

# Behaviour & Relationships

Ready, Respectful, Safe.

Hill View Primary



## 1. Aims and principles

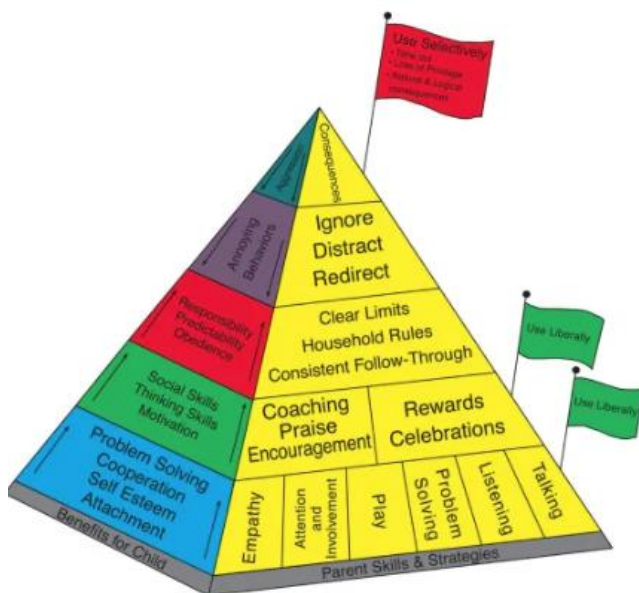
These are dealt with in the main trust Policy but locally our school approach to behaviour includes the schools systems and social norms, including key habits, routines and consequence systems. We are committed to creating an environment where behaviour, dispositions toward learning and relationships are exemplary. Everyone is expected to maintain the highest standards of personal conduct, to take ownership of their behaviour and encourage others to do the same.

In order to promote a good disposition towards learning that develops resilience, self-discipline and respect, we want all of our pupils to ensure their behaviour remains Ready, Respectful and Safe at all times.

For us to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships. All adults aim to be exemplary role models. All relationships are based on mutual tolerance and respect, trust, fairness, openness, politeness and honesty.

We use the values of the school to build character:

- **Aspire**- To allow children to learn through the individual liberty to make the right choice. Children will be given the opportunity to reflect upon their behaviour and coached to make appropriate choices in the future.
- **Success**- To ensure that children are clear about positive behaviour expectations and to meet and exceed these. To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- **Community**- To develop a sense of mutual tolerance and respect towards others. To understand that active participation, fairness and equity are principles that underpin the principles of democracy. and contribute to uphold and sustain our community standards and expectations. To value everyone equally, enabling them to become independent and confident members of the community with a sense of belonging.
- **Excellence**- To have high expectations of their behaviour and the behaviour of others, particularly to be ready, respectful and safe. To achieve an excellent standard of behaviour supported by pupils, parents / carers and staff.
- **Nurture**- To understand and support that some children will have more learning so they can self-regulate or require adaptation and support to self-regulate.
- **Trust**- To help children follow the rules and expectations of the school and prepare them to follow the rule of law when they are adults. Prepare children for opportunities, responsibilities and experiences of later childhood and adult life, through the encouragement of self-control, problem solving and decision-making. To set clear boundaries of acceptable behaviour and to ensure safety.



The Incredible Years Parenting Pyramid has a base similar to the PACE approach. Trust and Nurturing are at the foundation of strong human relationships and effective behaviour with consequences being the tip and only selectively used.

## 2. Expectations:

<p>What pupils can expect from staff:</p>	<p>Staff will:</p> <ul style="list-style-type: none"> <li>• greet you every morning and welcome you into school. (Senior Leaders will do this on the school gate).</li> <li>• treat you fairly and tackle discrimination to minimize barriers to learning and participation through equitable adaptation.</li> <li>• be enthusiastic and develop positive working relationships with you and your peers in their classes.</li> <li>• celebrate the success of pupils in lessons, after school activities and assemblies.</li> <li>• enable all pupils to access the learning and expect all pupils to contribute to the learning trying their hardest.</li> <li>• Agree and involve you in a clear and predictable framework, consistent routines and safe boundaries that enable all pupils to be successful. Establish rules and expectations through a class charter that is the local interpretation of the community standards.</li> <li>• communicate both successes and concerns with you.</li> <li>• set high expectations, clear boundaries, and regularly remind and reinforce classroom and school expectations.</li> <li>• Provide positive role-models and role-model themselves what good behaviour looks like for pupils to aspire to reach,</li> <li>• use a range of non-verbal and verbal cues to encourage good behaviour, including non-verbal praise, proximity and other methods.</li> <li>• be approachable and available at appropriate times.</li> <li>• stay calm and listen to you taking seriously any complaints or worries and ensure that they do something about this.</li> <li>• be curious and understand your actions and behaviours.</li> <li>• accept that sometimes you will make a poor choice and discuss this with you to help you learn from it. Take steps to ensure that this is discussed privately and that you are not shamed by this.</li> <li>• use rewards and, where necessary, consequences that may include contacting your parent/ guardian and/ or meeting them.</li> <li>• acknowledge and reward you, sometimes publicly, where high expectations are met and exceeded.</li> <li>• Ensure that relationships are fostered so that pupils feel safe, nurtured and can support each other</li> <li>• Acknowledge increasing expectations of trust and self-regulation as pupils become older.</li> </ul>
<p>What staff can expect from pupils.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• always be ready, respectful, and safe and listen and treat any adult in the school in the same manner.</li> <li>• use the ASCENT values to guide their learning dispositions and behaviours when at school:</li> <li>• follow the agreed classroom/ school rules to be ready to learn or do what is required.</li> <li>• be respectful to adults and to other pupils and not disrupt their learning.</li> <li>• Be ready to learn and take a pride in learning, presentation, and effort to challenge and to your best.</li> <li>• move around the school safely and to be kind and safe to others through words and actions.</li> <li>• aspire to do and be the best and have the individual liberty to make choices.</li> <li>• uphold our community standards and to work and play in a respectful, kind, and safe way with others that shows nurture towards others and that you can be trusted.</li> <li>• Respect and tolerate other individuals, their differences, and their contributions.</li> <li>• Be honest, admit mistakes and learn from them.</li> <li>• accept responsibility for their own behaviour choices; and learn and seek to improve them further when or if mistakes or poor choices are made.</li> <li>• when outside of school, coming to and from school and in an online environment be ready, respectful, and safe;</li> </ul>
<p>What staff can expect from their colleagues</p>	<p>Staff will:</p> <ul style="list-style-type: none"> <li>• treat each other with respect.</li> <li>• work and co-operate together for the overall good of the school community.</li> <li>• respect each other's values and individual beliefs.</li> <li>• treat all pupils, parents, visitors, and staff issues with the highest standards of respect and confidentiality.</li> <li>• be aware of other feelings and offer support when appropriate;</li> <li>• be able to hold challenging professional conversations in a respectful manner, understanding the professional/personal boundaries.</li> </ul>
<p>What staff can expect from parents.</p>	<p>Parents and carers should:</p> <ul style="list-style-type: none"> <li>• treat all staff, pupils and other parents with respect.</li> <li>• behave responsibly whilst on school premises.</li> <li>• inform the school (via the office or year group emails) of any concerns or problems in a timely manner, giving the school time to respond;</li> <li>• work with school staff to help their child accept responsibility for their own behaviour choices and actions.</li> <li>• discuss, communicate (verbal or written) any concerns with any member of staff in a calm and non- aggressive or threatening manner.</li> <li>• understand that we have the right to terminate any conversation or meeting when a parent does become abusive, aggressive or threatening in manner.</li> <li>• agree not to post inappropriate or defamatory details on Social Network sites understanding the detrimental effect these comments can have on individuals and the school.</li> </ul>
<p>What parents can expect from staff and other adults in the school.</p>	<p>Staff will:</p> <ul style="list-style-type: none"> <li>• treat all parents and carers with respect.</li> <li>• set high standards of work and behaviour for all children in our care.</li> <li>• encourage your child to ROARR in their learning and always do their best.</li> <li>• deal with any concerns in a timely manner and keep you informed of any outcomes.</li> </ul>

### 3. Keeping Children Safe

#### 3.1. Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. It is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy). Please refer to chapter 1 of the KCISE and the safeguarding policy.

#### 3.2. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. This can often be Several Times on Purpose (STOP). There is further guidance on this in the main body of the policy and in the Anti-bullying policy.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

All incidents of child on-child abuse are taken very seriously by the school, and this is also the case with issues of alleged or actual bullying. Every effort is taken to thoroughly investigate them and resolve the cause and take appropriate action.

Reports of alleged bullying will be logged by the adult who observes them.







Please refer to Hill Views anti bullying strategy <https://hillviewprimary.co.uk/wp-content/uploads/2024/02/Antibullying-Policy-2023.pdf>

### 4. Procedures and Systems.

At the start of the School year, children discuss Classroom Rules and / or Rights and Responsibilities and set a Class Charter for their classroom based upon the School Rules (see below). This encourages their ownership, interpretation at the appropriate level, consistency of key language, understanding of the Charter and a desire to conform. Teachers use consistent, simple rules/agreements/expectations which are continually referenced promoting appropriate behaviour. These may be supported by icons, symbols and visual cues, interesting and creative signage.

