if needed                                                                                                                     |                                                                                        |       |     |
| Need for external agency involvement? Add details                                                                                                      |                                                                                        |       |     |
| Further actions that need to be implemented                                                                                                            |                                                                                        |       |     |