



Westvale Park
Primary Academy

Supporting Wellbeing & Positive Behaviour Policy

Statement of intent and school culture

Mental wellbeing challenges in schools mean that it is increasingly our responsibility to be the first line of response for mental health issues that often present in behaviours that both we and the community may find challenging. We know that pupils with mental health issues cannot learn effectively and also affect the learning of others. With this in mind, Westvale Park Primary Academy must ensure this policy best fits the needs of our changing population and enables pupils to become self-regulating. This does not mean that consequences are not appropriate for some pupils, but all consequences must be monitored and analysed to decide if they make a difference to pupils and begin to prepare them for life beyond school.

The approach for individuals who cannot regulate sufficiently to respond to set consequences require a personalised approach, providing structured individual responses matched to their regulatory need. Many of our pupils are able to regulate well within set values, rules and boundaries, therefore rewards and consequences remain a valid methodology.

Staff at Westvale Park Primary Academy recognise all behaviour as a communication of need. This requires us at times to accept 'not knowing' and allow time for understanding to emerge (for both staff and pupils). The expectations will remain; however, the time and ways in which pupils meet those expectations may vary greatly.

It requires us to share authority with all members of the community. Without this, behaviour becomes a hierarchical response and acts to de-skill other stakeholders in managing challenges. It therefore requires us all to use our own authority with commitment and understanding, recognising the use of pattered repetition, space and time to develop all pupils' capacity to regulate and repair.

The development of this policy will help the school community support pupils in a way that meets their individual needs. As a trauma informed school, we recognise the need for a neuro-sequential approach to behaviour management (Appendix 1).

Behaviour is complex and therefore the management of it in turn will be multifaceted. There are three keys to the management of behaviour (Appendix 2). These are (sequentially):

The Neuro- Sequence:

1. Regulate – The strategies and support we provide to enable the pupil to self-regulate and move from a state of dysregulation to one of regulation. In this part of the process the brain stem and primitive part of the brain is in action; the young person may be either hypo or hyper aroused.
2. Relate – Once regulation is in place the young person will be able to relate and it is in this relationship with others that any learning or reparative work can take place. This involves the limbic system and is where emotional literacy comes in to play.
3. Reason – The final part of the behaviour management process is supporting the young person in using their executive function to reason and make sense of their behaviour, both positive and negative, and the impact it has on those around them. This is where the whole brain is used to make sense of it all.

It is with an understanding of the function and physiology of the brain and the need for all of the brain to work in an integrated manner that this policy is written.

At Westvale Park Primary Academy, we apply Attachment Aware and Emotion Coaching Approaches, to everyday practice, with a particular focus on the central principles of empathy, connection, trust and co-regulation. This includes careful consideration and awareness raising of both verbal and non-verbal communication. We use research to inform our interactions; one such approach is the PLACE model (Dan Hughes). Staff and volunteers working for Westvale Park Primary Academy must agree in principle to the PLACE pledge:

PLACE

PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

LOVE is about creating caring relationships. All children need love and those who need the most love ask for it in the most challenging of ways.

ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.

CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that adults understand. Without judgement, children become aware of their inner life.

EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that they will not have to deal with their distress alone. Empathy gives a sense of compassion for the child and their feelings.

The Supporting Well-being and Positive Behaviour policy should be read in conjunction with the following policies:

- Teaching and Learning Handbook
- SEND Policy
- Anti-Bullying Policy (includes cyber bullying/ AUPs)
- Equality Objectives
- Safeguarding Policy
- Complaints Policy
- Physical Intervention Policy
- RSE/SMSC & BV Policy
- Home school Agreement
- Prevent Policy

Aims

This policy aims to:

- Provide the clear whole school expectations and standards of behaviour within our school values
- Promotes self-esteem, responsibility, self-control and positive relationships
- Encourage pupils and celebrate their success whenever possible
- Create a learning environment that allows pupils to feel safe and establish stable, caring relationships
- Teach each pupil strategies to manage and control their own behaviour
- Work closely with parents, carers and other agencies to provide consistency of approach and shared expectations for individual pupils
- Provide staff with specific knowledge of specialised strategies to support and manage inappropriate and challenging behaviour consistently
- Provide a safe environment free from disruption, bullying, violence, discrimination and any forms of harassment
- Form part of our legal duty to safeguard children and support them to be positive members of society

The principles/objectives of the policy are that:

- Staff seek to understand all the possible reasons for behaviour and make sure their reaction to the behaviour is attuned and appropriate (Appendix 3)
- We build strong relationships between staff and pupils, characterised by staff knowing the pupils very well and pupils being secure in the absolute trust that they have in staff. This is a crucial feature of emotional wellbeing and effective behaviour management
- We are committed to ensuring equality and the welfare of all pupils without discrimination
- Children develop self-regulation, the ability to learn independently and work cooperatively
- Children learn the difference between behaviour that is acceptable and that which is unacceptable
- It is vital to learn a wide range of approaches and strategies to enable all pupils to behave appropriately in different situations and in particular help provide pupils with the best opportunities to manage and improve their own behaviour
- Children learn to respect themselves and others, valuing diversity of culture and accepting difference of opinion
- Children develop a pro-active response to bullying and abuse
- All school partners should be consulted on, and informed of, the emotional wellbeing (behaviour) policy of the school

- Due care will be taken to ensure everyone is kept safe. We adhere to KCSIE, please see the school Safeguarding Policy for full information. Incidents of poor behaviour will be considered by staff as a potential safeguarding concern and consult with the safeguarding lead when necessary. Inappropriate behaviour between peers will be challenged and considered to see if they are abusive in nature.
- Recognise that pupils with special educational needs and high anxiety can seek opportunities for control and staff must work to understand these pupils and help them develop socially acceptable strategies to manage their emotions
- Raise pupils' self-esteem and help them develop a positive self-image
- Recognise that behaviour can be instrumental and/or communicative
 - Instrumental – It is planned to get a desired affect
 - Communicative – It is an expression of an emotion or a need

1. Key roles and responsibilities

1.1. The Headteacher has overall responsibility for the creation/review of this policy and the procedures of Westvale Park Primary Academy.

1.2. The Local Academy Board has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

1.3. The Local Academy Board has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.

1.4. The Headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.

1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures.

1.6. Staff, including teachers, support staff and volunteers, will create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing this policy. Make clear the expected behaviours.

1.6a Staff will work with parents and children to find constructive solutions to any concerning situations causing concern and contact parents as soon as a concern is apparent.

1.7. Parents/Carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school and support the school in applying consistent strategies.

1.8. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.

1.8a Parents/Carers will sign and adhere to the home/school agreement.

1.9. Pupils are responsible for their own behaviour both inside school and out in the wider community.

1.9a Pupils actively prevent bullying.

1.10. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to a member of staff.

1.11. Allegations towards staff will be investigated following the guidance in our safeguarding policy and the AAT staff handbook.

2. Rewarding good behaviour

Staff reward pupils for their display of good behaviour.