We understand that our pupils' happiness requires the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect pupils' relationships with peers must be built upon respect, trust, friendship, and tolerance. At Hill View Primary, we believe in the power of positive and frequent praise for good and caring behaviour as an effective way of rewarding children and building relationships. All adults within the school environment have a duty to provide positive role models in all areas of behaviour, including visitors to the School.

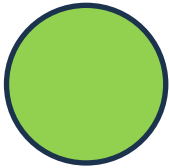
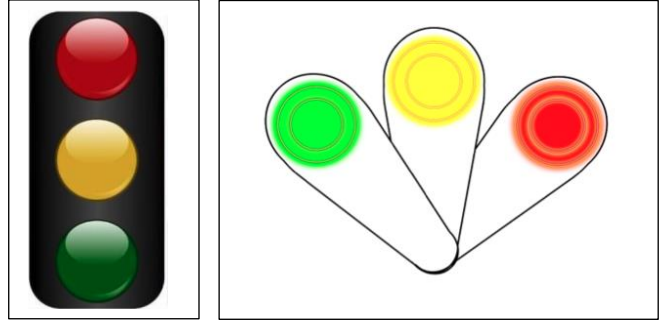
## 5. School Rules and expectations

 <b>Aspire</b>	 <b>Success</b>	 <b>Community</b>	 <b>Excellence</b>	 <b>Nurture</b>	 <b>Trust</b>
<p><b>'Ready'</b> - Ready to learn, ready to listen, ready to participate etc.</p>			<p>We are <b>READY</b> to learn –</p> <ul style="list-style-type: none"> <li>• We arrive at school on time.</li> <li>• We have the correct uniform and PE kit.</li> <li>• We have our equipment ready.</li> <li>• We show that we are listening and our minds are ready to try our very best.</li> </ul>		
<p><b>'Respectful'</b> - Respect for themselves. Showing respect to their peers, to adults, to our environment.</p>			<p>We are <b>RESPECTFUL</b> –</p> <ul style="list-style-type: none"> <li>• We listen when others speak and we respect the property of our friends and the school.</li> <li>• We respect that other people have different ideas, beliefs and backgrounds to our own.</li> <li>• We respect that people may look different and have different needs but we all feel the same emotions.</li> <li>• We respect the law and the rules of school and society.</li> </ul>		
<p><b>'Safe'</b> - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.</p>			<p>We are <b>SAFE</b> –</p> <ul style="list-style-type: none"> <li>• We move around school in a safe manner.</li> <li>• We follow instructions to keep ourselves safe.</li> <li>• We use equipment safely.</li> <li>• We make choices that help to keep others safe.</li> <li>• We stay safe online and make safe choices in our community.</li> </ul>		
<p>These 3 simple rules underpin the school's approach to behaviour management by both the pupils and in terms of how the adults relate and guide their approach.</p>					

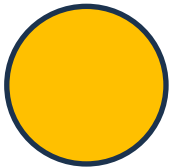
## 6. Traffic Light System

Children who, for whatever reason, are demonstrating the school values and that they are Ready Respectful and Safe (RRS) may disrupt their own learning and/ or the learning of others.

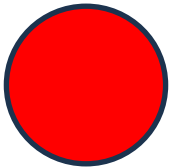
We use a traffic light system to support children learning to self-regulate. Every class has a traffic light in it with the colours green, orange and red. All teachers and members of staff also have a traffic light fan.



Our expectation is that children will be on green as this means that they are being Ready, Respectful and Safe. The teacher or member of staff may point to the green traffic light or show the green traffic light fan to reinforce that the class, a group or an individual are meeting this expectation and praise them for doing so.



If a child makes behaviour choices that are not Ready, Respectful or Safe they will be given a warning. The child will be spoken to 1:1 by the class teacher or another adult. They will be reminded of the rule. When the warning is given the teacher or member of staff may point to or refer to the Amber traffic light or show them the Amber fan. The expectation is that the child, having been warned then complies with the RRS expectation in relation to whatever is being requested or referred to. If a second warning is given the teacher or member of staff will have a discrete conversation with that child and show the child that they are writing their initials or name on the Amber traffic light fan with a wipeable w/b marker. This is non-sanctioned, allowing the child the opportunity to amend their behaviour by making the right choice



Should a child continue to breach the RRS expectation, then they will be given a further verbal warning that unless the behaviour stops they will go onto the red traffic light. If the behaviour continues or if the breach of the school RRS rules is so significant that a warning was not warranted, then a child will be discretely or appropriately told that they are going onto the red traffic light. The teacher or member of staff will have a discrete further conversation with that child and show the child that they are writing their initials or name on the Red traffic light fan with a wipeable w/b marker. At this level a sanction will be applied from the sanctions table below. This behaviour must be recorded on CPOMS and parents/ carers either verbally or by phone must be informed that this has happened and the sanction that has taken place. The sanction will be proportional to the behaviour.

### The wider traffic light and the five-point scale

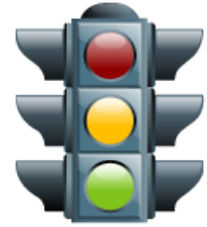
There is an intended link between the 3 points of the traffic light. **All** incidents resulting in a red traffic light will be recorded CPOMS. Please see Traffic Light Plan below.

		Stop and think! This behavior is not acceptable.		Ask for a break.	<b>5</b>	<b>I can't stand this and ready to explode.</b> I want to hit someone, something, or throw something. I need an adult to help me go to a safe place so I can calm down.	
		Time to calm down.		Take deep breaths.	<b>4</b>	<b>I am getting too angry.</b> My brain isn't working clearly. I might say or do something I will be sorry for later. I need to go to my safe place to calm down.	
		Time to calm down.		Take deep breaths.	<b>3</b>	<b>I am getting really irritated.</b> I need to walk away from a bad situation. I will tell my teacher that I need a break.	
		Excellent behavior!		Keep up the great work!	<b>2</b>	<b>I am doing OK.</b> I'm not pleased, but I'm not upset. I can stay where I am and keep working. I can control my anger by myself.	
		Excellent behavior!		Keep up the great work!	<b>1</b>	<b>I am doing great.</b> I feel good about myself and about what is going on around me.	

## THE DAILY Traffic Light PROCEDURE

I will always try to ensure that I am Ready, Respectful and Safe. When I do this I am on the green traffic light colour.

My name will start each session on the green traffic light. This is what happens if I **choose** to break the school or class rules.



1. I will be shown the traffic light and reminded of the rule by my teacher/adult - they will tell me I remain on the green traffic light.
2. If I continue and do not change my behaviour, I will be shown the traffic light (amber) and I will be given a warning and my teacher/adult will tell me that I will be moved onto the next stage - orange traffic light – the teacher will mark this on their class behaviour record with a dot for the specific date/day. (see daily behaviour chart below).
3. If I continue with poor behaviour choices I will be shown the red traffic light and told that I have been moved to the final stage - red traffic light. This will be recorded on the class behaviour record with a tick. The teacher will talk to me at playtime, lunchtime or at the end of school.
  - ❖ *I may need 5 minutes' reflection time in a safe place in my classroom or in another class.*
  - ❖ *Any learning that I miss will have to be made up in my own time – playtime or at home.*

**After playtime, lunchtime or at the end of the day I will start again on green.**

4. If I choose to get **3** red traffic lights in one day, my teacher will speak to my parents at the end of the day (these incidents will be logged on CPOMS).
5. If I choose to get **5** red traffic lights in a week this is **serious**, my teacher will meet with my parents and agree how they can give me help in making the right choices in school. The meeting and incidents will have been logged on CPOMS with any actions going forward.
6. If I choose to display any high levels of behaviour (e.g. **Deliberately** threatening/intimidating/assault pupils or staff, age-inappropriately show/touch private parts, deliberately use discriminatory language (gender, sexuality, race, religion, heritage), deliberately vandalise or graffiti, deliberately disrupt so that learning is stopped, deliberately abscond, deliberately risk the safety of themselves or others, deliberately bully, steal, make false accusations against or make derogatory remarks about staff, refuse to leave or block the exit for others, openly defy staff or bring in or share prohibited items, then my teacher will inform and meet with my parents that day. SLT will also be informed and this may result from internal or external suspension, depending on the circumstances and the stage/needs of the child.

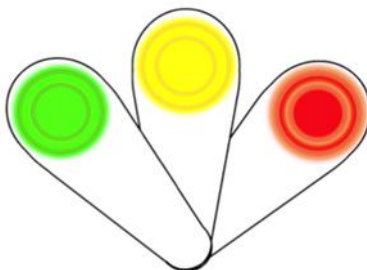
*PLEASE NOTE that sometimes children demonstrate these behaviours, and this may be due to feeling heightened due to specific needs or past experiences....*





We do acknowledge that each child's behaviour choices are a form of communication and that for some children with SEND and/or SEMH needs, this communication is represented in more challenging behaviour. With this in mind, whilst ensuring that there are consequences of some form, these will be considered on a case by case basis to support the child's next steps. This could include, but will not be limited to, further restorative work with key adults.

