



Behaviour Policy

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a consistent approach to behaviour management that is applied equitably to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline our system of rewards and sanctions

All aspects of this policy fully comply with DfE guidance, statutory responsibilities or the law as detailed including, but not limited to, the following publications:

- [Suspension and Permanent Exclusion](#) – Guidance for schools
- [Searching, Screening and Confiscation](#) – Advice for schools
- [Behaviour in Schools](#) – Advice for headteachers and school staff
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

Our Approach

At Ferndale Primary School, we have an expectation that children are caring & compassionate individuals who are respectful, tolerant and kind towards others. We do not leave this to chance and the aim of this policy is to provide guidance and support for staff in nurturing and developing the positive behaviours that we expect within our school and our community as well as outlining the processes and procedures which will be followed when any behaviour does not meet our expectations or, indeed, the national minimum expectation defined by [Ofsted](#). Consequently, this will support our belief that everybody should have the right to feel safe, valued and respected at our school.

At Ferndale Primary School, our approach to managing behaviour is one that is centered on the importance of positive, trusted relationships and nurturing behaviours linked to our core values of Respect, Teamwork, Equality and Honesty. Our staff understand their role in promoting positive behaviour and act as role models for all of the pupils, many are also skilled in managing and understanding more challenging behaviours.

Our staff are trained in seeing past the presenting behaviour in order to find out what the child is trying to communicate. There is a growing body of research and understanding of the impact of Childhood Adversity Experiences (ACE) on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart.

All adults in our school are aware of how to create an ethos and environment of both physical and emotional safety and have the skills to respond to pupils who are suffering or have suffered stress. We fully understand and support the impact that connection with a trusted, emotionally available adult has on a child and seek to maximise this for those who are identified as requiring additional support.

We have an in-school mentor and a well-being team, who can support children who are struggling to cope in school and when needed, this support may be offered in 1:1 session, in class or in small groups we also access external support from expertise from the Local Authority. Our aim is to support children to find ways to manage their emotions and feelings and ensure that they maintain the capacity to learn, despite difficult events that may happen for them

We believe the focus should be on the positive, we try to separate the behaviour from the child and ensure they understand they are cared for no matter what. Relationships matter to us which is why our approach goes beyond simply maintaining an orderly and compliant school.

Our curriculum and expectations

All children are expected to follow the school values of: Honesty, Respect, Equality and Teamwork. Our values underpin this behaviour policy and are at the centre of any discussions we have with children regarding their behaviour choices.

The ethos of the school is underpinned by the belief that each child has the right to work, play and learn in a friendly, safe and supportive environment, without prejudice. We also believe that staff have the right to deliver their responsibilities in a similar environment.

We adopt TLAC (Teach like a champion) strategies to enhance pupil engagement and academic outcomes with a focus on self-regulation and meta-cognition. These strategies focus on specific classroom actions and routines that can be implemented immediately to enhance classroom culture, engagement, and academic achievement.

Self-Regulation: The ability to manage your own behaviour, reactions and emotions in a given setting... to make yourself productive and successful.

Meta-Cognition: An awareness of your own thinking patterns and an ability to plan, monitor, evaluate and make changes to them in order to respond effectively to context.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show focus and attention in lessons

- Demonstrate good manners to all
- 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
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

These expectations form the basis of our 'Everyday Behaviour Charter' (see appendix) which is shared and agreed by all pupils in school and is monitored by all staff in a consistent manner.

In addition to our values and everyday behaviour charter, we have our Learning 9, which are a set of learning behaviours which support our children in their day-to-day approach to school. These are taught through fictional books in EYFS and KS1, where the characters demonstrate the positive behaviour. We reward children who demonstrate these behaviours in our weekly merit assembly.

Our Learning 9 are:

Confidence, Independence, Communication, Motivation, Resilience, Co-operation, Resourceful, Questioning and Nurturing.

