



Northenden Community School

Behaviour for Learning Policy

Version Control Table

Version	Date	Author	Rationale/Summary of changes	Ratified
V1.0	15/06/25	Ruth Byrne	New document	17/06/2025

Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Definitions](#)
4. [Smoking and controlled substances](#)
5. [Sexual harassment](#)
6. [Items banned from the school premises](#)
7. [Effective classroom management](#)
8. [Positive relationships and approach](#)
9. [The classroom environment](#)
10. [Understanding behaviour](#)
11. [De-escalation strategies](#)
12. [Intervention](#)
13. [Managing behaviour](#)
14. [Behaviour off the school premises](#)
15. [Staff training](#)
16. [Monitoring and review](#)

Statement of intent

Northenden Community School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response. The school acknowledges that poor behaviour may be a sign that a child is suffering harm or have been traumatised by abuse.

Northenden Community School is a Rights Respecting School, based upon the United Nations Convention for the Rights of the Child (CRC). By promoting the values of respect, dignity and non-discrimination, our children's self-esteem and wellbeing are supported and nurtured. Our children build a moral framework, based on equality and respect for all that lasts a lifetime.

Our Rights Respecting School gives every child a powerful language to use to express themselves and to challenge the way they are treated and injustices for others. Children are empowered to access information that enables them to make informed decisions about their learning, health and wellbeing.

The policy aims to encourage and support children in learning, working and playing together in a safe, secure and friendly environment. We believe our children will grow up as successful, responsible citizens.

The school is committed to:

- Providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent reward and consequence systems.
- Promoting and praising desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality, equity and fair treatment for all.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Signed by

Headteacher:



Date: June 2025

Chair of Governors:

Date:

1. Legal framework

1.1. 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
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) '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'
- Voyeurism (Offences) Act 2019

1.2. This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Personal, Social and Health Education (PSHE) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding Policy
- Exclusion Policy
- Complaints Procedures Policy

2. Roles and responsibilities

2.1. The governing body has overall responsibility for:

- The monitoring and implementation of this Behaviour for Learning Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, 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.

2.2. The Headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school charters, expectations and any disciplinary sanctions for not working with these expectations and our RRS ethos.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils.
- Reporting to the governing body on the implementation of this Behaviour for Learning Policy, including its effectiveness in addressing any SEMH -related issues that could be driving disruptive behaviour.

2.3. The Senior Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural 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.
- Collaborating with the SENDCO, Headteacher and governing body, as part of the SLT, to outline and strategically develop behavioural and SEMH provisions for the school.
- Coordinating with the SENDCO and class teachers to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

2.4. The SENDCO is responsible for:

- Collaborating with the governing board, Headteacher and the Senior Mental Health Lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

2.5. Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the 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 SEMH-related behavioural difficulties will be able to access the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: SENDCO and the SLT.

2.6. All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the Headteacher, addressing and managing pupils who display poor levels of behaviour. This responsibility includes authorisation to manage pupils even when they are not in school or in the charge of a member of staff.

- 2.7. 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.
- 2.8. Parents and carers are responsible for:
- Working with the school in the best interest of the children.
 - Having an open communication with staff.
 - Supporting their children with their behaviour.

3. Definitions

- 3.1. For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:
- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
 - **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
 - **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
 - **Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
 - **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
 - Possession of legal or illegal drugs, alcohol or tobacco
 - Possession of banned items
 - Truancy
 - Refusing to comply with disciplinary sanctions
 - Theft
 - Swearing, racist remarks or threatening language
 - Fighting or aggression
- 3.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:
- Lateness
 - Low level disruption and talking inappropriately class

- Failure to complete classwork
 - Rudeness
 - Refusing to complete home learning
 - Use of mobile phones without permission
 - Graffiti
- 3.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.
- 3.4. “Challenging behaviour” is defined as:
- Discriminative abuse
 - Verbal abuse
 - Bullying
 - Persistent disobedience or destructive behaviour
 - Extreme behaviour – e.g. violence, running away from school, vandalism
 - Any behaviour that threatens safety or presents a serious danger
 - Any behaviour that seriously inhibits the learning of pupils
 - Any behaviour that requires the immediate attention of a staff member