Staff recognise that all pupils are individuals and should be treated as such. Not all pupils respond in the same way and staff are curious to find out the motivators of each child.

Why use rewards/reinforcers?

A reward/positive reinforcer is something we like. As most of us like many things, there is an enormous number of rewards that work for us. When we behave in a certain way and - as a consequence are given something we like - then our behaviour has been reinforced. If we are reinforced, we are more likely to behave in the same way again. Conversely, if we are not reinforced, then we are less likely to behave in the same way. Research shows that people learn more effectively and enjoyably when the emphasis is on reinforcement (Skinner, Operant Conditioning).

Extrinsic and Intrinsic Rewards

An extrinsic reward is one which is provided by someone else, external to the child, (e.g. pom poms, praise, games, stickers, public recognition, 'Star of the Week' etc.). Intrinsic rewards are not provided by someone else and come from within the person being rewarded. The personal pleasure or sense of satisfaction is the reward. When we learn something new, we tend to need and respond better to extrinsic rewards. However, as we start to master the skill, intrinsic rewards become sufficient. Nevertheless, we always need some extrinsic rewards. In the first instance we need to find out what is rewarding for the pupils with whom we work. This can be discovered by observation of the child and discussion with Parents/Carers who know the pupil well. Although, ideally, we would like our pupils not to need extrinsic rewards many of our pupils are not ready for this. A variety of learning difficulties inhibit the young person's ability to receive praise and alternative methods may be needed to motivate them to learn and acquire new skills. Usually these would be extrinsic, tangible rewards e.g. time on the computer.

We can establish what rewards work for each individual by the following;

- Knowledge and experience of the young person
- Giving the pupil/young person a choice (multiple choice)
- Testing rewards one after another (Sequential sampling)

Using Extrinsic rewards

Extrinsic rewards can be easy or difficult to use. Social rewards are easy because they are given immediately and do not last a long time. Rewards may be difficult because we cannot give them immediately or because we cannot stop them easily. Sometimes we may use difficult rewards as they may be the only ones to which the pupils respond.

When working with pupils with learning difficulties it is important to give rewards immediately, enthusiastically and consistently. If we delay the reward, then we may inadvertently be rewarding another behaviour and the pupil will not associate the reward with the task and consequently may be less likely to work again.

Easy rewards: These are rewards that do not take much effort to give. Social rewards such as saying, 'excellent effort', smiling or clapping can be highly effective when delivered with enthusiasm. They can easily be given following every correct behaviour and get the pupil's attention swiftly.

Difficult rewards: These are rewards that are difficult to give immediately and to coordinate with teaching (e.g. letting a pupil go out to play or engage in a different activity whilst others are still engaged in learning tasks). Some rewards are difficult to end. For example, a pupil may not want to stop playing with a toy that has been given as a reward and so it is possible that too much time will be spent with the reward and not enough time learning. Nevertheless, it is often necessary to use a difficult reward as it may be the only one to which the pupil responds. We need to work positively with all pupils through the difficulties this may present, as this is often a key teaching point to help children navigate through these emotions in the future.

Examples of rewards used within Westvale:

- Access to a preferred activity for a time limited period (e.g. bikes, computer, books, music, Lego, climbing frame)
- House points
- Time doing an activity with a key peer
- Time doing an activity with a key adult
- Class rewards/Table rewards
- Certificates
- Name on Bucket
- Phone calls home/Mention to parent at end of day
- Headteacher awards/special visit
- Verbal feedback that celebrates the effort and the impact the behaviour will have on others
- End of week/term whole-class/House rewards
- Outstanding Learner/Values superstar weekly certificates per class
- Stickers
- Elected pupil leader

Classroom systems

For consistency, all classes will use the school rules: **Be Ready, Be Responsible and Be Respectful**. These are behaviours that we will expect, and manage, in every area of the school.

- At the beginning of the year, each class will use the school rules to compile their own class rules. These rules will be displayed prominently in the classroom and will be referred to regularly.
- Each class will use an individual behaviour management strategy (5-stage peg system). Whilst we aim for consistency across the school, these strategies may vary slightly between phases.
- Children should be rewarded for behaviour which demonstrates the child's own understanding of metacognition (recognising individual effort).
- In KS1 and KS2 each class will have a reward system for tables (encouraging children to work together).
- Every member of staff will use house points to award positive conduct behaviour throughout the school (this will also encourage the sense of belonging to a larger team/community).
- Children with SEND may have their own individual reward charts.

3. Consequences for unacceptable behaviour

Whenever deciding a consequence, the cognitive level of functioning and emotional vulnerability of the pupil needs to be taken into consideration.

In order to prevent incidents escalating, staff will at all times give students options to behave appropriately with direction of how to do so. All staff are trained in using corrective language (choice) and this will be used to provide options for students in a calm, measured manner. These will include:

- Verbal warning and discussion of preferred behaviour
- Offer of a time out/in
- Redirection back onto the task
- Warning of potential consequence
- Restorative approaches will be considered
- Opportunity to discuss problems with another member of staff

Staff will show 'curiosity' to understand when individual pupils have finished an assault cycle (Appendix 4) they will wait until the child is regulated and ready to discuss 'choices'; staff will ensure they focus on the primary behaviour and not the secondary behaviours displayed during a cycle.

If a pupil is receiving a consequence, frequently, and it is not working, the Deputy Head/SENCo will instigate the creation of an IBP (IBP/Behaviour Ladder).

If a child has an individual behaviour plan it is the duty of staff working with that child to share strategies and ensure consistency for that pupil (Appendix 5). These children will not need daily behaviour forms filled out as they have already been identified as having a need in this area. However, a simple behaviour log will be kept in the classroom to monitor the frequency of behaviour (Appendix 14). This log will support identifying triggers. A member of SLT will check the log weekly, to ensure all incidents are logged correctly.

The Headteacher will keep a record on CPOMS of all reported incidents which will be monitored, analysed, actioned and reported to Local Academy Board termly.

For any consequence imposed by the school, the main parent / carer will be informed within 24 hours.

Westvale Park Primary Academy takes unacceptable behaviour seriously. We will not hesitate to act in the best interest of the pupils within the school.

For the purpose of this policy, the school defines “serious unacceptable behaviour” as: any behaviour that may cause harm (physical injury, especially that which is deliberately inflicted) to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse and/or persistent actions which humiliate, intimidate, frighten or demean the individual which continue over time.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing at others, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting
- Repeated low-level behaviour and disruption to learning
- Unsafe behaviour such as banging doors/glass panels, standing on furniture, throwing furniture, leaving an area of adult supervision

All ‘serious behaviour’ will be reported (Appendix 6) and logged on CPOMS.

It is unacceptable for staff to use aversion/punitive sanctions at Westvale.

- No hitting
- Making racial/sexist remarks
- This includes threats, withholding food or drink (this includes reducing time for pupils to eat their snacks/lunch)
- Making derogatory remarks

These actions would be deemed unlawful through The Children's Act 1989 and 2004.