*Our school is committed to creating a positive and inclusive environment for all pupils and every effort has been made to support all our children in achieving success both academically and socially.*



The table below outlines the types of behaviours at low, medium and high level. These are not an exclusive or exhaustive list but a guide as to the level of seriousness, follow-up action required and who should be informed to enable all parties to work together to help the child improve.

7. Levels of behaviour and actions (this is not an extensive list)

Behaviours	Low (repeated and after warnings)	Medium	High
	Calling out Out of seat Near-by distraction Running in school Work avoidance Not following instructions Name calling/ teasing Snatch/throw to disrupt Misuse equipment (no damage) Not lining up Pushing Littering Risky play	Not accepting responsibility Vandalism/graffiti (low cost) Refusal to follow instructions Using objects with intent to hurt Targeted/repeated name calling/teasing Refusal to complete work Disrupting class Rude to adults Deliberate use of feet to hurt (i.e. kicking) Deliberate use of hands to hurt (i.e. hitting) Deliberate use of mouth to hurt (i.e. biting) Deliberate actions to upset Swearing (reaction/to shock) Stealing (minor) Leaving classroom	Threatening/intimidating (pupils)/ (Staff) Show/touch private parts (age inappropriate) Discriminatory language (gender, sexuality, race, religion, heritage) Vandalism/graffiti (repair/replace) Disruption stops learning. Running away/ around school/ Absconding Risk to safety Swearing (intimidate/ threaten) Bullying Stealing (major) False accusations against staff Fighting Refusal to leave/ blocking room Open defiance to staff Derogatory to staff Assault on staff Bringing/sharing prohibited items Risk of/actual injury to others
Follow Up Action(s)	Discussed with adult	Discussed with adult	Discussed with adult
	Recorded on CPOMS	Recorded on CPOMS	Recorded on CPOMS
		Parent informed by class teacher/year leader	Parent informed by class teacher/year lead/SLT
	Discussed with adult Time-out/missed playtime Restorative action/ reflection	Discussed with adult Time-out/missed playtime Restorative action/ reflection	Discussed with adult Time-out/missed playtime Restorative action/reflection
		Discussed with Inclusion/SLT/Teacher/Parent/Child Individual report card Review meeting	Discussed with Inclusion/SLT/Teacher/Parent/Child Individual report card Individual Relationship Plan Review meeting with parents & child

**8. REPARATION**

If any sanctions or consequences are placed upon a child for poor behaviours then reparation will be had with the child and the adults/children involved to resolve concerns and repair relationships.

Discussion and reflection on wrong behaviour choices, at all levels, is key in developing understanding for the child and the staff member. Children should be guided through discussion appropriate to their age/stage e.g.

What was the wrong choice you made?

What is the right choice?

How can you make the right choice in the future?

Children may need time to become calm and become able to reflect/discuss. This may be achieved by requesting that they move to a different space within the classroom/playground/school. During this calming down time, children are to be supervised at all times and are the adult's responsibility. Staff are to use de-escalation techniques as appropriate.





## \_\_\_\_\_ Class charter<sup>1</sup>

In our class, these are some examples of how we keep our values and are Ready, Respectful and Safe.

					
<b>Aspire</b>	<b>Success</b>	<b>Community</b>	<b>Excellence</b>	<b>Nurture</b>	<b>Trust</b>

'Ready' –

'Respectful' –

'Safe' –

# Our Code for a happy, safe playground.

					
<b>Aspire</b>	<b>Success</b>	<b>Community</b>	<b>Excellence</b>	<b>Nurture</b>	<b>Trust</b>
<b>'Ready'</b> - Ready to learn, ready to listen, ready to participate etc.					
<b>'Respectful'</b> - Respect for themselves. Showing respect to their peers, to adults, to our environment.					
<b>'Safe'</b> - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.					

At break and playtimes we need;

- to play safely on the playground
- to do as adults ask straight away
- to watch out for others when we play
- to be polite and kind
- to play good games together
- to share and look after the equipment

If you **choose** not to follow our schools ASCENT values, RRS rules and expectations the following sanctions will apply:

**REMINDER** of playground expectations.

**WARNING** – time out holding adults hand for 5 minutes, sitting out to reflect.

**OFF THE PLAYGROUND** – **RED LIGHT**: straight into School. Sit by Head's and/or Deputy Head's Office .

If I choose not to follow an adult's warning or request to leave the playground, I will not be chased but I will miss the whole of my following playtime with the behaviour mentor.



**REMEMBER:**

You can say,

**"Please will you stop!"**



## **Appendix 2: Removal from the Classroom (Internal Suspension)**

- 1 Removal of a pupil from the classroom is a formal consequence imposed for serious disciplinary reasons, which allows for the continuation of the pupil's education in a supervised setting. The education provided may differ from that provided in the mainstream classroom but will still be meaningful for the pupil.
- 2 Removal from the classroom will only be used for the following reasons:
  - to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
  - to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and/or
  - to allow the pupil to regain calm in a safe space

The Academy's arrangements for removal from the classroom are as follows. The Head Teacher or Deputy Head Teacher may use internal suspension for serious incidents. Internal suspension can last for one session including break, a whole morning session including break, whole morning session including break and lunchtime or whole day sessions, depending on the severity of the behaviour.

During an internal suspension:

- Work is set by the class teacher.
  - Child has no contact with own class or classmates.
  - There is no access to playground, extra-curricular or enrichment activity.
  - Parents/ carers informed.
  - Record on CPOMs and Arbor
- 3 It will be the responsibility of the Head or Deputy Headteachers to maintain overall strategic oversight of the school's arrangements for any removals.
  - 4 The Academy will collect, monitor and analyse the data on the removal of pupils from the classroom in order to interrogate its use and effectiveness.
  6. When dealing with the removal of a pupil from the classroom each case will be dealt with on its own individual facts and circumstances. The Head or Deputy Headteachers and teachers will:
    - consider whether any assessment of underlying factors of disruptive behaviour is needed;
    - consider if there is an unmet need
    - inform parents of the removal from the classroom on the same day;
    - facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
    - ensure that pupils are never locked in the room of their removal except in limited exceptional situations.
    - if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

## Appendix 3: Rewards and Consequences

### 1. Introduction

- 1.1. Examples of the rewards and consequence the Academy ordinarily uses are set out in the paragraphs below. These are not, however, exhaustive lists, and other rewards and consequences may be used insofar as they comply with good education practice and promote good behaviour and compliance with the Academy's Policies on behaviour.
- 1.2. Where particular types of good behaviour or misbehaviour are expressly referred to in this policy, these are not to be taken as an exhaustive list of all types of good behaviour or misbehaviour for which rewards can be given, and consequences imposed.
- 1.3. Where a particular reward or consequence is identified as the usual response to a specific type of good behaviour or misbehaviour, this will not prevent a different reward being given, or a different consequence imposed, where it is appropriate to do so.

### 2. Rewards

We understand that behaviour has a communicative function and in this sense each classroom or situation is a complex network of relationships and dialogue. Much of the behavioural dialogue is non-verbal. Part of the curriculum at the school involves teaching children to be able to self-regulate and meet their needs through using language and the respectful etiquette of the classroom and school expectations.

These will be modelled by the adults that work with the children and behavioural and self-regulation expectations and demands increase throughout a school year and as children grow older. To help shape and nurture this behaviours rewards are used to acknowledge where learning behaviours and dispositions are met and/ or exceeded. This public acknowledgement helps guide the behaviours of all pupils and reinforces these expectations at the same time.

Positive behaviours will be rewarded with:		
All year groups	Non-verbal signals of praise: Eye contact and smile Non-verbal signal (e.g. Thumbs up) Verbal praise and acknowledgement 100 square and whole class rewards. Wizard Certificates and ASCENT awards. Sharing exemplary behaviours, attitudes and work with a member of the SLT or the Year Leader.	Teachers and support staff should ensure that notice and praise 'the little things' as well as the significant steps forward. In many cases, simple behaviour/classroom management strategies will be effective in reminding children what they should be doing e.g. a look, gesture, clear instruction, 'Are you making the right choice?' and giving recognition when children comply e.g. thank you, thumbs up. Children collect reward points for their class '100 square'. The teacher negotiates a reward with the class prior to collecting points e.g. an extra 15 minutes' playtime, investigation time or watching a 15 minute video. The '100 square' and negotiated reward is displayed in the classroom.
YR	As above and.... Balloons and stickers in EYFS	
KS1	Dojo's in KS1	We make use of the Class Dojo system in Key Stage 1. Key Stage 1 use Dojo's. The online Dojo reward system; where children are assigned characters earn 'dojos' (points) when they demonstrate skills or values that reflect the schools ASCENT values and expectations. The system enables teachers to continue to build on the teaching in EYFS to create a positive culture. It allows children to learn about how to develop a positive growth mind-set.
LKS2	Sticker charts in lower/ Upper KS2	Teacher acknowledgements, in the form of Signatures that meet a threshold to award a behaviour sticker into the behaviour card.
UKS2	Further role model opportunities in upper KS2	

### 3. Consequences

We recognise that many children learn through testing and exploring boundaries and they are constantly developing and changing themselves. Despite focusing on positive behaviour, we recognise that some children will find it hard to follow our 3 school rules: Ready, Respectful, Safe.