4. Smoking and controlled substances

- 4.1. In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 4.2. Parents, visitors and staff are instructed not to smoke or vape on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.
- 4.3. Pupils are not permitted to bring smoking or vaping materials or nicotine products to school.
- 4.4. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.
- 4.5. The school has a zero-tolerance policy on illegal drugs and legal highs.
- 4.6. Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
- 4.7. The staff member will store the sample in the school office.
- 4.8. The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.
- 4.9. The school will not hesitate to name who the drugs were taken from to the police, and a full incident report will be completed.

4.10. Any further measures will be undertaken in line with the school's Safeguarding Policy.

4.11. Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

5. Sexual harassment

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

5.2. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- 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
- 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, "up skirting", "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 or email
 - 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 or electronic communication

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

- 5.4. Consequences 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.
- 5.5. The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

6. Items banned from the school premises

- 6.1. The following items are banned from the school premises:
- Fire lighting equipment:
 - Matches, lighters, etc.
 - Drugs and smoking equipment:
 - Cigarettes
 - Tobacco
 - Cigarette papers
 - Electronic cigarettes (e-cigs)
 - Alcohol
 - Solvents
 - Any form of illegal drugs
 - Any other drugs, except medicines covered by the prescribed medicines procedure
 - Dangerous implements, weapons or substances:
 - Knives
 - Razors
 - Catapults
 - Guns (including replicas and BB guns)
 - Laser pens
 - Knuckle dusters and studded arm bands
 - Whips or similar items
 - Pepper sprays and gas canisters
 - Fireworks
 - Dangerous chemicals
 - Other items:
 - Liquid correction fluid
 - Chewing gum
 - Caffeinated energy drinks

- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
 - Aerosols including deodorant and hair spray
- 6.2. All members of staff can use their authority to search without consent for any of the items listed above.
- 6.3. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 6.4. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- 6.5. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 6.6. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- 6.7. The school is not liable for any damage to, or loss of, any confiscated item.
- 6.8. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- 6.9. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- 6.10. Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- 6.11. The Headteacher will always be notified when any item is confiscated.

7. Effective classroom management

- 7.1. The school understands that well-managed classrooms:
- Start the year with a clear class charter developed collaboratively with the children and displayed clearly in the classroom. Class charters should include classroom expectations which must be referenced throughout the year.
[Charter Guidance](#)
 - Establish clear routines that are created with all pupils. Routines should be modelled, revisited and adapted throughout the year as necessary.
 - To follow the school house point system as well as any other agreed rewards and positive reinforcements.
 - Establish communication and consequences for misbehaviour.
 - Establish clear responses for handling behavioural problems.

- Encourage respect and development of positive relationships.
 - Make effective use of the physical space available.
 - Have well-planned lessons with a range of activities to keep pupils stimulated.
- 7.2. Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school expectations of behaviour which requires pupils to:
- Conduct themselves around the school premises in a safe, sensible and respectful manner.
 - Arrive to school on time and fully prepared.
 - Follow reasonable instructions given by staff.
 - Behave in a reasonable and polite manner towards all staff and pupils.
 - Show respect for the opinions and beliefs of others.
 - Complete classwork as requested.
 - Complete home learning at the time requested.
 - Report unacceptable behaviour.
 - Show respect for the school environment and resources.
- 7.3. Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes five core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:
- Classroom Charters
 - The use of the Three Cs
 - Routines and visual timetables
 - Praise
 - Rewards

Classroom charters and expectations

- 7.4. Teachers establish classroom charters on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if expectations are not adhered to. Charters should reflect classroom expectations and how these relate to the articles in practice.
- 7.5. Teachers ensure that classroom charters are always displayed on the classroom walls. They must be clear, comprehensive and achievable. They are regularly reinforced within the classroom, e.g. before any lesson activity.
- 7.6. Attention is given to how charters are worded – teachers ensure they use positive language rather than negative, e.g. “I will act respectfully towards

my peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

7.7. Before committing to the classroom charters, teachers ensure that all pupils fully understand what they involve and what is expected of them.