All serious behaviour should be deescalated by adults with a key relationship to the child. The child should be fully regulated before the primary behaviour is targeted and before a behaviour log is completed (Appendix 6).

We will continue to work with the Local Authority and notify them if any child is at risk or permanent exclusion.

Low-level classroom behaviour

Staff recognise that low-level behaviour is disruptive and results in the loss of learning time. Therefore, all low-level behaviour is acted upon swiftly.

Staff will continue to reward positive behaviours and use 'wondering aloud' strategies to reinforce expectations for a positive learning environment.

Staff will use strategies from the Class Behaviour Ladder (Appendix 8) to ensure each child has every opportunity to turn around their behaviour and follow the class rules.

Class rules will be displayed in every classroom and will be regularly referred to by staff to ensure that children understand them (class rules should be an extension of the school rules: be Ready, be Responsible, be Respectful).

Teachers will ensure that all learning is appropriately adapted/differentiated to alleviate anxiety that may lead to low level behaviour.

Behaviour Agreement

For persistent low-level behaviour, a pupil may be put on a 'Behaviour Agreement' (Appendix 9). The report is returned to the Deputy Head to sign at the end of the morning and at the end of the day before the student goes home. The pupil is to obtain a signature from their parent/carer each day to ensure that they are kept abreast of their child's progress (the member of staff will photocopy the form at the end of each day for the child to take home). If the report is good for the agreed period of time, the student will be praised. If the report is still a cause for concern, the student will receive an internal exclusion.

Staff will always strive to deescalate situations involving elevated behaviour levels.

Exclusions

Internal Exclusions

An internal exclusion may be used when it is deemed that this consequence may be effective in supporting a change in behaviour for a pupil. This may take the form of between 10 minutes to a full day, at the discretion of SLT. During an internal exclusion, a pupil will either be placed in the office of

an SLT member or within a different classroom of a phase leader. Unless the internal exclusion is a result of failure to complete home learning. In this instance the child can complete this at breaktime in their own classroom, with support from their teacher.

External Exclusions

Only the headteacher can decide to exclude a pupil. In all cases, the decision to exclude will be lawful, rational, reasonable, fair, and proportionate. An exclusion can be for behaviour inside or outside school and can be fixed term suspension (for a stated number of days) or permanent.

Fixed-Term Suspension

There are behaviours for which a short-fixed term suspension from the school will be necessary. They can be regarded as unacceptable because of the severity of a particular behaviour or because of the frequency of less serious behaviour. Fixed term suspensions will only be used in the event of serious incidents and this sanction may only be applied by the Headteacher. The list below is not an exhaustive list and other serious incidents will be dealt with as appropriate. Serious behaviours may include:

- Bringing offensive weapons into the school
- Racism or sexual harassment
- Bullying
- Endangering the safety of self or others
- Physical aggression
- Spitting at others
- Use of or possession of dangerous or illegal substances
- Serious damage to property
- Offensive language directed at a member of staff or visitors to the school site
- Repeated low level disruption

Pupils must be clear that behaving in these ways could lead to a fixed-term suspension from school.

During this time staff will investigate and risk assessments and the IBP will be reviewed. This will also be the time to request other agencies to be involved in the resolution of an issue regarding the pupil in question.

Following an external suspension, a reintegration meeting is to be attended by both the pupil and parent/carer. At this point, the process of reintegration will be agreed and any changes to the pupil's timetable, IBP or risk assessment will be shared. At this meeting the child needs to demonstrate that they are ready to accept responsibility and return to school.

Permanent Exclusion

Although it is likely to be on very rare occasions, the school reserves the right to permanently exclude students should they seriously or persistently breach the school's Supporting Well-being and Positive Behaviour Policy. National guidance states a decision to exclude a pupil permanently should only be taken:

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

All exclusions are only lawful when the decision is made by the Headteacher.

4. Managing behaviour outside of the classroom:

Where relevant, expected rules should be displayed (e.g. lunch hall, corridors and playground) all staff have a shared responsibility for ensuring this.

For the majority of pupils, who are not on an IBP, behaviour is categorised as the following:

Number 1 Behaviour – Children needing to be reminded to behave in an appropriate way. No harm is caused. E.g. Not holding the door open for another person. Children must always be reminded to use 'Magic Manners'.

Number 2 Behaviour – Children making a choice to break a school rule that puts another person's safety at risk. E.g. running in the corridor. Children are asked to reflect on their behaviour for two minutes and then apologise to people affected and the adult dealing with the incident. The child is positively encouraged to have a lovely, happy rest of day. If this occurs at lunchtime, the child will shadow the member of staff outside. If the child refuses to listen to an adult, the reflection time will increase to five minutes, if there is still a refusal it could be escalated to a Number 3 (the emphasis is on the child to identify the choices they are making and the impact they have).

Number 3 Behaviour – Deliberate acts of bullying, insubordination and non-compliance, swearing at others, fighting, vandalism, stealing, rudeness, dangerous behaviour and aggressive behaviour. All the above behaviours will be recorded on CPOMS (or individual ABC chart) and brought to the attention of the class teacher. As with classroom behaviour, behaviour is recorded and a consequence is decided, the incident will be fully investigated, and the child will be deescalated. A member of senior leadership may be required if the behaviour continues.

5. Training of staff

5.1. At the school we recognise that early intervention can prevent undesired behaviour. As such, teachers will receive training in identifying triggers before they escalate and sharing this information with parents to put in place some positive actions; this can be behavioural problems in the classroom or during playtime/lunchtime.

5.2. Teachers and support staff will receive training on this policy as part of their induction (to include attachment, trauma, de-escalation/assault cycle, positive assertive language, emotion coaching). *Materials will be updated annually in line with KCSIE. All training materials will be stored on the full staff SharePoint so that staff can refer to them at any time.*

5.3. Teachers and support staff will receive regular and ongoing training as part of their development.

5.4. Staff will be given opportunities to reflect and respond to this policy annually.

5.5. Staff will be able to offer guidance and support to parents/carers.

5.6 Teachers will work with specialists and act upon all advice when supporting children with SEND.

5.7 An appropriate amount of staff will be trained in Positive Touch to ensure safe handling. Legally members of staff in a school have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. At Westvale Park we avoid positive handling unless a pupil is a danger to themselves or others. Staff have been shown how to quickly and safely move a pupil to a safe space. The school will always record this on CPOMS and inform parents/carers.

5.8 All staff will receive Equalities training: "We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support whilst taking due care to ensure that everyone remains safe. We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. Adapted approaches will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Parent/ carers will be kept informed and given every opportunity to share their perspectives, so together we can ensure the best support for the pupil. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's Special Educational Needs Policy and SEN Information Report for more information."

6. Bullying

Bullying causes much distress to the child/ren on the receiving end and it is essential that when the matter is reported the pupil is aware that the situation is being taken seriously and will be thoroughly investigated.

We identify bullying when a person is subjected to repeated aggressive acts over a period of time by another person/persons. It is a wilful, conscious desire to hurt/threaten someone/make someone feel bad.

