

# Darwen St James' C of E Primary Academy



## Behaviour Policy 2021/2022

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## 1. Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and consistently. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour for learning policy is therefore designed to support the way in which all members of the school can learn, show a Growth Mindset and work together in a supportive way; this includes pupils, staff, parents and governors. It aims to promote an environment where everyone feels happy, safe and secure. This policy also applies to educational activities which take place off site. All staff are encouraged to promote positive behaviour and are expected to act as role models at all times. Pupils at St James' CofE Primary Academy are rewarded for demonstrating excellent attitudes to learning and for behaving in line with St James' Big Ten and our School Values.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Potential Weapons
  - Stolen items
  - Tobacco and cigarette papers/lighters
  - Fireworks
  - Unsuitable images
  - Any article a staff member 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)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
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Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying of any kind will not be tolerated under any circumstances. If after investigation a pupil is found to be bullying, their parents/carers will be informed immediately and sanctions will be put in place in order to stop the behaviour. This may include any of the sanctions 6 to 10 listed in appendix 1. All incidents are recorded on MyConcern by staff members and notes are added as the investigation takes place. Children are supported by teaching staff, leaders and the Pupil Wellbeing team, with regular check - ins, time to talk and any other support deemed necessary. Parents of all concerned are kept informed by a senior member of staff either by phone or in person.

To proactively work to prevent bullying, all members of staff are positive role models at all times for our pupils and therefore we consistently show our pupils how to behave appropriately. We have strong Christian values that we not only learn about but also practice in our everyday lives. We teach about diversity through our Worship, RE and PSHE lessons so that children are inspired by other cultures and faiths not ignorant to them.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

## 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil Expectations

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Rewards –

- Verbal
- Work going to the Headteacher for the Wonderwall
- Class rewards, including stamps, stickers, dojo's home, prize boxes
- Bucket List
- Celebration Assembly wkly – certificates for achievement, effort and Growth Mindset/attendance recognition/punctuality recognition
- Green Jumpers – for outstanding contributions – attainment/effort/attitude/behaviour/values
- Star of lunchtime
- Lunchtime raffle
- Prefects/monitors
- Classdojos
- Attendance Award weekly stickers and tokens/half termly voucher and tablet

When pupils make poor behaviour choices they will be subject to a range of sanctions that send a clear message about behaviours that will not be tolerated.

Sanctions-

- Eye contact/Verbal
- Loss of all or part of break time
- Time out in another class
- Smart Thinking
- In-school Report
- Home-school Report
- Behaviour Contract
- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

Staff will always try a positive approach to addressing poor behaviour choices, if this approach is not effective sanctions will be implemented as detailed in the table below. The Headteacher reserves the right to implement sanctions 6 to 10 as an immediate sanction should the level of the poor behaviour be deemed severe enough.

See appendix 2 for sample letters to parents about their child's behaviour.

## **7.2 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

See appendix 1 - any from 6 to 10 depending on the incident.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

## **7.3 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

## 7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 8. Behaviour management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules
- Use Growth Mindset
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh



- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

## 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## 9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint. Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing committee annually. At each review, the policy will be approved by the headteacher.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- SEND