Sanctions are used in a balanced way and will focus on the act, not the child. Children will be helped to understand why their behaviour is unacceptable.



We utilise our Traffic Light system detailed elsewhere.

Any poor behaviour choice and/or incident that is accompanied with a significant consequence will be recorded and logged by the teacher or adult managing the incident using the school systems and procedures in accordance with the guidance in the next section.

Most unwanted, low-level behaviours will be managed through the use of the traffic light system, as detailed below and applied by either the class teacher or staff member working with the child at the time. If unwanted behaviours persist, the year Leader for the child's year group will offer further support.

3.1. Examples of consequences may include:

- 3.1.1. a verbal reprimand and reminder of the expectations of behaviour
- 3.1.2. the setting of written tasks such as an account of their behaviour
- 3.1.3. loss of privileges e.g. the loss of prized responsibility
- 3.1.4. regular reporting including early morning reporting; being placed 'on report' for behaviour monitoring;
- 3.1.5. removal from the classroom;
- 3.1.6. suspension (internal/external); and
- 3.1.7. in the most serious of circumstances, permanent exclusion.

4. If these behaviour choices continue or escalate then staff should use emotion coaching strategies and resources such as the 5- point scale/zones of regulation to help the child.

***It is important;***

**4.1. When addressing a child's behaviours, that this is done in a non- threatening way and done discreetly and where possible in a quieter space to reduce any additional shame or other negative feelings the child maybe feeling,**

**4.2. When sending a behaviour card or managing/reporting a child's behaviour to other adults such as year leaders/a member of SLT, that this is done discreetly and not in front of the child/children.**

5. If the behaviour does not improve or the behaviours are regularly in the medium level or at high level or if an underlying need/circumstance may be contributing to these behaviours, a referral to the Inclusion Team should be made. The Inclusion Team will then assess and review and may seek additional support for the child (including from outside agencies). Depending on the stage, a Report Card may be put in place, or an Individual Relationship Plan Meeting may be called, this may involve the class teacher, the SENCO, a member of SLT or any other appropriate staff and parents/carers. The aim of the meeting is to bring together views, review and improve strategies/support in place which may include referrals to outside agencies and/or a multi-agency assessment.

## **8. HVPA Repetitive and/ or Challenging Behaviour - Operational guidance**

We view behaviour as a form of communication. Behaviours may be triggered and caused by environmental factors including biological, cognitive, and internal factors and/ or by factors in the physical and social environment. Children come to school to learn. Learning that is not well matched or adapted to the needs of learners including in the manner it is communicated and the relationships around the child may also be factors that may contribute to negative outward behaviours or negative inward behaviours including relating to mental health, anxiety, and self-esteem.

We clearly set out to establish our rules and expectations and then use a variety of strategies including praise, acknowledgement, stickers, badges, and certificates to reinforce and communicate these expectations. For the vast majority of children this is enough to help them learn to regulate and manage their behaviours.

However, children also learn by testing what happens when they cross boundaries and in this sense, our view of behaviour at primary school is one where we expect that children will test boundaries. When this happens they will receive reminders about expectations, praise for maintaining expectations, warnings when they are near boundaries and sanctions if they cross boundaries of expectations. Most children will learn from the feedback they receive when a boundary or behaviour expectation is crossed.

However, some pupils find it harder to learn to sustain and maintain their behaviours within what is expected. This

results in repetitive and/ or challenging behaviour. For these pupils' careful observation and analysis of the communicative functions of their behaviours and an attempt to meet the need being communicated through reward and sanction are tools that we use to help modify behaviours.

The resources in this Operational Guidance relate to tools to identify, target, and monitor behaviour with a view to the deliberate change of negative behaviours.

### 8.1 Repetitive Challenging Behaviour:

If behaviours continue or escalate.

Where there are patterns of behaviour that breach the school expectations of being Ready, Respectful and/ or Safe' or escalate, then staff should use emotion coaching strategies and resources such as the 5-point scale/ zones of regulation to help the child.

- If the behaviour does not improve or the behaviours are regularly in the medium level or at high level or if an underlying need/circumstance may be contributing to these behaviours, a referral to the Inclusion Team should be made.
- These incidences will be recorded on CPOMs and ABC charts should be completed to highlight patterns/triggers for behaviours. This action will flag this child to the Inclusion Team and also this child will be discussed either before or during the weekly Inclusion Team meeting in order to be followed up.
- The Inclusion Team will assess and review and may seek additional support for the child (including from outside: agencies).

### 8.2. Behaviour Meeting Section ii:

A Behaviour Review Meeting may be called. This will additionally involve the class teacher and/or the SENDCO, any other appropriate staff as appropriate **and the child's parents/carers**. The aim of these meetings is to bring together views, review and improve strategies/support in place which may include referrals to outside agencies, multi-agency assessment, an 'Individual Behaviour Plan' being put in place etc.

- During this meeting the Behaviour Plan Drafting Sheet (Appendix A) will be used to list and analyse behaviours both at school and home that are not appropriate and/ or contravene the school behaviour policy and expectations. This is very much a collaborative exercise between professionals and parent/ carers so that similarities and differences between school and home can be identified.
  - **Body Talk:** Drawing upon the thinking behind the exploration of the communicative function of the behaviour, the behaviours exhibited will be listed with a view to try and determine their communicative function. We term this Body Talk.
  - **Environment:** Once these are listed we will explore if there are any factors in the environment that may be triggering or contributing to these behaviours. By environment we mean: the physical environment, the routines/ and or curriculum including relevant adaptations, the social environment, and relationships. It may be that changes can be made to adapt the environment to address and reduce the communicative function of the behaviour for example, by reducing anxiety triggers through personal contact and/ or positioning in the classroom.
  - **Target Body Talk** is identified to describe what/ how we would like the pupil to behave with a consideration and breakdown of the steps to achieve this. This becomes the target in the plan.
  - **Reinforcement:** There are two aspects to this, rewards and sanctions that are used to reward target body talk and/ if necessary clarify sanctions if target body talk is not sustained.

Once the drafting sheet is complete, Targets, Steps, Reinforcements, and timescales are transferred onto the Behaviour/ Pastoral plan. This is signed by the teacher, parents/carers/child/member of the Inclusion Team and review dates are agreed. There may be more frequent e.g. weekly school reviews within the Inclusion Team and/or Senior Leadership Team, with parents being informed with a monthly or 6 weekly cycle.

### 8.3 Monitoring

The Inclusion Team will take the lead to review the strategies that have been put in place. This may include talking with the staff involved and the child concerned to begin to ascertain what is triggering this behaviour.

- A graduated response will be adopted with class teachers being asked to keep documentary evidence such as ABC charts. ABC charts are also used to inform the Body Talk section of the Drafting Sheet. These will be reviewed in the weekly inclusion meeting.
- Incidents of behaviour are monitored and reported to the Inclusion Team and SLT by the Behaviour Mentor.

#### 8.4. Report Card

Children who are persistently engage in repetitive challenging behaviour, for example, being on the red traffic light, may be put onto a report card to monitor their behaviour more closely.

The Behaviour Report Card is one strategy that represents a more formal mechanism to monitor the incidents of appropriate and negative behaviour across a day and across a week. Behaviour Report Cards are planned as a reinforcer and communicative device between pupil, teacher and parent/carer and may be used as part of a plan. These are reviewed and discussed on a daily basis with the child to help them become conscious of their behaviour and better self-regulate it.

- **The decision to place a child on a report card will only be taken though discussion with the appropriate adults who may include the Behaviour Mentor and Year Leader for that year group. This decision will always include the class teacher and a member of SLT.**
- Specific targets will be set and the child must report daily to a member of the SLT who will monitor their progress.
- The report card is sent home daily for the parents / carers to check and comment.
- Report cards will be used for a minimum of two weeks after which the impact of them will be reviewed through a discussion between the Class teacher, a member of SLT and other appropriate adults.
- Where report cards are proving ineffective this be reviewed and discussed further by the Inclusion Team and SLT.
- A Behaviour Plan would then be considered alongside other strategies and/or support.

#### 8.5. Significant Behaviour Incident

Aggressive, violent or physical behaviour and/ or behaviour that requires Restrictive Physical Intervention (RPI) as a last resort, may result in a more serious and/ or immediate sanction and action as below. Where there is significant aggressive, dangerous, or heightened behaviour rather than repetitive low-level behaviours, it is likely that if something has happened once then there is a high probability it may happen again.

The resources of toolkits, risk assessments and reports below should be used to develop an overview, analyse risk and develop and/ or tweak any planning currently in place. These resources in provide a framework for a meeting for professionals with parent/ carers to develop a partnership to ensure challenging behaviour can be mitigated and managed. The IBPP provides a tool and structured format to set out to change and modify these behaviours.