Bullying can be:

- Hurting physically
- cyberbullying
- Teasing

- Name calling
- Malicious gossip
- Damaging or stealing property
- Making the victim do things they would not normally do
- Excluding – being made to feel lonely and isolated, including encouraging others to do, say or exclude

6.1. Bullying may include a racial aspect with pupils being called names relating to colour or ethnic origins.

6.2 The issue of bullying is approached in the classroom through:

- Parents are involved and kept informed of events that happened with their child – to or by.
- Circle time, where pupils feel free to talk about their concerns
- Stories – both fact and fiction
- Drama and language work
- Assemblies as a whole school approach
- PSHE sessions

6.3 Anti-bullying week is celebrated annually, and staff constantly educate children about bullying, including cyber bullying and online safety.

6.4 If a child considers they have been bullied, they should inform one of the adults, supervisory assistants, teachers, the Headteacher or parents. That information will be logged together with the action taken. The issue should be dealt with immediately and there will always be an investigation with accusations of bullying.

6.5 Victim and perpetrator may address the situation together, supported by the Headteacher/teacher.

6.6 In most instances, the perpetrator's parents will be informed of the situation and the action taken and it will be requested that they reinforce the action taken by the school. On these occasions, the victim's parents will similarly receive information.

6.7 For more details on reporting and responding to bullying look at the Anti Bullying Policy and the Complaints policy, which can be found on the Westvale Park Primary Academy website

7. Smoking and drug policy

7.1. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

7.2. Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

7.3. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

7.4. In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.

7.5. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

7.6. If school events take place on site, alcohol used as prizes will only be given to over 18s to take home.

7.7. We have a clear Supporting Pupils with Medical Needs policy for any pupil requiring prescribed drugs /medication. Any illegal drugs found on a pupil will have them confiscated and our disciplinary procedures will be followed.

8. Items banned from school premises

Please note mobile devices must be handed in to the Class Teacher or to the office to be kept safely in the school office. Mobile phones are only permitted when a child is old enough to walk to and from school without a parent.

Smart watches which are connected the internet are also not permitted in school.

8.1. Fire lighting equipment:

- Matches, lighters, etc.

8.2. Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

8.3. Weapons and other dangerous implements or substances:

- Knives
- Razors

- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

8.4. Other items:

- Liquid correction fluid (only in the office)
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Mobile phones (unless owned by children in UPKS2 and stored in the school office)
- Any other toys which are deemed hazardous.
- Children are not to bring in toys from home (without prior agreement with the teacher).

9. Searching

9.1. Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.

9.2. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the Headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

9.3. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

9.4. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

9.5. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

9.6. Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products or weapons.

9.7. Any staff member may refuse to conduct a search.

9.8. Following a search, the Headteacher will contact the parents/carers to advise them of the procedures which were undertaken.

10. Confiscation

10.1. A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.

10.2. If the pupil has possession of illegal items, the police will be called for the removal of the item(s).

10.3. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

11. Outside school and the wider community

11.1. Pupils at the school must agree to represent the school in a positive manner.

11.2. The guidance laid out in the Home/School agreement applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

11.3. Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints policy.

12. Monitoring and review

12.1. This policy will be reviewed by the Headteacher and Local Academy Board on an annual basis, who will make any necessary changes and communicate this to all members of staff.

12.2. This policy will be made available for inspection and review by the chief inspector, upon request.

13. Useful links and Statutory Guidance

[DfE guidance for behaviour in schools](#)

[Surrey Local Offer](#)

[Beacon House Resources for Trauma](#)

[Improving Behaviour in Schools EEF Research](#)

[DfE guidance for exclusions from academies in England](#)

[Education \(Independent School Standards\) \(England\) Regulations 2014](#)

[Equality Act 2010](#)

[Education and Inspections Act 2020](#)



[Use of Reasonable Force in schools: Advice for headteachers, staff and governing bodies July 2013](#)

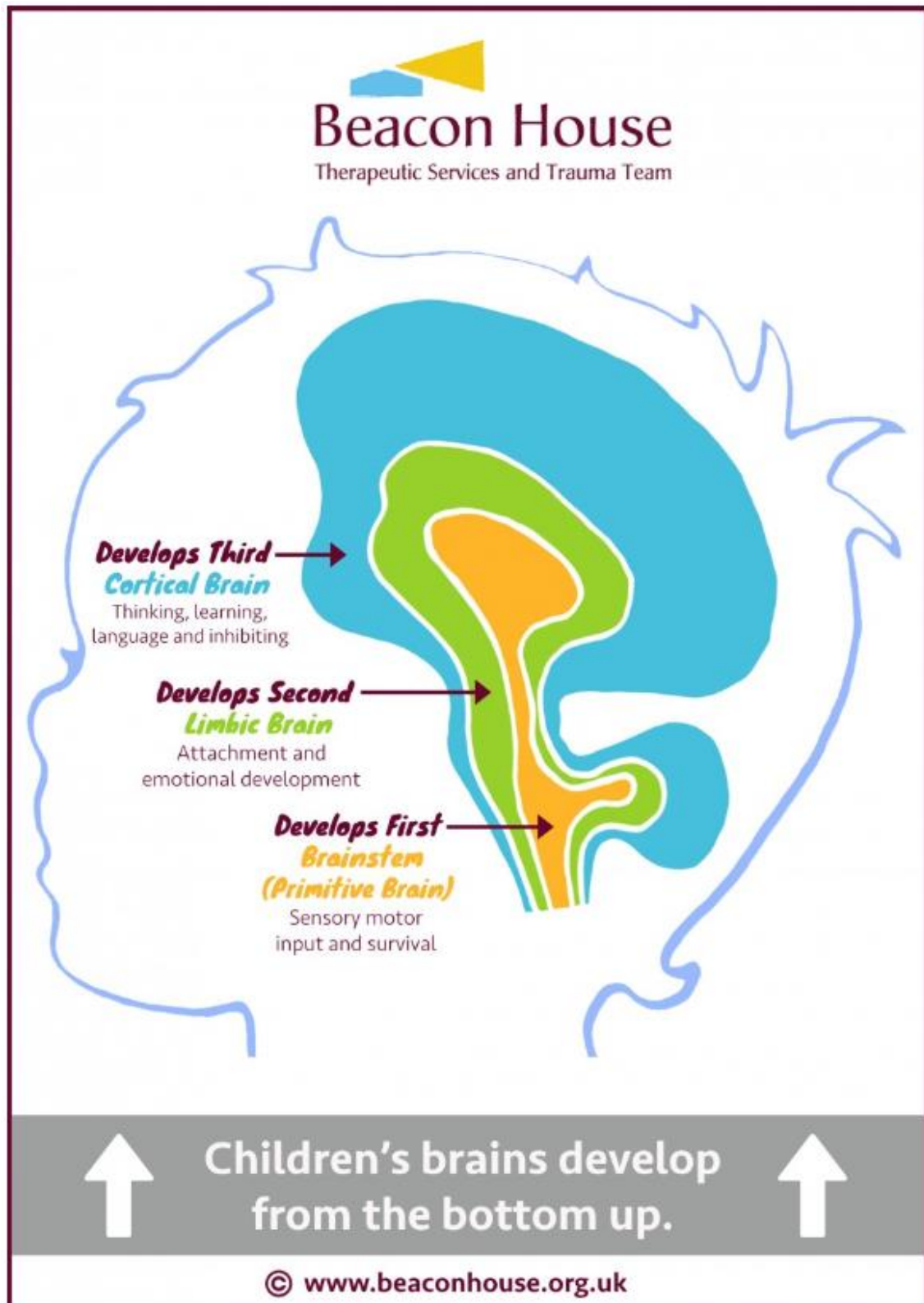
[Screening, Searching and Confiscation: Advice for headteachers, staff and governing bodies January 2018](#)