7.8 Teachers explain clearly to pupils what will happen if they breach any of the expectations of the class charters so they are aware of the sanctions that may be imposed. Staff will use our ‘Three C’s Approach’ - Chance, Choice, Communication/Consequence

The phases are:

1. Chance to change the behaviour

2. Acknowledge the choice they have made - if they have made the ‘right’ decision, we can then praise the children, or if they have again made the ‘wrong’ decision move on to stage 3. It should help them understand the impact of their actions.

3. Consequence - this is where they will discuss their actions with teachers/other children and have some time out from play e.g. to think about how they would like to change their behaviour next time. Reflect and Reset sheets will be used to support this process.

If necessary, this may be escalated to parents and carers, Phase Leader, Deputy Headteacher and Headteacher. This stage should be flexible and consequences based on the action.

These consequences must be used as a purposeful, positive teaching point and used to rebuild relationships. We use restorative approaches with the children.

Routines

7.8. The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.

7.9. Teachers establish classroom routines and timetables at the beginning of the academic year in conjunction with pupils and revisit these daily.

7.10. Once a routine has been established, the teacher models this for pupils to ensure they understand it.

7.11. Routines and visual timetables are displayed alongside the classroom charters so that they are clearly visible to pupils.

7.12. Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as ensure that the routine remains as consistent as possible to create a more productive and enjoyable environment.

Praise

- 7.13. The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and they are valued.
- 7.14. When giving praise, teachers ensure:
- They define the behaviour that is being praised.
 - They use the school's house point system.
 - 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 work produced.
 - Perseverance and independence are encouraged.
- 7.15. Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.
- 7.16. Praise that is given is always sincere and is never followed with immediate criticism.
- 7.17. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

- 7.18. The school understands that when rewards are used following certain behaviour, 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.
- 7.19. The school uses three different categories of rewards – these are:
- **Social** – praise and recognition.
 - **Physical** – material rewards.
 - **Activity** – activity-based rewards.
- 7.20. We use a consistent house point system across the school and these link closely with weekly school awards. Teachers may implement other types of specific rewards as needed with approval from the SLT. At the start of every half term, there will be a year group behaviour award given out in the Monday assembly to recognise and celebrate children's positive behaviour choices. These assemblies will be used to reinforce behaviour expectations.

8. Positive relationships and approach

- 8.1. Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers and support staff to understand their pupils and create a strong foundation from which behavioural change can take place.
- 8.2. Teachers and support staff will enforce a number of strategies to establish positive relationships with their pupils – these may include:
 - Welcoming pupils as they enter school each day.
 - Ensuring pupils understand what is expected of them by referencing agreed class charters and other visual aids to support behaviour.
 - Creating a positive and welcoming environment where every pupil feels comfortable and respected.
 - Creating a safe space where children feel confident to share their worries through the use of class communication boxes and a regulation station with the zones of regulation displayed and resources to support regulation.
 - Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
 - Engaging with pupils during lunch time and break time.
 - Focussing on using positive language when interacting with pupils to guide them towards positive outcomes and reframing mistakes as 'marvellous' to encourage a growth mind set.
 - Listening to children and validating their feelings and emotions.
 - Reporting positive news to parents and carers.
- 8.3. Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:
 - Acknowledging and giving praise when a pupil demonstrates good manners.
 - Encouraging pupils to treat others with respect by modelling the desired behaviour.
 - Informing pupils of the importance of treating others the same way they like to be treated.
 - Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
 - Teaching pupils the importance of showing respect to each other.
- 8.4. The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.
- 8.5. The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the 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.

8.6. Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- Zones of Regulation
- Emotion Coaching
- Restorative approaches
- Counselling
- Positive classroom management
- Developing social skills
- Working with parents and carers
- Peer support

8.7. **Zones of Regulation**

To support the children’s self-regulation, teachers should encourage children to understand and use the Zones of Regulation



on a daily basis. The ultimate aim of using the zones of regulation are for children to be able to move towards independent regulation, which means knowing what they need to do to be able to get into the ‘Green Zone’, the zone where optimal learning occurs. To learn more about the zones of regulation you can follow this link.