Where a child has been internally suspended or there has been a Fixed Term Suspension the resources below should be used to develop and/ or review the plan going forward and may form part of a return to school meeting, for example. If the incident is a one off then implement sanction and record and note.

#### 9. Consequences and sanctions.

The legal framework for these is dealt with in the body text of the Behaviour Policy. This section details the local implementation of these sanctions and consequences.

<p>Internal Suspension Recorded on CPOMS – Letter to parents.</p> <p><b>If one off then note, if repetitive then use toolkit to develop a behaviour plan:</b></p>	<p>The Head Teacher or Deputy Head Teacher may use internal suspension for serious incidents. Internal suspension can last for one session including break, a whole morning session including break, whole morning session including break and lunchtime or whole day sessions, depending on the severity of the behaviour. There are two levels of Internal Suspension:</p> <ol style="list-style-type: none"> <li>1. <b>Informal</b>- this may be a sanction to miss a part or a full break-time on one or several breaks for a breach of the school behaviour policy expectations.</li> <li>2. <b>Formal Internal Suspension</b>- In this case this will be classed and logged as an internal suspension and a letter will be drafted to parents to notify them that a child has been internally suspended for part of or a whole session or number of sessions.</li> </ol> <p>During an internal suspension:</p> <ul style="list-style-type: none"> <li>• Work is set by the class teacher.</li> <li>• Child has no contact with own class or classmates.</li> <li>• There is no access to playground, extra-curricular or enrichment activity.</li> <li>• Parents/ carers informed.</li> </ul> <p>Alternative arrangements for consequences can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.</p> <p>The school will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.</p> <p>In considering whether a consequence is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.</p> <p>It will also consider any special circumstances relevant to its imposition including:</p> <ul style="list-style-type: none"> <li>• the pupil's age;</li> <li>• any special educational needs or disability they may have; and any other relevant and/ or mitigating factors.</li> </ul>
---	---

## **10. Suspension and Permanent Exclusion from School**

Only the Headteacher has the power to impose a permanent exclusion from school. An 'Acting Head' who has been formally appointed to this position while the Headteacher is on extended leave, or the post is vacant, will also have this power.

The decision to exclude a pupil will be taken in the following circumstances: -

- In response to a serious breach of the School's Behaviour Policy.
- If allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the school.
- Suspension is an extreme sanction and is only administered by the Head, or in their absence, the Deputy Head Teacher. Most suspensions are of a fixed term nature and are of short duration (usually between one and three days).

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

Where suspensions are becoming a regular occurrence for a pupil, head teachers should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour. Where appropriate a risk assessment will be carried out and a behaviour plan will be reviewed/ developed by the Inclusion team and/ or SLT.

All suspensions are followed up with a re-integration meeting, which should be formally recorded. Where appropriate this should include a member of SLT, the parents/carers, any involved outside agencies and the child.

10.1 Suspension and permanent exclusion from school can take the form of:

Suspension for a fixed term (including lunch time suspensions, which each count as half a day); or permanent exclusion.

10.2. Permanent exclusion from school will only be imposed for:

- a serious breach or breaches and / or persistent breaches of this policy; and
- where allowing the pupil to remain in school would seriously harm the education and / or
- the welfare of the pupil and / or others (such as staff or pupils) in the school.

10.3. The principles, guidance and procedure set out in the Exclusion Guidance will be followed at all times. This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings / hearings, including the deadlines for these.

10.4. The Headteacher may cancel (i.e. withdraw) a permanent exclusion which has not yet been formally reviewed by the Governors' Discipline Committee at a meeting, including where additional information has been received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.

10.5 Fixed Term Suspensions are recorded on CPOMS and Arbor – A letter is sent to parents and the information is reported to Governors.

For any permanent exclusion, head teachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

## Appendix 4: Investigations of Incidents and Alternative Action

### **1. Investigations**

- 1.1 The Head or Deputy Headteacher may investigate incidents which potentially give rise to a breach of the Academy's policies on behaviour and discipline, or may appoint a member of staff (usually a member of the Senior Leadership Team) to carry out the investigation.
- 1.2 The investigation and any interviews or meetings which take place with pupils will be conducted fairly, in a way which is appropriate in a school environment, and without being formal or legalistic in nature.
- 1.3 The pupils involved will be interviewed as part of the investigation and given the opportunity to state their version of events. Where pupils are at risk of disciplinary action, they will usually be accompanied by a member of staff not involved in the incident or the investigation while they are interviewed.
- 1.4 Pupils who are clearly only witnesses and not at risk of disciplinary action may be interviewed without an additional member of staff being present.
- 1.5 Parents do *not* need to be notified in advance that interviews are taking place, and their consent is not required (although they may be invited to attend an interview in the case of potentially serious breaches, where the Academy deems it appropriate to do so).
- 1.6 The pupil will be asked to make a statement, and / or a written record of the interview will be made by the interviewing member of staff. Pupils will be asked to sign and date their statement or the written record of interview, confirming it to be true and accurate.
- 1.7 CCTV footage may be viewed and pupils' desks, lockers and / or personal belongings may be searched during the course of an investigation. See Appendix 6 of this policy for the Academy's policy on searching and confiscation.
- 1.8 It may sometimes be necessary to delay or suspend an investigation where external agencies such as the police or social services are involved and have recommended this. A decision to delay or suspend an investigation will take into account advice from appropriate external agencies, and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the Academy will have regard to KCSIE and the Academy's designated safeguarding lead (or a deputy) will take a leading role on decisions.
- 1.9 Where the Head or Deputy Headteacher has appointed a senior member of staff to investigate an incident which may result in formal exclusion from the Academy, the investigating member of staff will fully report the outcome of their investigation to the Head or Deputy Headteacher to enable an informed decision to be made.

### **2. Removal from the Classroom / Suspension Pending Further Investigation / Enquiries**

- 2.1 Where the incident is serious and / or complex and it has not been possible to complete the full investigation and / or conduct all enquiries on the day that the incident occurred or was brought to the attention of the Academy, the pupil may be removed from the

classroom while the investigation continues and / or enquiries are made (for example, consideration of a managed move). During this time the pupil is entitled to receive the equivalent of full-time education provision. The period of removal from the classroom should be taken into account by the Head or Deputy Headteacher when determining the final consequence.

- 2.2 Alternatively, where it is not appropriate for the pupil to remain on the Academy's premises while the investigation continues / enquiries are made, the pupil may be formally suspended from the Academy for a fixed number of days pending further investigation / enquiries. The length of the suspension will be kept to the minimum required to complete the further investigation / enquiries.
- 2.3 Before a suspension pending further investigation / enquiries is imposed, the Head or Deputy Headteacher must be satisfied that a prima facie case has already been established in relation to the pupil's involvement in the incident to an extent that merits a suspension of at least that length.
- 2.4 A suspension pending further investigation / enquiries is still a serious disciplinary measure and the statutory procedure set out in the Exclusion Guidance will be followed (including sending a notification letter to the Parents containing all mandatory information).
- 2.5 Once the investigation / enquiries are complete, the Head or Deputy Headteacher will be in a position to make a final decision. This may include imposing a further suspension or permanent exclusion to run consecutively (i.e. back to back, without a break in between) with the original suspension pending further investigation / enquiries. A second suspension notification letter containing all mandatory information will be sent to the Parents confirming the further suspension or permanent exclusion.

### **3. Decision**

- 3.1 Once the investigation has concluded, all of the information gathered will be considered and a decision will be made as to what facts have been established to be true, to the civil standard of proof (i.e. on a balance of probabilities, or more likely than not).
- 3.2 Pupils' behaviour and discipline records will be taken into account, together with the pupils' background, and any special educational needs and / or disabilities they may have. The Academy will follow its special educational needs and learning difficulties policy and Equality policy, where these are relevant.
- 3.3 All disciplinary consequences imposed will be a fair, reasonable and proportionate response to the misbehaviour involved, taking into account the pupil's own account, aggravating features, mitigation, background, and special educational needs and / or disabilities.
- 3.4 Disciplinary consequences will be recorded in the pupil's behaviour and discipline record.
- 3.5 The Academy will usually notify the Parents of disciplinary consequences imposed and the reasons for them (parents must always be notified of removals from the classroom, suspension and permanent exclusions).