[SEN and disability code of practice 0-25 years January 2015](#)

[Mental health and behaviour in schools November 2018](#)

[Ofsted: Education Inspection Framework; Inspection Handbook](#)

APPENDIX 1 – NEURO SEQUENTIAL APPROACH TO BEHAVIOUR



Beacon House

Therapeutic Services and Trauma Team

Developmental Trauma

Moves up to

Brain Area:
Limbic Brain

Developmental Trauma:
2. Attachment
3. Emotional regulation
4. Behavioural regulation

Examples:

- Clinging
- Oppositional
- Rejecting
- Distrustful
- Overly compliant
- Loss of expectancy of protection by others
- Loss of trust in social agencies

Attachment

- Heightened emotions: anger, rage, fear, sadness, excitement, joy
- Deadened emotions: numbness, emptiness, low mood

Emotional Regulation

- Re-creating traumatic situations
- Self-harming
- Aggression
- Running
- Hiding

Behavioural Regulation

Moves up to

Brain Area:
Brainstem (Primitive Brain)

Developmental Trauma:
1. Somatic/Sensory

Examples:

- Sensory processing difficulties
- High or low arousal (fight/flight/freeze/submit)
- Impulsivity and pervasive anxiety
- Impaired sleep patterns
- Poor muscle tone and co-ordination
- Taste and texture preferences
- Heart rate difficulties
- Abnormal breathing
- Unexplained medical symptoms
- Body flashbacks to states of fear

Brain Area

Cortical Brain

Developmental Trauma

- 5. Self esteem
- 6. Dissociation
- 7. Cognitive problems

Examples

- Information processing impairments
- Executive dysfunction (problems in planning, organising and executing)
- Inadequate problem solving
- Remembering and recalling information

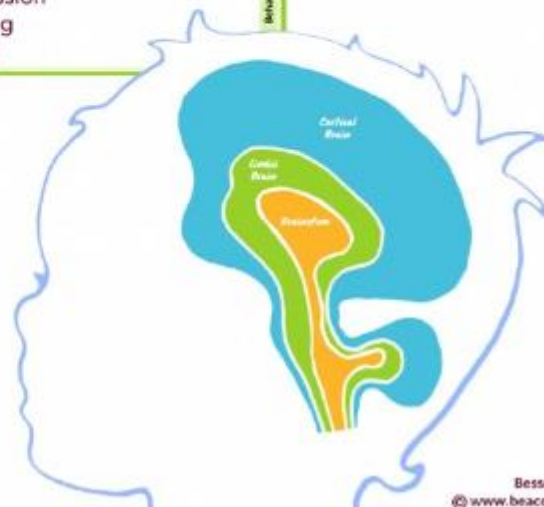
Cognitive problems

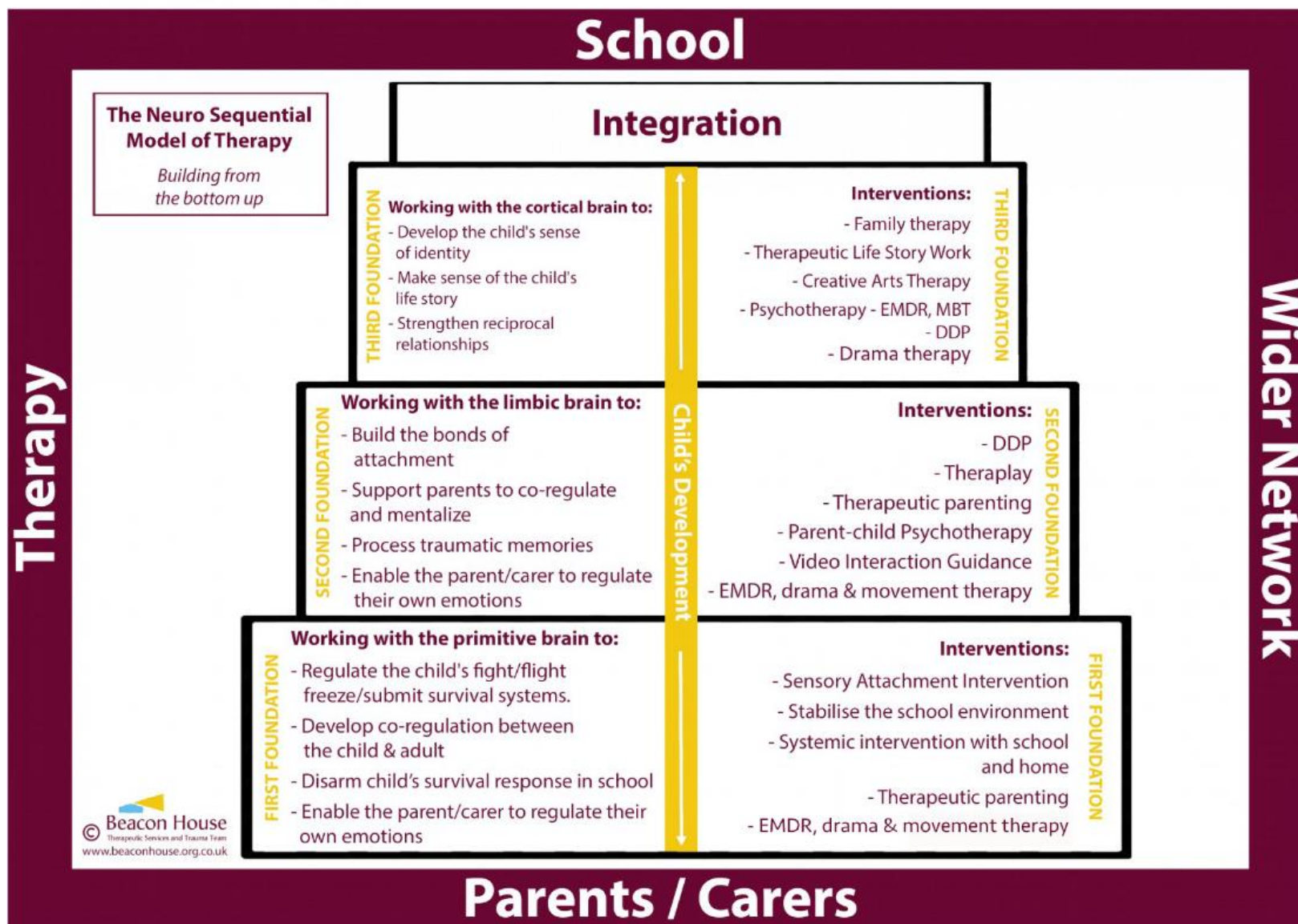
- Identity confusion
- Flashbacks
- Disorientation
- Memory lapses