## Appendix 1: Stages of Sanctions

Stage	Sanction
1	Warning 1 - Eye contact, non-verbal reminder or name on the whiteboard
2	Warning 2 – Clear verbal warning reminding child of appropriate behaviour
3	Final Warning - Time out in agreed partner class to re-focus and/or calm down
4	Sanction - Loss of all or part of break time – In class with a CT that is timetabled. The class teacher will spend 5 to 15 minutes with the child completing unfinished tasks, reflecting on behaviour, agreeing appropriate behaviour etc. Record on MyConcern and make a note on the class list in the SEND file Informal chat with parents If this happens 3 times move onto stage 5
5	Longer term sanction - In-school Report The in-school report is fixed term sanction for pupils who repeatedly make poor behaviour choices. The pupil must earn smiley faces on their report sheet for each lesson and report to a member of the Leadership Team at each break and the end of the day to be rewarded for their effort or receive additional loss of break time depending on what their report sheet shows. Inform parent by phone call Keep the reports in SEND file and MyConcern
6	Longer Term sanction involving parents/carers - Home-school Report The Home-school report is used in the same way as the In-school report but parents/carers are informed in writing that the sanction is in place. The report sheet is sent home each day for parents/carers to see and sign. Inform parents on the phone and then send a formal letter Records kept in SEND file and MyConcern
7	Formal Sanction involving parents/carers – Behaviour Contract Parents will be asked to attend a formal meeting and agree that the child will be given a formal 'Behaviour Contract'. It is made clear to parents/carers that their child is at serious risk of exclusion. Parents are asked to agree to the terms of the contract which are a set of individualised sanctions that may be implemented at school or at home. The sanctions on the contract will be hierarchical in terms of severity and will be implemented in a linear method regardless of the poor behaviour choice made. Regular meetings will be arranged with parents/carers to inform them of their child's progress. All records kept in SEND file and MyConcern
8	Internal exclusion (In another class or with SLT)
9	Fixed term Exclusion
10	Permanent Exclusion

## Appendix 2:

### Behaviour Letter Templates-

Dear parent,

Following my previous phone call regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our School Rules.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

**Insert details of how to contact the school to arrange the meeting.**

Yours sincerely,

Class teacher name:

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Class teacher signature:

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Date: \_\_\_\_\_

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_ has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

**Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.**

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## St James' Big 10

1. Always use our manners by saying please, thank you and excuse me.
2. Respect each other and our school.
3. Trust each other and yourself.
4. Keep your hands and feet to yourself at all times.
5. Accept everyone for who they are.
6. Zero tolerance on bullying.
7. Look after each other.
8. Love each other.
9. Look after our equipment and put it away.
10. Always try your best.

**Have FUN and be HAPPY!**

## Appendix 4 - Definitions

### Classdojos

All adults, and children who have been given permission, can award classdojos. Pupils can earn classdojos for adhering to the school rules and for any other behaviour that contributes to the well-being and learning opportunities of themselves and others

### Diner's Award raffle tickets and prize draw

During lunchtime, pupils who demonstrate good manners and conduct whilst collecting and eating their lunch will have their name recorded on a raffle ticket by the Year 6 Senior Monitor on duty. Each day, all raffle tickets are collected and a prize draw takes place at the end of the week. Two children from each key stage will win a prize for their 'restaurant behaviour'; children know that the more tickets they have in the box, the more chance they have of winning the 'Diner's Award', to eat at the Top Table that week.

### Star of Lunchtime

Mid-day Supervisors take the opportunity to notice children who are conducting themselves as 'Role Models' on the playground during lunchtimes. When staff have seen pupils who have made a good behaviour choice they record the behaviour on a class list and at the end of the week draw two names from the list to win a certificate or a green jumper.

### Lunchtime Prefects

Lunchtime Prefects will be in charge of monitoring and helping with the salad bar, trays, wiping tables, sweeping up and children in the lunchtime queue. They can report any good or negative behaviour to Midday Supervisors.

### Celebration Assembly

Every Friday morning we hold our celebration assembly to which all parents/carers and friends of school are invited. During this time we celebrate achievement and effort. We award 2 certificates, 1 for attainment and 1 for growth mindset. We also award a green jumper for outstanding contributions, this could be in work, with behaviour, with attitude, or living out our school values.

### Reading

Home reading is really important at DSJ. Each child is expected to read at least 5 times a week for at least 10 minutes. This reading needs to take place with an adult, who will then sign their reading record to show that the reading has taken place. If reading does not happen at home, children will not be punished for this as we want reading to be enjoyable, but they will have to catch up the next day in school through breaktime reading club. Break time reading club will be run by a timetabled teacher/TA who will sign their reading record to show that the reading has taken place.