Calm Spaces

Considering the significant relationship between feelings and learning, support for emotion regulation occupies a valuable place in the classroom. Our school has three Calm spaces around school, where pupils can take a moment to decompress, pause, or think about making different choices. This gives the pupil a chance to reset and return to learning without much adult intervention or disturbance to teaching and learning. Classrooms also have break out spaces and reading corners that can also be used if the child feels safer to be in the room.

It is important for pupils to recognise their feelings and learn to self-regulate their own emotions and behaviours. They need to recognise when they are upset or bored or perhaps just avoiding work and understand how their behaviour affects others. It is powerful when pupils discover how to manage their own behaviour and emotions rather than having an adult direct it for them. We teach pupils good coping and regulation strategies so that they can help themselves when they experience emotions such as anxiety or stress; tools which will support them in later life. When used these are expected to be displayed in classrooms and to be used with the children. Please see appendix.

Undesirable behaviour

At Ferndale we have a set of undesirable behaviours which are linked to our card system of sanctions. These include:

Yellow card behaviour:

- Answering back
- Not completing a given task
- Ignoring instructions
- Name calling (not Protected Characteristics)
- Repeatedly winding someone up

- Being somewhere in school without permission
- Running in school

Orange card behaviour:

- Running out of the classroom
- Poor attitude towards adults
- Threatening someone
- Lying
- Inappropriate language (not swearing)
- Making fun of someone (not Protected Characteristics)
- Insulting someone's family (not Protected Characteristics)

Red card behaviour is defined as:

- Kicking
- Punching
- Pushing
- Swearing
- Stealing
- Spitting
- Throwing furniture
- Damaging property
- Retaliating physically
- Purposeful comments related to the Protected characteristics (including race, religion, disability, gender) of the person or their family

Some incidents of undesirable behaviour are extremely serious and go beyond a red card. These will be treated on a case by case basis. These include:

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
- Possession of any prohibited items – please see section 6.5 about confiscation and the searching of a child and/or their belongings.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic 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)

If an incident is extremely serious eg Sexual assault, the police will be informed.

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
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">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	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

Details of our school's approach to preventing and addressing bullying are set out in our [Anti-Bullying Policy](#).

Roles and responsibilities

The governing body

The governing body will review this behaviour policy and will monitor the policy's effectiveness, holding the deputy headteacher and senior staff to account for its implementation.

SLT

At our school, we believe that strong and visible leadership plays a key role in creating a positive behaviour culture where everyone feels safe, valued, and supported. Our school leaders regularly engage with pupils, staff and families to set clear expectations and support everyone in working together to maintain a calm, respectful and nurturing environment.

Our school leaders make sure that all staff, especially those new to the school, are clearly introduced to our behaviour policy and routines. This helps everyone understand our shared expectations and how best to support every pupil in making good choices and contributing positively to our school community.

SLT are responsible for:

- Reviewing this policy in conjunction with the governing body.
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with undesirable behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its expectations and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour tracking is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently, including the Everyday behaviour Charter
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold the school's expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

It is important that class based staff take responsibility for the behaviour of their class, using a range of strategies and techniques in their day to day practice, to address any undesirable behaviour and to support any children who are struggling to behave in an appropriate manner. Once these have been exhausted, the senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate

- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following undesirable behaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Where parents are struggling to manage their child's behaviour at home, we offer Early help support from our Parent Support Workers and Learning Mentor.

Responding to behaviour

classroom management

All staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display, discuss and promote the Everyday Behaviour Charter at the start of each term and every week in assembly.
- Develop a positive relationship with pupils, including:
 - 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 strategies for dealing with low-level disruption
 - Using positive reinforcement

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 undesirable behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy.
- The school recognises that sometimes children can abuse other children. This may occur inside and outside of school. Further details about this and our response to such incidents is in our Safeguarding Policy.
- 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 undesirable behaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Responding to good behaviour

All staff work together to apply consistency in dealing with children and wherever possible, positively reinforce consistent effort and good behaviour through verbal praise, the collection of Class Dojo points, stickers and visits to Senior Leaders to share good work.