Dissociation

- Self hate
- Self blame
- Self loathing
- Self doubt
- Worthlessness
- Helplessness

Self esteem





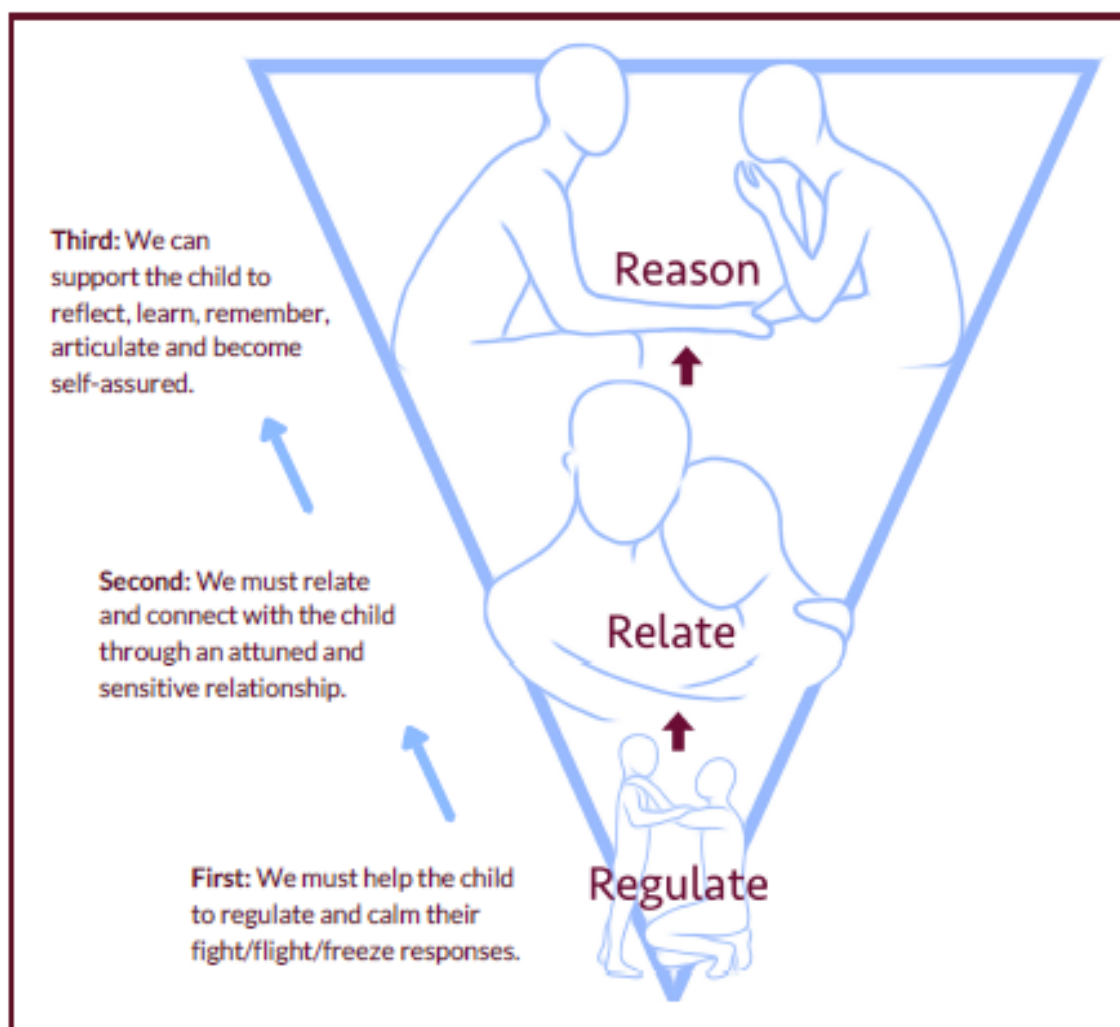
APPENDIX 2 – 3 R'S

© Dr Bruce Perry



The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

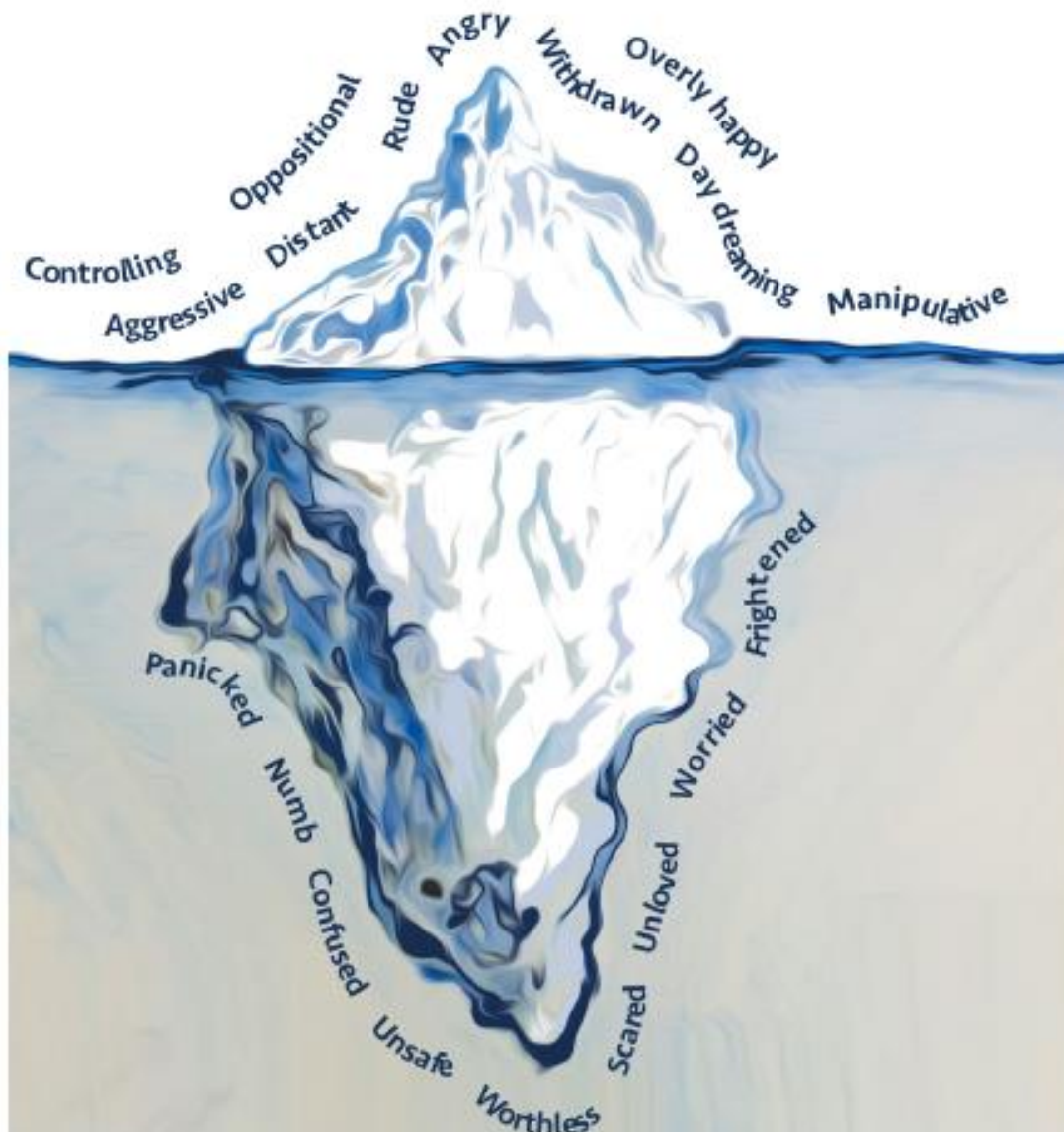
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APPENDIX 3 – HIDDEN NEEDS MODEL