### Attendance

Coming to school everyday is of vital importance at DSJ, so that no learning time is lost. So at the end of each week, in Celebration Assembly each class will be recognised for its attendance and the class with the highest attendance that week will be awarded 5 minutes extra playtime. All the

children with 100% attendance that week will be recognised in assembly/class and have their photo taken and displayed in the school entrance. Each will receive a sticker or a token to show they are 100% attenders. As attendance is not just reliant on the children, all the children who have achieved 100% attendance will have their names added to a raffle each week and then drawn at the end of the half term to win a family gift voucher. There will be a EYFS/KS1 draw and voucher as well as a KS2 draw and voucher. So 2 families will win each half term. If children are repeatedly missing from school, a meeting will be called with the parents to see how we can address this issue. See Attendance Policy for more information.

#### Punctuality

Coming to school on time is of vital importance at DSJ, so that no learning time is lost. Recognition in Celebration assembly for the class who had the most children in on time, the winners awarded 5 minutes extra playtime. The children who arrived at school everyday on time will have their photo taken and displayed in the entrance. Children will receive a sticker or a token to show that they have been on time to school. These children will have their names entered into the food hamper/gift voucher raffle which is drawn at the end of the half term. If children are repeatedly late, parents will be called into school for a meeting as to how we can address the issue. See Attendance Policy for further information.

#### Stickers and tokens -

Stickers are awarded to EYFS and KS1 tokens are awarded to KS2. When a child has collected 10 stickers or tokens, these can be redeemed for a special Gold token or sticker. This awards the children a trip to the Headteacher to get special Headteacher's certificate to take home and a prize. These can be awarded at any time throughout the year.

#### Smart Thinking

DSJ does not tolerate violent behaviour or bullying of any kind. Pupils who involve themselves in fighting or violent behaviour will, in the first instance, receive the sanction of 'Smart Thinking'. This sanction involves pupils missing up to fifteen minutes of their lunch break with a timetabled member of staff. During that time they will complete the 'Smart Thinking' proforma which helps them to reflect on their behaviour choices, consider what they should have done and agree what they will do in future. Pupils given 'Smart Thinking' as a sanction for violent behaviour will have their names recorded in the 'Smart Thinking' folder which is monitored by a Senior Member of staff on a weekly basis. If children have their names recorded in the folder three times in any one term their parents/carers are informed and other sanctions detailed above may be applied.

Timings: KS1 – 12.20pm – 12.30pm - 10 minutes KS2 – 12.40pm – 12.55pm – 15 minutes



## Appendix 5 - Inclusive School

DSJ is an Inclusive school and as a school we have a very positive approach to all types of behaviour, as noted in the Behaviour policy, which is followed by all staff and pupils. Children may be referred for support related to Behaviour, Emotional need and/or Social skills development if it is felt these areas are significantly impacting their learning, at any stage, for a range of differentiated approaches and interventions but, in addition to this, there are specific stages of the sanctions list where support would be initiated for those children who may exhibit relevant needs which are on-going and having a continuing significant impact on the child's learning. As noted this support may be put in place prior to any sanctions being implemented when a child's specific need is identified but may also be initiated at certain stages of sanctions – please see below. This can lead to a child being placed on SEND support.

Stage	Sanctions
1	Warning 1 - Eye contact, non-verbal reminder or name on the whiteboard
2	Warning 2 – Clear verbal warning reminding child of appropriate behaviour
3	Final Warning - Time out in agreed partner class to re-focus and/or calm down
4	Sanction - Loss of all or part of break time – In class with timetabled CT The class teacher will spend 5 to 15 minutes with the child completing unfinished tasks, reflecting on behaviour, agreeing appropriate behaviour etc. Should any of the above sanctions begin to be needed consistently it is advised that a discussion be instigated with the Inclusion Team – SENDcO/SENDcA to explore the need for a differentiated approach or intervention.
5	Longer term sanction - In-school Report The in-school report is fixed term sanction for pupils who repeatedly make poor behaviour choices. The pupil must earn smiley faces on their report sheet for each lesson and report to a member of the Leadership Team at each break and the end of the day to be rewarded for their effort or receive additional loss of break time depending on what their report sheet shows. At this stage the behaviour sanctions should be monitored and the SENcO should be informed. SENDcO may become involved directly in the monitoring process and may advise an Individual Support Plan be developed in partnership with the child and in liaison with the parent – please see example appendix iii. Additional interventions may also be advised – please see below.
6	Longer Term sanction involving parents/carers - Home-school Report The Home-school report is used in the same way as the In-school report but parents/carers are informed in writing that the sanction is in place. The report sheet is sent home each day for parents/carers to see and sign. Please see above – step 5.