Behaviour and Attendance

There is a strong link between behaviour and attendance. Persistent absence, lateness, or school avoidance can often indicate unmet emotional needs, low motivation, or feelings of disconnect. Our pastoral and attendance teams work closely together to identify patterns, investigate underlying causes, and engage pupils and families in early support. Behaviour concerns may also arise from poor attendance, as pupils miss key messages about routines and relationships. We respond by using a graduated approach combining compassionate conversations, restorative interventions, and structured re-engagement plans. We also work with external agencies where necessary to remove barriers to attendance and behaviour.

EYFS

Good behaviour strategies and management during the early stages of school life are essential in promoting opportunities for children to develop self-discipline, take responsibility for their own actions and have respect for others and for their surroundings.

In the Early Years Foundation Stage (EYFS), we recognise that young children are at the very beginning of their journey in learning how to understand and manage their emotions and behaviour. This is a developmental process that requires time, patience, and consistent support from adults. In line with [Development Matters](#), we understand that self-regulation and managing feelings are key components of personal, social and emotional development (PSED), and we prioritise these areas as foundational to children's success in school and life.

Young children often experience strong emotions but may lack the language or strategies to express them appropriately. We acknowledge that difficulties with self-regulation are developmentally typical and that behaviour is a form of communication. Our role is to teach children explicitly how to recognise, name, and manage their feelings in a safe and supportive environment. This allows children to demonstrate increasing independence, resilience, and respect for others.

We encourage good behaviour through praise and provide clear limits through introducing simple rules and emotions. Our strategies used include:

- Rewarding good behaviour with verbal praise as often as possible;
- Sharing praise stickers, Dojo Points and certificates;
- Distracting children by offering a positive and attractive alternative;
- Removing the child from the situation for a short time;
- Supporting children in a positive manner to think about their behaviour and its impact on others
- Using an individual behaviour chart for those children who may need a more personal approach

Language development is central to emotional literacy. We create language-rich environments where children are taught the vocabulary of emotions through stories, songs, role play, and daily interactions. We model and scaffold emotional language, helping children to move from physical expressions of emotion to

verbal ones. Visual supports, such as the colour monster book and visual displays are used to help children identify and communicate how they feel. This is also used in Year 1 to support transition.

We provide calm, predictable environments with clear routines and expectations. Strategies such as visual timetables, now-and-next boards, and calm corners help children feel secure and reduce anxiety. Staff are trained to co-regulate with children, offering comfort and guidance when emotions become overwhelming, and gradually supporting them to develop independent regulation skills.

By embedding these practices into our daily routines and curriculum, we ensure that all children, including those with additional needs, are supported to develop the emotional resilience, social understanding, and behavioural skills they need to thrive.

Biting (Biting Management Strategy)

Biting is a common behaviour among children and can be a concern for both parents and staff. Biting can often be painful and frightening for the child who has been bitten and also frightening for the child who bites. Biting happens for different reasons with different children and under different circumstances. This is part of some children's development and can be triggered by a number of factors. Where biting is linked to SEND or sensory needs, reasonable adjustments are made in line with the Equality Act 2010 and the SEND Code of Practice.

Aim

We aim to act quickly and efficiently when dealing with any case of biting. We will treat each incident with care and patience, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding. Parents will be reassured that, whilst distressing, biting is part of a child's development and not made to feel that it is their fault

Potential triggers for biting- (these may vary depending upon the child's age and stage of development)

- Exploration – babies and young children explore the world around them using their senses; young children do not always know the difference between gnawing on a toy and biting someone.
- Teething – swelling gums can be painful and cause discomfort; this can be relieved by biting or chewing on something.
- Cause and effect – at around one year old, children become interested in what happens when they do something. This behaviour may be repeated again and again to support their learning and development. This could be the case with biting as the child explores the reaction to biting someone.
- Attention – when children are in a situation where they feel they are not receiving enough attention biting is a quick way of becoming the centre of attention.
- Independence – toddlers are trying very hard to be independent using phrases such as “me do it” and “mine”. If a child wants a toy or wants another child to do something this could lead to a biting incident.
- Frustration – children can be frustrated by a number of things, such as long waiting times before or after transitions times. Wanting to do something independently but not quite being able to manage the task. Also not having the vocabulary to express themselves clearly. This can lead to biting as a way of dealing with this frustration.
- Not having their needs met – children who are tired, hungry or uncomfortable may bite others as a way of expressing their emotions.