Bringing Hidden Needs To The Surface

People of all ages, from babies to old age, find ways to **manage their emotions** so that they feel as **protected** and as **safe** as possible. It is human instinct to do this. We guard ourselves against feeling **too vulnerable** by showing the world behaviours which keeps others at a **safe distance**. Our 'real' needs are **buried deep below** the surface where they are hard to see.



To help people feel **calm inside** and get **close to others** – respond to them as if you were responding to their **hidden** needs rather than the behaviours you see. Show them **empathy, acceptance, understanding, kindness**. Be there **with** them and **for** them.

APPENDIX 4 – THE ASSAULT CYCLE

The Assault Cycle



Behaviour Ladder

	Behaviour	Action/Consequence
1	Following class rules and being respectful	Positive recognition and feedback School/Class Reward Systems Class jobs Indirect praise
2	Completing learning activities-good learning	Positive reinforcement and praise Indirect praise-"I am so proud that everyone in this row is sitting so well" Stickers Praised by senior leaders/Head Offered movement breaks Adult check in time – special time Checking pupil has understood the task and been able to repeat it back to you – use visual aids
3	Difficulty following through on instructions from adults	Gain pupil's attention before giving directions by using his name and visuals. Accompany oral directions with visuals. One direction at a time. Check for understanding by having the pupil repeat the direction. Personalised reward systems for tidy up time
4	Difficulty sustaining attention to tasks or other activities	Reward attention. Break up activities into small units. Reward for timely accomplishment Use physical proximity and touch. Consider using ear defenders, calm room or preferential seating.
5	Difficulty participating in class without being interruptive, difficulty working quietly	Seat pupil away from the teacher (in the middle of the carpet) Reward appropriate behaviour (catch pupil being good). Use same seating/tables/resources for Louie Use visuals Time-out Using consistent language and approach
6	Inappropriate seeking of attention	Show student (model) how to gain other's attention appropriately. Catch the pupil when appropriate and reinforce.

		Using consistent language and approach
7	Difficulty making transitions	<p>Give advance warning of when a transition is going to take place</p> <p>Sand-timers or stop watch</p> <p>Now & Next Makaton signals</p> <p>Give Louie a job</p> <p>Draw attention to a good role model (a peer he likes e.g. Teddy S, Teddy F)</p>
8	Disrupting other's learning	<p>Praise others for good listening.</p> <p>I can see that you're very keen to have that conversation but now it is time for learning and later you can have that conversation – hold my finger for now.</p> <p>Louie you're talking, you now need to listen <i>thank you</i>.</p> <p>Allow Take up Time</p> <p>Repeat with <i>thanks</i></p>
9	Seeking adult attention - screaming	<p>Tactical ignoring.</p> <p>Raise the awareness then correct e.g., I can hear the screaming and I now need you to stop.</p> <p>Check student has understood the task.</p> <p>Ensure student has the necessary resources or a range of resources to support the learning.</p> <p>Offer reassurance (acknowledge feelings) that you will return in a specific time (Use sand timer/stop watch as visual prompt)</p> <p>Give choices (take part or time out)</p>
10	Crawling under tables/refusing to come in	<p>Cue the class in for their attention but then after approach Louie and say that they can be given some time to think about making the right choice and to come in/move, thank you, so that I can continue teaching.</p> <p>Louie You have a choice you can (2 choices)</p> <p>Allow 5 minutes take-up time, break eye contact and use sand-timers to time bond (even if sad)</p> <p>Repeat the instruction</p> <p>Allow a further 2 minutes take-up time, break eye contact and use sand-timers to time bond.</p> <p>If still non-compliant:</p> <p>Repeat the instruction</p> <p>Suggest 5 minutes "time out" – chair/hallway</p>

		Louie you have not made a choice and so your name is moving down one place.
18	Hurting peers/adults Physical Violence	Reflection time-Restorative Approach Loses playtime Use comic strips for children with ASD or SLCN Internal exclusion Fixed term suspension Staff complete or review a risk assessment/response plan
19	Running off	Staff to supervise from a safe distance If necessary as a duty of care to (X), children and staff, school external doors are locked. At regular points speak to (X) and ask if they are calm to re-enter the building Use consistent language eg (X) where do you need to be. If they have a safe place, encourage them to go there. Use sand-timers alongside the script for managing challenging behaviour. If appropriate seek another adult that has that good relationship Use distraction as a technique Check whether they are running because they are upset or do not understand the work.
20	Throwing objects outside	Ensure that any potentially dangerous items are moved out of the way. Ensure the safety of yourself and others' Once (X) is in a calm...say, we now need to make this better. (X) to tidy up and support if necessary
21	Personal verbal attacks	Planned ignoring I'm not using rude words to you please do not use them at me Repeat – we use kind words and be respectful Refer to behaviour policy
22	Swearing/shouting/offensive language defiant behaviour	Remain calm Monitor your tone of voice and pitch Inform (X) our school rule is we do not swear or use offensive language.