Stage	Sanction
7	Formal Sanction involving parents/carers – Behaviour Contract Parents will be asked to attend a formal meeting and agree that the child will be given a formal ‘Behaviour Contract’. It is made clear to parents/carers that their child is at serious risk of exclusion. Parents are asked to agree to the terms of the contract which are a set of individualised sanctions that may be implemented at school or at home. The sanctions on the contract will be hierarchical in terms of severity and will be implemented in a linear method regardless of the poor 7 behaviour choice made. Regular meetings will be arranged with parents/carers to inform them of their child’s progress. It may be prior to this point i.e. if a Home/School report is needed more than once in a half term but definitely at this point it could be considered that a child is at risk of exclusion and would therefore require a Further Support Plan – Please discuss with SENDcO.
8	Internal Exclusion (In another class or SLT)
9	Fixed Term Exclusion (PSP – must be in place if it has not been to this point)
10	Permanent Exclusion

**Parents must be informed in the same way as the first sanctions grid shows.**

**Additional Behavioural/Emotional/social interventions to consider – Pupil Wellbeing/SEMH Team/Urban Evangelist**

A referral can be made to the Pupil Wellbeing Officer (PWO) for support for the child’s behavioural/emotional and/or social needs – please see attached referral form appendix iv – The focus of the work done with the child would be to explore their behaviour and emotions and how this affects them – what is causing their concerns/behaviour – approaches are highly differentiated based on the child’s needs and age as relevant. This work can be done in the form of informal discussion, planned discussion, 1-1 or small group work to support social skills, role play, social stories and games, use of play therapy techniques, exploring feelings through drawing or direct discussion regarding an incident. Sessions can be formally timetabled or organised for the child to be seen on an ‘as needed’ basis which we refer to as ‘drop in’ – the PWO may decide this is needed – as may the class teacher or the child themselves.

The PWO is also involved on an ‘as needed’ basis for specific children who need support at times of maximum stress or when they are emotionally overwhelmed and need time to calm or explore their feelings – this can be provided at a moment’s notices as appropriate.

The PWO/Urban Evangelist may also be involved in support for children who have experienced bereavement or trauma, and is involved with and/or assesses all children on our vulnerable children’s list.

Class teachers may make an emergency referral if it becomes apparent that a child is being affected by a situation when they come into school. A referral to the PWO may lead to the referral being passed, after assessment and discussion with the SENDcO.

SENDcO for Behaviour– A referral may be passed on to the SENDcO if a child’s needs are assessed to be related to hyper activity and/or conduct or if their emotions cause specific incidents to occur – the most common of these are reactions to feeling angry but may also be related to anxiety or other emotions. They are usually represented by sudden outbursts of behaviour or by sudden and/or extreme withdrawal or refusal to comply/engage behaviour. The SENDcO will again follow a highly differentiated approach to each child but will develop a programme which helps the child to deal with their emotions and the behaviour their emotions instigate. There are occasionally children who will follow a designed, or part of a designed, programme e.g. Why Try, There’s a Volcano in My Tummy!, Socially Speaking, My emotions thermometer!. The SENDcO will also use a range of resources – e.g. Scenario cards, games etc and/or provide the children with resources to support themselves independently e.g. Red card – along with the system to use this, other coloured cards to indicate their emotional need at that time, time out cards, personal thermometers/emotional management strategy cards/sheets.

**A child who continues to be at Risk of Permanent exclusion after planned intervention – Perhaps after stage 9 has been repeated –**

If there is continuing concern of risk of exclusion the child could be offered a short term placement at the PRU as a preventative to exclusion. This would be discussed with parents during a review meeting with the Head Teacher and SENDcO. Please also see DSJ SEND policy.