All these possible triggers should be considered – it could be one of these factors or a combination of them or something else.

Procedure

In the event of a biting incident:-

1. The child who has been bitten will be the immediate priority and should be comforted and given reassurance.

2. 'No biting' is said in a calm but firm voice to the child who has bitten followed by " _____ is sad, biting hurts." Visual cards can also reinforce this message and the child will be moved away from the child who has been bitten. Over reaction will show the child that this behaviour is a way of getting immediate adult attention and should be avoided.
 3. Once the child who has been bitten is calm, staff should check for any visual injury. If so, First Aid procedures are followed (e.g. if the wound is bleeding it should be allowed to bleed as covering the wound can increase the risk of infection. If there is a bruise, a cold compress will be given to reduce any swelling.)
 4. Once the child who has been bitten is settled, a member of staff should call the parents/carers, explaining the procedure followed and whether the skin has broken or not- if so, parents may want to take their child to their GP.*
 5. The parents/carers of the child who has bitten another person can either be called or can be informed at collection time; this must be handled in a sensitive and confidential manner and not discussed openly in front of other parents/carers and children.*
- *Parents/carers may ask the name of the child who has bitten or been bit. Staff must explain that they cannot disclose this information as confidentiality must be maintained.
6. Staff record the incident on CPOMS noting potential triggers where possible.
 7. If a child continues to bite, observations will be carried out to try to distinguish any possible triggers. Meetings will be held with the child's parents to develop strategies to prevent the biting behaviour. This parental contact will be logged on CPOMS.

Potential strategies to support the management of biting incidents

- Consider routines and how adults are deployed at free play and group times so that they are near to intervene. Staff may need to increase the supervision of a child who is biting; this does not necessarily need to be one to one. It could be during particular times of the day, or by simply reducing the number of large group activities provided.
- Staff should aim to identify the child's interests and motivators.
- Staff should make sure a child who is biting receives significant encouragement when displaying positive behaviour, and avoids receiving excessive attention following an incident.
- Staff should plan activities which help release frustration such as physical outdoor play and malleable experiences like play dough, gloop etc.
- Staff should provide cosy areas for children to relax in and activities which release tension such as splashing in water, digging in sand and using sensory equipment.
- Provide sensory opportunities for appropriate biting – crunchy snack items, toys which can be mouthed safely (after speaking with parents/ carers).

Arrangements to Support this Policy

Key messages :

- Staff should acknowledge that biting incidents can cause parents a great deal of distress and worry, and staff need to be sensitive and supportive at all times.
- Working in partnership with parents/carers is a key factor of any successful Behaviour Management Strategy. Staff should involve parents/carers every step of the way and explain that this should be implemented in the home as well as in the nursery.
- Staff should be aware that there are a range of triggers which can cause children to bite and should work as a team to identify these and reduce them.
- Staff should use the consistent message that whilst every attempt will be made to try to reduce the number of biting incidents, there is no guarantee that these will not happen or continue.

KS 1 and KS 2

In addition to the everyday rewards given, children are rewarded for not having any serious sanction cards.

Whole week Extra playtime on Friday afternoon (no cards at all)

Responding to Undesirable behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that undesirable choices will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future and to support their social, emotional and mental health (SEMH).

EYFS

Where a child chooses to behave in a way that is deemed undesirable, we will use a system that allows the child to think about their actions and to think about the impact on others. With young children we recognise that behaviour needs to be dealt with as soon as it occurs.

Step 1- a child will be asked to have a few minutes in time out, sitting within the environment in a designated area to think about their actions and then return to activities.