		<p>Show a calm response with no emotion and re-educate.</p> <p>(X) You are swearing you need to STOP. You know our rule about swearing.</p> <p>Reminder – (X) if you continue to swear you’ll be choosing your 1st warning and you will lose 1 minute of reward/playtime</p> <p>Reminder – (X) you lose 1 minute reward/playtime.</p> <p>If (X) stops swearing etc, Thank (X) for making the right choice and move on.</p> <p>If (X) continues to swear then (X) will be choosing their 2nd warning losing another minute of reward or breaktime.</p> <p>It’s your choice!</p> <p>Allow Take up Time and continue process.</p>
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Teacher signature: _____ -

Parent signature: _____

Headteacher signature: _____

APPENDIX 7 – TOP TIPS FOR DE-ESCALATION

Top TIPS for de-escalation:

- Ensure there is already a relationship with the adult – remember a child may be testing this relationship
- Respect personal space (1.5 m) - avoid eye contact and get down to his/her level. Be mindful of body language
- Remove an audience
- No hierarchy of staff; opt out and tap someone else in if needed
- Never block an exit
- Be careful not to insist on anything unachievable for that child
- Explain the choice clearly and calmly, 'if you choose x the consequence will be y, but if you choose x I can reward you with y'.
- Ensure that you are flexible as to timings of any consequence; avoid another assault cycle.
- Ignore any challenging statements or questions thrown at you in the moment and any other secondary behaviours (unless it is unsafe – then state this clearly).
- Choose all language carefully – take time if needed.
- Include the child in the decision-making at this stage e.g. "would a cuddle help? Do you want to take my hand or are you going to walk beside me? I see you're still angry, am I right, or is it something else?"
- Have a plan; a safe space to take the child to/activities that will help regulate
- Record and share what worked and what did not!

Also, see 'What Survival Looks Like in School' pack (Beacon House)

APPENDIX 8 – LOW LEVEL CLASS BEHAVIOUR LADDER

Class Behaviour Ladder (when a child is not following the rules set out clearly, and displayed, by the class teacher)

Non-Verbal Messages	The look, moving closer to the child, visual prompts.
Tactical Ignoring	Temporarily ignoring the behaviour; continue to praise others
Description of reality	Simple statement describing the inappropriate behaviour
Simple Direction	Clear statement of desired behaviour e.g. "Thomas, turn around, thank you."
Rule Reminder	Restate the relevant rule e.g. "Sarah, remember our rule about lining up."
Express disappointment or disapproval	E.g. "I'm disappointed that you've forgotten our rule about showing each other respect."
Question and Feedback	Asking a prompt question to show you have noticed the behaviour e.g. "why are you out of your seat?"
Blocking or assertive statement	Insist firmly on the desired behaviour. E.g. broken record technique of repeating the instruction until the child complies.
Choices and Consequences	Enable child to take responsibility for his/her behaviour e.g. "I've asked you to move away from there, if you continue to stand there, you are choosing to stay in at play time, it's your choice".
Exit Procedures	When none of the other strategies have been effective, the child is removed from class.

My Behaviour Agreement

Target															
	Monday			Tuesday			Wednesday			Thursday			Friday		
School Phase Leader has seen this:	End of morning	After lunch	End of day	End of morning	After lunch	End of day	End of morning	After lunch	End of day	End of morning	After lunch	End of day	End of morning	After lunch	End of day
Parent has seen this:															

My reward will be: _____ When? _____

I will try my hardest to work towards these targets during the school day.

Signed (child) _____

APPENDIX 10 – HOME/SCHOOL AGREEMENT

Home School Agreement



AS A PARENT / GUARDIAN I WILL DO MY BEST TO:

- Set-up the right conditions for my child to be a great learner e.g. enough sleep, positive encouragement, a good breakfast, share a love of books.
- Read the monthly newsletters and emails from school. Look at class pages on website for information e.g. current learning.
- Make sure that my child arrives at school on time, is present for their registration time, in a full named uniform.
- Ensure my child has all their correct clothing and footwear for P.E, forest school and swimming.
- Make sure that my child attends regularly and notifies the school before 9am each day that my child is absent.
- I will support the school rules and only talk positively about the school and its staff in front of children.
- Take opportunities to discuss my child's progress with their Class Teacher e.g. attend parent teacher consultations.
- Ensure home learning/reading is completed on time and encourage my child in their learning at school.
- Support the school in fundraising and other activities where possible.
- Be active in life of the school by coming to parent's evenings, workshops and events.
- Encourage the promotion of good behaviour and inform the school of problems which might affect my child's behaviour or learning in school.
- Make time to discuss daily school life with my child.
- When I am at school, I will behave in a polite and respectful way to staff, other parents and children.
- Not take holidays during term time, as I understand how much it can setback my child.
- Encourage my child to try their best and celebrate their efforts.
- If I have a problem, I will talk in person to the Class Teacher. I will not use social media or WhatsApp groups as a way of complaining.
- When I park my car, I will not park on double yellow lines, within the school gates, block the road or people's driveways.
- I will support the school on social media.
- I will remember that all school staff care about my child.

BY WORKING TOGETHER YOUR CHILD WILL:

- Wear full school uniform, look smart and feel pride in themselves.
- Bring the correct equipment to school for lessons, P.E, and trips.
- Feel calm and safe by attending school every day and on time.
- Work hard and always try to do their best.
- Do their class learning and home learning on time and with their best effort.
- Feel safe - tell someone if they are unhappy or worried.
- Show respect for people and things at school and home.
- Be polite to everyone at school and home – using Magic Manners.
- Let the Class Teacher know if they do not understand their learning.

AS A SCHOOL WE WILL:

- Communicate in a clear, timely way via email, text, letter, website and phone.
- Take your concerns seriously and work with you to find solutions to meet the needs of all children, so they can achieve their full potential.
- Expect correct school uniform is worn at all times and provide regular times to buy pre-loved uniform.
- Encourage all children to arrive at school on time and to attend school regularly – this includes issuing fines.
- Help teach all children to have high self-esteem and a set of morale values to live by.
- Have high expectations for behaviour.
- We will contact you if your child is absent without prior notification to ensure the safety of your child.
- Report regularly on your child's progress (3 x per year – more if the child has a special need).
- Treat your child as an individual and give regular feedback.
- Give information to parents / guardians about school activities.
- Develop your child's learning skills and self-confidence.
- We will celebrate and share with you your child's efforts alongside academic success.
- Provide excellent teaching to all children to ensure good progress.
- Offer a broad and inspiring curriculum with personal development opportunities



APPENDIX 11 – AGREED SANCTIONS FOR SERIOUS AND CONTINUOUS UNACCEPTABLE BEHAVIOUR

given

1

- Removal to another classroom and playtime/lunchtime detention.

2

- Meeting with parents/carers to discuss the pupil's behaviour - SLT to attend.

3

- Placed on written report to monitor the pupil's behaviour. May be sanctioned by the class teacher and/or SENCo.
- Behaviour plan put in place to focus on creating desired behaviour at school.

4

- Internal exclusion – The pupil is excluded from their class for a fixed number of lessons/days and will work in the parallel classroom. Playtime and lunchtime may be missed if the behaviour puts other children at risk. Parents/carers will be informed at the start of the internal exclusion. May only be sanctioned by the Headteacher.

5

- Fixed term external suspension – The Headteacher may sanction a fixed term suspension. Parents/carers are informed in writing of the reasons for the suspension and their right to appeal.

6

- Permanent exclusion The Headteacher is the only member of staff who can sanction a permanent exclusion. A permanent exclusion is a last resort and a decision not to be taken lightly. In all cases, parents/carers will be informed in writing of the reasons for the exclusion and their right to appeal.

APPENDIX 12 – BEHAVIOURAL REPORTING STRUCTURE