#### **4. Off-site Directions**

- 4.1 The Academy has the power to direct that a pupil be educated off-site with the aim of improving their future behaviour. It must **not** be used as a disciplinary consequence for misconduct.
- 4.2 The off-site direction may be to a Pupil Referral Unit (**PRU**), and Alternative Provision Academy, or another academy / school (or unit therein).
- 4.3 Parental consent is **not** required for an off-site direction, and pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the Academy.
- 4.4 The arrangements for the off-site placement will be based on an understanding of the support the pupil needs in order to improve their behaviour, as well as any SEND or health needs the pupil has. It may be full-time, or part-time in combination with attendance at the Academy or another setting. The expectation is that the pupil will continue to receive full-time broad and balanced education.
- 4.5 A 'personalised plan for intervention' will be put in place, which sets out the objectives for the pupil's improvement and attainment, the timeframe involved, the arrangements for assessment and monitoring progress, and with a baseline of the pupil's current position against which to measure their progress.
- 4.6 The off-site placement will be regularly reviewed, and Parents will be involved in the review. The purpose of the review is to ensure that the off-site placement is achieving its objectives and that the pupil is benefitting from it.
- 4.7 during the period of an off-site direction by the Academy to another school / academy, the pupil must be dual registered which means that they will be registered at both the Academy and the school / academy to which the pupil is directed off-site.
- 4.8 The Academy will follow the Alternative Provision Guidance when exercising this power.

#### **5. Managed Moves**

- 5.1 A 'managed move' is used to initiate a process which leads to the permanent transfer of a pupil to another mainstream school / academy following a trial period. It is designed to give pupils who are **at risk of** permanent exclusion a fresh start in another school / academy without a permanent exclusion on their educational record.
- 5.2 As it is a proposed permanent transfer to another setting, parental consent is required, and Parents will be consulted when while this is being explored.
- 5.3 If a temporary move to another setting is needed with the aim of improving the pupil's behaviour, rather than as a trial period before a proposed permanent transfer to that setting, then off-site direction (as described above) must be used. An off-site direction can be made without parental consent.
- 5.4 A planned managed move will only happen when it is in the pupil's best interests.

- 5.5 During the trial period, the pupil will be dual registered at both the Academy and the new school / academy. If the managed move breaks down during the trial period, the new school / academy will terminate the trial period and delete the pupil's name from the register. The pupil will then return to the Academy.
- 5.6 For this reason, a managed move will not be appropriate following a serious breach and / or persistent breaches of the Behaviour Policy for which permanent exclusion is deemed by the Head or Deputy Headteacher to be the only appropriate consequence, where the Academy would not be prepared to accept the pupil back at the Academy if the managed move broke down during a trial period.
- 5.7 The Academy will agree a fixed period for the trial period at the outset, after which the new school / academy will be expected to give permission to the Academy for the pupil's name to be deleted from the Academy's roll, at which time the transfer becomes permanent.



## Appendix 5: Use of Reasonable Force

1. Any use of reasonable force will be in accordance with the DfE guidance **Use of reasonable force** (DfE, July 2013)
2. Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:
  - committing a criminal offence;
  - injuring themselves or others;
  - causing damage to property, including their own; or
  - engaging in any behaviour prejudicial to good order and discipline at the Academy or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere
3. In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others. Force is never used in any other way or and never as a form of consequence.
4. In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see [Appendix 6](#) below).
5. In these circumstances, "reasonable" means using no more force than is needed.
6. In deciding whether reasonable force is required, the needs of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities. The Academy will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their Parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.
7. Where reasonable force is used by a member of staff, the Head or Deputy Headteacher must be informed of the incident and it will be recorded in writing. The Parents will be informed about serious incidents involving the use of force. In the EYFS setting, the pupil's Parents will be informed about any use of force on the day of the incident or as soon as reasonably practicable. [ See also the Academy's separate Policy on the Use of physical restraint].]

## **Appendix 6: Searching, Screening and Confiscation**

1. All Academies have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
2. The Academy's policy on searching and confiscation has regard to the DfE guidance **Searching, screening and confiscation: advice for schools** (DfE, July 2022).
3. **Prohibited Items**
  - 3.1 The following are 'prohibited items' by law under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):
    - Knives or weapons, alcohol, illegal drugs and stolen items;
    - Tobacco and cigarette papers, fireworks and pornographic images;
    - Any article that a 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 the property of, any person (including the pupil); and
  - 3.2 In addition to the above, the Academy has prohibited or restricted the use of the following items on the grounds that they are reasonably believed to be likely to cause harm or disruption:
    - mobile phones;
    - laptops
    - tablets
    - hand-held electronic games;
    - other electronic devices
    - vaping devices/e-cigarettes
  - 3.3 Pupils must not have these items in their possession [or use them in a way which is restricted] on the Academy's premises, or at any time when they are in the lawful charge and control of Academy staff (e.g. on educational visits).
  - 3.4 Pupils may be searched for any item which is prohibited or its use restricted] by the Academy (as set out above) with their agreement (note that the Academy will never use force to search for these items: see paragraph 4.3 below).

#### 4. Searching Pupils

- 4.1 Under common law, school staff have the power to search for any item if a pupil agrees. The member of staff undertaking the search should ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.
- 4.2 When exercising these powers the school must consider the age and needs to pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
- 4.3 If a pupil refuses to co-operate with a search for an item prohibited by law as listed in section 3.1 above, the member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search. Force will never be used to search for items that the Academy has prohibited, as set out in 3.4 above.
- 4.4 The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- 4.5 Where a pupil is not willing to co-operate with a search and is not deemed to have sufficient maturity or understanding of the situation, then a parent's co-operation will be sought.
- 4.6 If a pupil refuses to co-operate with a search for items that are **not** items prohibited by law as listed in section 3.1 above, disciplinary action may be taken in accordance with this policy.
- 4.7 Where a search is considered necessary, but does not need to be carried out urgently, the advice of the Head or Deputy Headteacher / DSL and / or pastoral member staff will be sought. During this time the pupil should be supervised and kept away from other pupils.
- 4.8 Searches will be carried out on the School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings<sup>7</sup>.
- 4.9 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
- search of outer clothing; and / or
  - search of the School property (e.g. pupils' lockers or desks, bed, studies or dormitories); and / or
  - search of personal property (e.g. bag or pencil case).
- 4.10 Staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.

- 4.11 A pupil's possessions can only be searched in the presence of the pupil and another member of staff except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 4.12 Where the Head or Deputy Headteacher, or staff authorised by the Headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy. The staff member should also alert the designated safeguarding lead (DSL) or deputy and the pupil will be provided with a consequence in line with the school's Behaviour Policy to ensure consistency of approach.

## **5. Strip Searching**

- 5.1 A strip search is a search involving the removal of more than outer clothing and can only be carried out on school premises by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with PACE Code C. More information is contained within the DfE advice to schools on Searching, Screening and Confiscation (July 2022).
- 5.2 While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.
- 5.3 School staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.
- 5.4 In order to ensure a pupil's wellbeing, the school may wish to involve an appropriate adult as a matter of course during all searches conducted by police in school.
- 5.5 Except where there is an immediate risk of harm, parents will be informed before a strip search takes place, where reasonably possible. Parents will always be notified after a strip search has taken place.

## **6. After a Search**

- 6.1 Whether or not any items have been found as a result of any search the school will consider whether the reasons for the search or outcome give cause to suspect whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.
- 6.2 Where appropriate school staff will follow the school's child protection policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

## **7. Recording Searches**

- 7.1 Any search by a member of staff for an item prohibited by law as listed in section 3.1 above items banned by the school rules in section 3.2 above] and all searches conducted by police officers will be recorded in the school's safeguarding reporting

system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.

#### 7.2 Records of the search will include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

#### 7.3 The school will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

### 8. Screening

8.1 The Academy may impose a requirement that pupils undergo screening for the detection of weapons.

8.2 Screening will take the form of a walk through or hand held metal detector to scan all pupils for weapons before they enter the Academy premises.

8.3 If a pupil has a disability, the Academy will make any reasonable adjustments to the screening process as required.

8.4 If a pupil refuses to be screened, the Academy will consider why the pupil is not cooperating and will make an assessment as to whether it is necessary to conduct a search.]

### 9. Confiscation

9.1 Under the Academy's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

9.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to Academy discipline.

### 10. Searching Electronic Devices

10.1 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or breach the Academy's policies on behaviour, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.

- 10.2 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or breach the Academy's policies on behaviour.
- 10.3 Subject to 8.4 below and the requirements set out in KCSIE 2022 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of Academy discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence
- 10.4 Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.
- 10.5 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the Academy's policy on sexting as set out in the Safeguarding and child protection policy / consult the advice set out in the [Searching screening and confiscation advice \(for schools\) and UKCIS sexting advice](#).
- 10.6 The School will comply with data protection law in relation to any search of an electronic device.

## 11. Disposal of Confiscated Items

- 11.1 **Alcohol:** Alcohol which has been confiscated will be destroyed.
- 11.2 **Controlled drugs:** Controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Head or Deputy Headteacher or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- 11.3 **Other substances:** Substances which are not believed to be controlled drugs but which are harmful or detrimental to good order and discipline (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether or not the substance seized is a controlled drug, it will be treated as such and disposed of as above.
- 11.4 **Stolen items:** Stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Head or Deputy Headteacher or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. In taking into account the relevant circumstances, the member of staff should consider: the value of the item; whether the item is banned by the school; whether retraining or returning the item may place any person at risk of harm; and whether the item can be disposed of safely.
- 11.5 **Tobacco or cigarette papers:** Tobacco or cigarette papers will be destroyed.
- 11.6 **Fireworks:** Fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Head or Deputy Headteacher or other authorised member of staff which may include donation to an appropriate charity.
- 11.7 **Pornographic images:** Pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.