Step 2- reflection-a child will have a longer time out and will discuss their actions further with a member of staff.

Where deemed necessary, parents will be informed.

Year 1

We recognise that there needs to be a transition from EYFS to KS 1 . Therefore, we bring in the more formal behaviour sanctions into year 1 when the majority cohort are able to understand the system fully and it is meaningful to them. They will continue with the EYFS approach and use 'time out' and instant 'reflection' as sanctions for serious behaviours. We aim for children in year 1 to be using the KS 1 approach by the Summer term, although this time scale will be cohort specific.

KS 1 and KS 2

At Ferndale we have developed a whole school approach to sanctions, using a card system. Depending on the seriousness of the undesirable behaviour, a card will be given and recorded on a class chart (see appendix for agreed cards). For low level behaviour a verbal warning will always be given to allow the child a chance to modify their behaviour, for more serious offences the card will be instant. Cards will be collected over a half termly period and may result in **Reflection**.

- Red card = reflection
- 2 orange cards = reflection

- 10 yellow cards = reflection

All red cards are logged onto our CPOMS system by the person issuing the red card, any following actions are also logged by senior members of staff if relevant. These incidents are monitored on a regular basis by the Deputy Headteacher and further support offered as required.

What is Reflection?

In the Early Years, Reflection will take place as soon as the incident has occurred. In KS 1 and KS 2, Reflection will take place during a morning and lunchtime, when the child will spend time in a fully staffed area.

We will ask the child to think about their actions; we encourage them to calmly reflect on the choice they made and then discuss how they could have made a better choice. We talk about feelings and how our actions affect these. If it is appropriate we may encourage the child to record the discussion in pictures, or if it is an older child, through a written activity.

They may also be able to 'make amends' by writing a letter or making a card.

Parents will always be informed if their child has been in reflection via a face to face conversation, or a phone call. If a child is in reflection more than three times in a half term period (Regular Visitor), they will visit a senior leader and will have a report sheet to complete during the day. Parents will be contacted if their child shows persistently undesirable behaviour.

Fresh Starts:

Children have many chances to put things right:

- Each week is a new opportunity to earn the extra playtime.
- Each half term all cards are cleared.
- Each term is a fresh start to win the termly prize

Positive handling and restrictive intervention

In some circumstances, staff may use positive handling, which is the positive application of force with the intention of protecting pupils and limiting damage to property. We have a number of CPI trained staff across school, who can be called upon to assist with behaviour which may require physical restraint.

However, all members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of physical restraint must:

- Always be used as a last resort
- Be carried out by CPI trained staff, unless it is an emergency
- 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 in the physical intervention record book and reported to parents verbally and via a written message.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please refer to our [Positive Handling and Restrictive Intervention Policy](#) for more information.

Planning around an individual and risk assessment

In an emergency, staff do their best, using reasonable force within their duty of care. We recognise that some children with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Consequently, this can lead to pupils with SEND being disproportionately subject to the use of physical interventions.

As an inclusive school, Ferndale commits to trying to understand the triggers of any challenging behaviour so that we can provide proactive support and create a positive environment for any pupil who presents with additional needs. We recognise that some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions.

Wherever possible, staff will be deployed to work with identified individual pupils in order to help manage any risks or triggers when challenging behaviour is more likely to occur.

Staff will always calmly communicate the reasons for their actions to the pupil and explain why it was necessary in a non-threatening manner. Staff will never give the impression that they are acting out of anger or are punishing the child. In non-urgent situations, staff will always try and deal with a situation through other strategies before using force.

Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Where an individual child has an individual positive behaviour management plan or a PSP (Pastoral Support Plan) has been completed, which includes the use of restrictive physical intervention, we ensure that such staff receive appropriate training and support in behaviour management as well as restrictive physical intervention. We consider staff and children's physical and emotional health when we make these plans and consult with the child's parents/guardians. In most situations, our use of restrictive physical intervention is in the context of a prior risk assessment which considers:

- What the risks are
- Who is at risk and how
- What we can do to manage the risk (this may include the possible use of restrictive physical intervention)

We use this risk assessment to inform the individual behaviour plan that we develop to support the child. If this behaviour plan includes restrictive physical intervention, it will be as just one part of a whole approach to supporting the child's behaviour.