<https://www.zonesofregulation.com/learn-more-about-the-zones.html>

Emotion Coaching

At Northenden Community School, we teach the whole child and value supporting children with their personal and social development. Therefore, when children experience heightened emotions, all adults use emotion coaching to guide and teach the children about more effective responses to the resulting behaviour of those emotions. More information about how to use emotion coaching can be found here.

[What is Emotion Coaching?](#)

Restorative Approach

When conflict arises between pupils we use a restorative approach. Restorative justice is a process that resolves conflict. It promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability. More information about what the restorative approach entails can be found here.

<https://www.educ.cam.ac.uk/research/programmes/restorativeapproaches/RA-in-the-UK.pdf>

- 8.8. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

9. The classroom environment

- 9.1. In order to prevent poor behaviour, the school understands that a well-structured and engaging environment is paramount.
- 9.2. Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:
- Seating those who need support with managing their behaviour closest to, and facing, the teacher.
 - Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
 - Ensuring the teacher can move around the room so that behaviour can be monitored effectively.
- 9.3. Wherever possible, teachers avoid standing or sitting with their backs to pupils and ensure they have full view of the room at all times.
- 9.4. Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.
- 9.5. Teachers establish different methods for regaining pupils' attention.

10. Understanding behaviour

- 10.1. Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:
- Antecedent **(A)**: what happens before the behaviour occurs.
 - Behaviour **(B)**: the behaviour that occurs.
 - Consequence **(C)**: the positive or negative results of the behaviour.

- 10.2. Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.
- 10.3. When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:
- What appears to be the underlying cause of the pupil's behaviour?
 - Where and when does the pupil display this behaviour?
 - What are the triggers of the behaviour?
 - What acceptable behaviour can the pupil use to ensure their needs are met?
 - What strategies can be implemented for behaviour change?
 - How can the pupil's progress be monitored?
- 10.4. A Nurture Response Plan is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.
- 10.5. Necessary staff members will be familiar with the pupil's Nurture Response Plan to ensure staff are equipped to deal with instances of negative behaviour.
- 10.6. Pupils and their parents and carers are involved in the development of the Nurture Response Plan, and this is reviewed on a regular basis by the parent/carer, pupil and their teacher – the plan will be reviewed sooner if it is not effective.
- 10.7. Individual risk assessments will be put in place where necessary.

11. De-escalation strategies

- 11.1. Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:
- Appearing calm and using a modulated, low tone of voice.
 - Promoting safety in the interactions between staff and children through the use of PACE (playfulness, acceptance, curiosity and empathy).
 - 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”.
- Using Team Teach strategies to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships.

12. Intervention

- 12.1. Members of 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.
- 12.2. Physical restraint may be appropriate in the following situations:
- A pupil attacks a member of staff or another pupil
 - A pupil tries to, or does, conduct deliberate damage or vandalism to property
 - A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
 - A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
 - A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
 - A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
 - A pupil is behaving a way that is seriously compromising good order and discipline
 - A pupil persistently refuses to leave the classroom when needed
- 12.3. 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.
- 12.4. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.
- 12.5. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.
- 12.6. After an instance of physical intervention, the incident will be immediately taken to the headteacher or SLT member and the pupil’s parents will be

contacted – parents may be asked to collect the pupil and take them home for the rest of the day. Any incidents will be recorded on CPOMS

- 12.7. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an suspension.
- 12.8. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

13. Managing behaviour

- 13.1. Instances of challenging and undesirable behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts a three-stage process for handling challenging incidents.
- 13.2. The headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems. These will be recorded on CPOMS
- 13.3. Where undesirable behaviour continues and intervention is necessary a three-stage progressive process will be followed:
- Stage 1 – the classroom teacher will manage behaviour strategies, and sanctions
- Stage 2 – if undesirable behaviour persists, senior staff such as the Phase Leader will become involved in managing the behavioural incident.
- Stage 3 – serious breaches of conduct and persistent offenders will be dealt with by the Senior Leadership Team
- 13.4. After an incident where undesirable behaviour continues and intervention is necessary, parents will be informed and will work together with the school staff to support children's behaviour positively. A log of the incident will be made on our CPOMS records and will be kept on the children's records
- 13.5. Following the third stage of challenging behaviour, the following action may be implemented:
- The headteacher will consider whether the pupil should be excluded (for a fixed term) in line with the school's Exclusion Policy and determine the length of the exclusion.
 - Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
 - Where a pupil is identified as having SEMH difficulties, SEND support will be put in place from the school's national SEND budget.

- SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following three stages:
 - **Stage 1: Universal support** – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.
 - **Stage 2: Selected support** – the support and interventions delivered using the school's resources, led by the SENCO.
 - **Stage 3: Targeted support** – the support and interventions for pupils who have more complex and enduring SEMH needs.
- Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHC needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHC plan.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behavioural Plan will be created to outline the necessary provisions in place.
- The SENCO and SLT will be informed and will complete a common assessment framework, if multi-agency support is necessary.

14. Behaviour off school premises

- 14.1. Pupils at the school must agree to represent the school in a positive manner.
- 14.2. Staff can challenge and discipline pupils for misbehaviour outside of the school premises.
- 14.3. Staff may discipline pupils for misbehaviour off the school premises 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.
- 14.4. Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:
- 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 disrupt the orderly running of the school.
- 14.5. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

- 14.6. The school will impose the same behaviour communications and consequences for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
- 14.7. In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.
- 14.8. Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be investigated.

15. Staff training

- 15.1. The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.
- 15.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 15.3. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme.
- 15.4. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.
- 15.5. Staff members are trained in the approved methods of physical intervention.
- 15.6. Staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.
- 15.7. Teachers and support staff will receive regular and ongoing training as part of their development.

16. Monitoring and review

- 16.1. This policy will be reviewed by the headteacher, mental health lead and behaviour lead on an annual basis, who will make any necessary changes and communicate these to all members of staff.
- 16.2. This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.
- 16.3. The next scheduled review date for this policy is September 2024.

Reflect & Reset

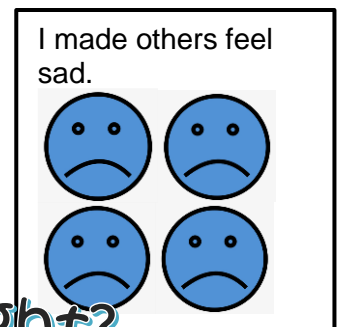
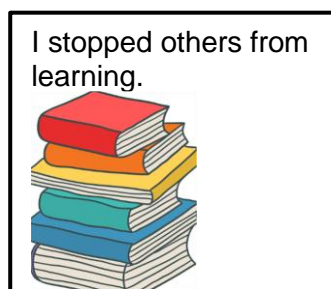
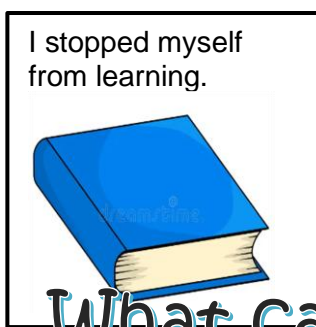


What happened?

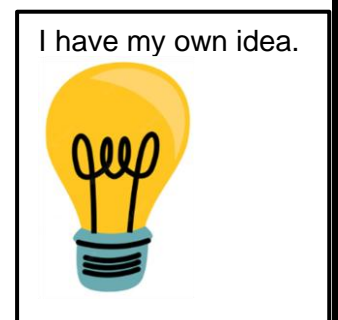
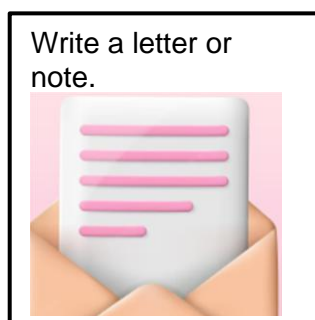
How were you feeling?



What was the impact of your choice?



What can you do to make it right?



Appendix 1