- 11.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 11.9 **Article used to commit an offence or to cause personal injury or damage to property:** Such articles may, at the discretion of the Head or Deputy Headteacher or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. In taking into account all relevant circumstances the member of staff should consider: whether it is safe to dispose of the item; and when it is safe to return the item.
- 11.10 **Weapons or items which are evidence of an offence:** Such items will be passed to the police as soon as possible.
- 11.11 **An item prohibited [or it's use restricted by] the Academy:** Such items may, at the discretion of the Head or Deputy Headteacher or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; and whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.
- 11.12 Where staff confiscate a mobile phone that has been used to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner, unless the Head or Deputy Headteacher considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 11.13 below. If a pupil persists in using a mobile phone in breach of the restriction, the phone will be confiscated and must be collected by a Parent.
- 11.13 **Electronic devices:** If it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or breach the Academy's policies on behaviour, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a Parent and the pupil may be prohibited from bringing such a device onto Academy premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

## 12. Communication with Parents

- 12.1 There is no legal requirement for the Academy to inform Parents before a search for prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so.
- 12.2 Parents should always be informed of any search for a 'prohibited item' listed above that has taken place and the outcome of the search as soon as practicable. A member

of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any consequences applied.

- 12.3 In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.
- 12.4 We will keep a record of all searches carried out, in accordance with paragraph 7 above, which can be inspected by the Parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 2018.
- 12.5 Complaints about searching or confiscation will be dealt with through the Academy's published Complaints policy and procedures.
- 12.6 The Academy will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the Academy does not accept responsibility for loss or damage to property.



## **Individual Relationship Plan- Drafting sheet and IBP**

# HVPA Relationship Plan Drafting Sheet

Name of Child:

Class:

Date:

Involved:

What behaviours would you like to change? (Why are they a problem?)	
What has been tried already?	
Are there any triggers? (A-B-C)	

<p><b>BODY TALK</b></p> <p>Describe the behaviour. What do you think it is really communicating?</p> <ul style="list-style-type: none"> <li>▪ <i>I want it now!</i></li> <li>▪ <i>I don't want to!</i></li> <li>▪ <i>I want to get away from this!</i></li> <li>▪ <i>I'm scared!</i></li> <li>▪ <i>Look at me, please like me!</i></li> <li>▪ <i>I want to be in charge!</i></li> <li>▪ <i>Don't expect me to do anything- I can't!</i></li> <li>▪ <i>I am going to get you back for what you did earlier!</i></li> <li>▪ <i>I don't want to be part of this group!</i></li> </ul>	<p>1.</p> <h2>BODY TALK</h2>	<p>2.</p> <h2>ENVIRONMENT</h2>	<p><b>ENVIRONMENT</b></p> <p>Think about how the environment might be contributing or making the behaviour worse.</p> <p><b><u>What can we change in</u></b></p> <ul style="list-style-type: none"> <li>▪ <b><u>the physical environment?</u></b> size/ space/ lighting/ noise/ temperature/ furniture/ seating/ position/ movement around/ access to materials/ resources etc...</li> <li>▪ <b><u>the routines and/ or curriculum?</u></b> transitions/ activities/ task difficulty (too hard- too easy?)/ interest level/ relevance/ variety/ goals/ choice involvement/ fun!</li> <li>▪ <b><u>support for relationships with others?</u></b> friends/ groupings/ peer group/ academic group/ interactions/ expressive language/ social acceptance/ expectations/ attitudes of others toward.</li> <li>▪ <b><u>support for personal state?</u></b> anxiety/ self-esteem/ sadness/ rejection/ basic needs- hunger – tiredness etc</li> </ul>
<p><b>TARGET BODY TALK</b></p> <p>What does the new behaviour look like? What strategies might the child develop to deescalate problem behaviour and make the right choices? What will steps towards this behaviour along the way look like and what is acceptable as the new behaviour is learned and reinforced?</p> <ul style="list-style-type: none"> <li>▪ <i>What are the steps towards the new behaviour? 1-2-3-4</i></li> <li>▪ <i>How long do they need to be able to do it?</i></li> <li>▪ <i>In what situations?</i></li> <li>▪ <i>What is the timescale for change?</i></li> <li>▪ <i>How will parents be involved?</i></li> </ul>	<p>3.</p> <h2>TARGET BODY TALK</h2>	<p>4.</p> <h2>REINFORCEMENT</h2>	<p><b>REINFORCEMENT</b></p> <p>There are two aspects to this- rewards and sanctions underpinned by increasing self-control to 'fuse' the behaviour under conscious control.</p> <ul style="list-style-type: none"> <li>▪ <b>Rewards:</b> social- smile, tone of voice/ non-verbals- hand on shoulder, eye contact/ close proximity/ redirection &amp; distraction/ praising someone nearby exemplifying desired behaviour/ active listening- 'I can see that you are upset!'</li> <li>▪ humour- not sarcasm/ relocating the pupil- e.g 'please take this message to...'</li> <li>▪ Material- treats &amp; goodies inc. time doing favourite activity etc...</li> <li>▪ Sensory- feeling good/ music/ relaxed atmosphere.</li> <li>▪ Activity- adult spending time doing preferred activity with child</li> <li>▪ Secondary- tokens, stickers/ certificates</li> <li>▪ <b>Sanctions!!</b> What happens when they fail?.. they will!</li> <li>▪ Shaping/ Time Out/ miss treat/ miss reward.</li> <li>▪ sent to senior staff member/ parents contacted/ Excluded from activity/ excluded from school etc...</li> <li>▪ <b>RPI !!!!!</b></li> </ul>
	<h2>STEPS TOWARDS</h2>	<h2>TIMESCALE</h2>	

**HVPA Behaviour/ Pastoral Support Plan.**

D.o.B.

Gender:

**Name of child:**

Year group:

Class teacher:

**Children with an IBP are monitored.**

Area of Concern	Target behaviour	Time/ location/ timescale expectations and steps toward	Reinforcement strategies to be used e.g. changes to environment ( inc. <i>parental involvement</i> )	Rewards and sanctions	Review date	Next Steps

Comments &amp; Observation:

Projected Review Date:

**Review Date:** \_\_\_\_\_ **People involved:** Pupil

Parent

Teacher TA

Other (specify)

**Parental signature:****Date****HVPA Signature:****Date:**

## **Behaviour/ Pastoral Support Plan Analysis/ Risk Assessment, Mitigation and Plan.**

Date of meeting:

Name of pupil:

Date of Birth:            NC Year:            Attendance % to date:

EHCP/Existing Statement of SEN in place: Yes/No

Present at meeting (inc. role and contact details):

Name	Role	Contact
------	------	---------

Apologies:

**1. Analysis of current situation.**

*What is going well? What specific behaviours are causing concern? Where are these behaviours occurring (these will inform behaviour targets) What is going well? - strengths*

Strengths	Difficulties
<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>

**2. Support in School**

*Include what is already in place, pupil's response and how this is monitored.*

- 
- 
- 
-

### 3. Risk Assessment

It is essential that staff and parents understand that risk can only ever be reduced, it can never be completely removed. All planning and recorded on the templates provided should be within the concept that all risk assessments involve three simple stages.

#### Example

- Stage one is to identify what is an inherent risk, i.e. a child running from class if upset (if that has occurred before).
- Stage two, identifying how to moderate that risk such as through an individual plan for the pupil (e.g. identifying the cause such as frustration at not understanding the work).
- Stage three is to identify the residual risk, e.g. the risk which remains after the moderating plan has been implemented.

It is essential that all planning is proportionate to the risk identified.

Behaviour Causing Concern	Target of Behaviour	Likelihood of Behaviour	Seriousness of Behaviour
Swearing			
Verbal			
Kicking			
Hitting			
Biting			
Damaging Property			
Running Off			
Refusing to move			
Fighting			
Other – be specific			

**Target of Behaviour:** Who is it directed towards (self, other pupils, staff, property etc.).

#### Likelihood of Behaviour:

- V – very likely Evidence suggests more likely than not to occur.  
 L – likely There is a possibility that the behaviour will occur again.  
 U – unlikely The context has changed or can be changed to make it unlikely to happen again.

#### Seriousness of Behaviour:

- A – Behaviour would cause physical injury – beyond first aid, serious distress, extensive damage, prolonged disruption.  
 B – Injury requiring first aid, minor damage to property, some distress to self/others, brief disruption to normal school routines.  
 C – No physical injury or damage to property; minor distress or disruption

Behaviour Causing Concern	Target of Behaviour	Likelihood of Behaviour	Seriousness of Behaviour
Swearing			
Verbal			
Kicking			
Hitting			
Biting			
Damaging Property			
Running Off			
Refusing to move			
Fighting			
Other – be specific			

**Target of Behaviour:** Who is it directed towards (self, other pupils, staff, property etc.).

#### Likelihood of Behaviour:

- V – very likely Evidence suggests more likely than not to occur.  
 L – likely There is a possibility that the behaviour will occur again  
 U – unlikely The context has changed or can be changed to make it unlikely to happen again.