Either the behaviour plan or PSP (Appendix) outlines:

- Our understanding of what the child is trying to achieve or communicate through his/her behaviour
- How we adapt our environment to better meet the child's needs
- How we teach and encourage the child to use new, more appropriate behaviours
- How we reward the child when he or she makes progress
- How we respond when the child's behaviour is challenging (responsive strategies).

When writing a behaviour plan or PSP, we:

- Consider a range of approaches (including humour, distraction, relocation, and offering choices) as direct alternatives to using restrictive physical intervention. We choose these responsive strategies in the light of our risk assessment.
- Draw from as many different viewpoints as possible when we anticipate that an individual child's behaviour may require some form of restrictive physical intervention. We **include the child's perspective (where possible)**.
- **Involve** the child's **parents** (or those with parental responsibility), staff from our school who work with the child, and any visiting support staff (such as Educational Psychologists, Behaviour Support Team workers, Speech and Language Therapists, Social Workers and colleagues from the Child and Adolescent Mental Health Services).
- **Record** the outcome from these planning meetings and seek parental signature to confirm their knowledge of our planned approach.
- **Review** these plans at least once every 4 to 6 months, or more frequently if there are any concerns about the nature or frequency of the use of restrictive physical intervention or where there are any major changes to the child's circumstances.
- **Recognise** that there may be some children within our school who find physical contact in general particularly unwelcome as a consequence of their culture/religious group or disability. There may be others for whom such contact is troubling as a result of their personal history, in particular of abuse. We have systems to alert staff discreetly to such issues so that we can plan accordingly to meet individual children's needs.

Behaviour Expectations and Pupils with Special Educational Needs and/or Disability (SEND)

At our school, we are dedicated to ensuring that every pupil, including those with SEND, can thrive in an environment where high standards of behaviour are consistently promoted. We understand that pupils with SEND may have additional needs, and we are committed to providing the necessary support to help them succeed both in the classroom and beyond. We recognise that some behaviours may be linked to specific SEND. For instance, a pupil who is neurodivergent may find it difficult to understand social cues, or a pupil

with attention difficulties might struggle to stay focused for extended periods. However, it is important to remember that not all behavioural challenges are linked to SEND, and each situation will be considered individually. Our goal is to ensure that every pupil understands what is expected of them, while providing the support they need to meet these expectations.

To support pupils with SEND, we follow a graduated approach to behaviour support, which involves assessing their needs, planning appropriate interventions, delivering tailored support, and reviewing the effectiveness of these strategies regularly. This ensures that the support provided is responsive to the pupil's needs and effective in helping them achieve positive behaviour outcomes.

Physical Intervention is entirely different to using sensory deep pressure to help a child regulate their nervous system. Deep pressure provides calming neurological input to meet a child's sensory needs. It is delivered through comforting, non-restrictive tools like weighted blankets, tight "bear hugs" or compression vests. The child actively participates in or consents to this input because it feels grounding and helps them recover from sensory overload.

Confiscation and searches

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

Confiscation

Any prohibited items (listed in section 3.2) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher or the designated safeguarding lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item from section 3.2, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher or the designated safeguarding lead (or deputy) to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in the previous section.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, classroom trays.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Classroom trays
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3.2).

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3.2), including incidents where no items were found, will be recorded on CPOMS.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3.2). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present:

For any strip search that involves exposure of body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Undesirable behaviour when off-site

Sanctions may be applied where a pupil has shown undesirable behaviour off-site when representing the school. This means 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 shown undesirable behaviour off-site, at any time, whether or not the conditions above apply, if it:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil
- 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 a staff member (e.g. on a school-organised trip).