#### Seriousness of Behaviour:

- A – Behaviour would cause physical injury – beyond first aid, serious distress, extensive damage, prolonged disruption.  
 B – Injury requiring first aid, minor damage to property, some distress to self/others, brief disruption to normal school routines.  
 C – No physical injury or damage to property; minor distress or disruption.

#### 4. What can be done differently through changes in the environment to create opportunities for change?

Preventative Measures	In Place	Action by whom	Appropriateness to be recorded
<b>Inside lessons</b> ( <i>identify 'stress points' and suggest alternatives, e.g. TA support, differentiation, disapplication.</i> )			
Seating/position in classroom.			
Curriculum activities appropriately structured and supported.			
Opportunity to have timeout to calm down.			
Pupil involved in planning and review.			
Parents involved in planning and review.			
Education Plan in place. (if appropriate)			
Opportunities to learn new social/emotional skills.			
Regular feedback about positive behaviour.			
<b>Outside lessons</b> ( <i>are there difficulties in unstructured time? How can these be addressed? Alternative activities available at break.</i> )			
Pupil escorted at transition times.			
The communicative function of behaviour understood.			
Opportunities to teach new skills.			
Other – be specific			

#### 5. Reactive Strategies

Identify responsive strategies which can be used in response to early warning signs or an escalating situation. Early warning signs for this pupil are:

Reactive Strategy	In Place	Action by whom	Appropriateness to be recorded
Removal of trigger			
Distraction			
Calming time			
Take up time			
Give physical space			
Verbal support			
Use calm voice			
Redirection			
Physical intervention			
Other – be specific			

6. **Social/emotional** (*are there particular skills which the pupil needs to acquire? E.g. emotional literacy, social skills?*)

7. **If the pupil has an EHCP/existing statement of SEN** *consider the appropriateness of holding an interim annual review?*

8. **Does additional external support need to be accessed to support learning and**

**achievement?**

*Identify what school can do and which if any agency can help*

**9. Parent/Carer's View**

*(Parent /carer to give views on what might be done differently to enable the pupil to stay in school, including their contribution to that support)*

**10. Pupil View**

*(Pupil to give views on what might enable them to maintain and improve their experience of school)*

**11. Are there other issues that would benefit from extra support to assist the pupil's achievement and well being?**

**12. Other Agencies Views**

**13. Agreed actions**

**14. Outcomes for the child or young person.**

□

**Please ensure PSP planner completed and distributed to all involved staff.**



**PSP/Behaviour Lead: Mentor:**

**Additional supporter (when identified):**

**Signed (School):** .....

**Signed (Pupil) if appropriate:** .....

**Signed (Parent):** .....

**A copy of the completed PSP/Behaviour Plan should be made available to parents / carers.**

**Review date:**

**Documentation attached where appropriate:**

<b>ESP</b>	<b>Y/N</b>
<b>CPP / report</b>	<b>Y/N</b>
<b>BSS feedback sheets</b>	<b>Y/N</b>
<b>Copies of Joint Agreements</b>	<b>Y/N</b>
<b>Attendance record</b>	<b>Y/N</b>
<b>SENSS assessment</b>	<b>Y/N</b>
<b>Copy of SEN statement/EHCP</b>	<b>Y/N Other</b>

# HVPA Behaviour Plan Drafting Sheet

Name of Child:

Class:

Date:

Involved:

What behaviours would you like to change? (Why are they a problem?)	
What has been tried already?	
Are there any triggers? (A-B-C)	

<p><b>BODY TALK</b></p> <p>Describe the behaviour. What do you think it is really communicating?</p> <ul style="list-style-type: none"> <li>▪ <i>I want it now!</i></li> <li>▪ <i>I don't want to!</i></li> <li>▪ <i>I want to get away from this!</i></li> <li>▪ <i>I'm scared!</i></li> <li>▪ <i>Look at me, please like me!</i></li> <li>▪ <i>I want to be in charge!</i></li> <li>▪ <i>Don't expect me to do anything- I can't!</i></li> <li>▪ <i>I am going to get you back for what you did earlier!</i></li> <li>▪ <i>I don't want to be part of this group!</i></li> </ul>	<p>1.</p> <p><b>BODY TALK</b></p>	<p>2.</p> <p><b>ENVIRONMENT</b></p>	<p><b>ENVIRONMENT</b></p> <p>Think about how the environment might be contributing or making the behaviour worse.</p> <p><u>What can we change in</u></p> <ul style="list-style-type: none"> <li>▪ <u>the physical environment?</u> <i>size/ space/ lighting/ noise/ temperature/ furniture/ seating/ position/ movement around/ access to materials/ resources etc...</i></li> <li>▪ <u>the routines and/ or curriculum?</u> <i>transitions/ activities/ task difficulty (too hard- too easy?)/ interest level/ relevance/ variety/ goals/ choice involvement/ fun!</i></li> <li>▪ <u>support for relationships with others?</u> <i>friends/ groupings/ peer group/ academic group/ interactions/ expressive language/ social acceptance/ expectations/ attitudes of others toward.</i></li> <li>▪ <u>support for personal state?</u> <i>anxiety/ self-esteem/ sadness/ rejection/ basic needs- hunger – tiredness etc</i></li> </ul>
<p><b>TARGET BODY TALK</b></p> <p>What does the new behaviour look like? What strategies might the child develop to deescalate problem behaviour and make the right choices? What will steps towards this behaviour along the way look like and what is acceptable as the new behaviour is learned and reinforced?</p> <ul style="list-style-type: none"> <li>▪ <i>What are the steps towards the new behaviour? 1-2-3-4</i></li> <li>▪ <i>How long do they need to be able to do it?</i></li> <li>▪ <i>In what situations?</i></li> <li>▪ <i>What is the timescale for change?</i></li> <li>▪ <i>How will parents be involved?</i></li> </ul>	<p>3.</p> <p><b>TARGET BODY TALK</b></p>	<p>4.</p> <p><b>REINFORCEMENT</b></p>	<p><b>REINFORCEMENT</b></p> <p>There are two aspects to this- rewards and sanctions underpinned by increasing self control to 'fuse' the behaviour under conscious control.</p> <ul style="list-style-type: none"> <li>▪ <b>Rewards:</b> social- smile, tone of voice/ non-verbals- hand on shoulder, eye contact/ close proximity/ redirection &amp; distraction/ praising someone nearby exemplifying desired behaviour/ active listening- 'I can see that you are upset!'</li> <li>▪ humour- not sarcasm/ relocating the pupil- e.g 'please take this message to...'</li> <li>▪ Material- treats &amp; goodies inc. time doing favourite activity etc...</li> <li>▪ Sensory- feeling good/ music/ relaxed atmosphere</li> <li>▪ Activity- adult spending time doing preferred activity with child</li> <li>▪ Secondary- tokens, stickers/ certificates</li> <li>▪ <b>Sanctions!!</b> What happens when they fail?.. they will!</li> <li>▪ Shaping/ Time Out/ miss treat/ miss reward</li> </ul>
	<p><b>STEPS TOWARDS</b></p>	<p><b>TIMESCALE</b></p>	<ul style="list-style-type: none"> <li>▪ Excluded from activity/ excluded from school etc...</li> <li>▪ <b>RPI !!!!!</b></li> </ul>

**HVPA Behaviour/ Pastoral Support Plan.**

D.o.B.

Gender:

**Name of child:**

Year group:

Class teacher:

**Children with an IBP are monitored.**

Area of Concern	Target behaviour	Time/ location/ timescale expectations and steps toward	Reinforcement strategies to be used e.g. changes to environment ( inc. <i>parental involvement</i> )	Rewards and sanctions	Review date	Next Steps

Comments &amp; Observation:

Projected Review Date:

**Review Date:** \_\_\_\_\_**People involved:** Pupil

Parent

Teacher TA

Other (specify)

**Parental signature:****Date****HVPA Signature:****Date:****N.B. It may be useful to use the Behaviour Drafting sheet to identify and develop areas and actions for this plan.**

**Behaviour/ Pastoral Support Plan Review**

Hill View Primary Academy

Date of meeting:

**Name of pupil:**

**Date of Birth:**

**NC Year:**

**Attendance % to date:**

**Present at meeting (inc. role and contact details): Name**

**R  
o  
l  
e**

**Contact**

**Apologies:**

**What has changed since the implementation of the plan?**

**Targets achieved:**

(Have appropriate rewards been implemented and recognition of success recorded?)

**General progress and improvement:**

(Include change in attitude, academic progress, engagement with activities etc.)

**Areas still needing improvement:**

(Identify revised targets as necessary)

**Further support/action needed**

**Is the plan deemed to have produced a positive improvement in the pupil's behaviour?**

**Should a revised plan continue in place?**

**Further review date agreed:**

## POLICY HISTORY

Date	Summary of change	Contact	Policy Implementation Date	Review Date
1.9.23	Version established for Hill View Primary Academy	Kris Winthorpe	September 2023	September 2024