Undesirable online behaviour

The school can issue behaviour sanctions to pupils for any undesirable behaviour online when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

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

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
 - Complete an Early help Assessment

- Refer to children's social care
- Report to the police

Please refer to our safeguarding policy for more information

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 consider whether to 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 consider whether to 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 (LADO), 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 safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Serious sanctions

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious incidents. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of staff known to them and will be removed the minimum amount of time needed to smoothly re-integration.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Short term behaviour report sheets
- Long term behaviour plans
- Inclusion Support involvement (SEMH team)
- Respite at a pupil referral unit
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on CPOMS.

Suspension and permanent exclusions

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

There are three types of formal exclusion that the school can sanction for extreme behaviour: Lunchtime Exclusions, Fixed Term Suspension and Permanent Exclusion.

A child can also be excluded from a class day trip/residential trip for extreme behaviour as outlined in the national guidance for 'Off-site & Out of Hours Educational activities' ; where extreme undesirable behaviour gives rise to concerns for the child's own safety or the safety of their peers. Exclusion from a day trip / residential may also be a consequence for a serious breach of the Behaviour Policy eg Sexual Harassment / Violence

This is at the discretion of the Headteacher and is written on each trip letter to parents.

Lunchtime Exclusion: Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period for a fixed period of time. This will count as a half- day exclusion against the pupil.

Fixed Term Suspension: A decision on suspension for a fixed term should be taken, on balance of probabilities, only in response to breaches of the school's behaviour policy where these are not serious enough to warrant permanent exclusion. These should be for the shortest time necessary. However, for continued disruptive behaviour a number of fixed term suspension can be given as outlined in Sandwell Exclusions: Good Practice Guide.

Permanent Exclusion:

Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort and will be carried out in line with Sandwell's Fair Access protocol.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the

removal is primarily in the interests of the school rather than in the best interests of the pupil.”

A decision to suspend a pupil will be taken only:

- In response to serious or persistent breaches of the school’s behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

School will closely work with Sandwell Inclusion SEMH (Social and Emotional, Mental Health) and their Preventing Primary Exclusions (PPE) team to support a child who is at risk of permanent exclusion. A reduced timetable can be negotiated with parents where a child has received a number of fixed term exclusions to try to avoid a permanent exclusion. The school will endeavour to support a child and family to avoid a fixed term exclusion.

When a pupil is suspended or permanently excluded parents will be notified without delay. If a pupil has a social worker, or if a pupil is looked-after, the social worker and/or VSH, as applicable will also be notified without delay. The local authority will also be notified.

Managed Moves

School will only consider a managed move to another school if it is in the best interests of the child. This will only be considered once all other measures and support have been exhausted.

Pupil support

Following a serious sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead / SLT
- A behaviour chart personalised behaviour goals

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 Senco will evaluate a pupil who exhibits undesirable behaviour to determine whether they have any underlying learning or SEMH 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. We may use the expertise the PPE team (Preventing Primary Exclusion).

Where interventions or targeted support have not been successful in improving a pupil’s behaviour, off-site direction can be used to arrange time-limited placements at an AP (Alternative Provision). Depending on the individual needs and circumstances of the pupil, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction

Responding to undesirable behaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational (learning and SEMH) need or disability (SEND).

When incidents of undesirable behaviour arise, we could consider them in relation to a pupil's SEND, although we recognise that not every incident of undesirable behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of undesirable could be made on a case-by-case basis and if necessary, appropriate, meaningful sanctions will be given.

When dealing with undesirable behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school could balance their legal duties when making decisions about enforcing the behaviour policy and its sanctions. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers for the undesirable behaviour, and put in place support to prevent these from occurring.

Any preventative measures could may take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school may take into account the needs of the child and the circumstances of the incident. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying learning or SEMH 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 could 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.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it may make contact with the local authority to discuss the issue. If appropriate, the school may request an early review of the EHC plan.

Pupil transition

The school will support incoming pupils to meet behaviour standards by explaining the behaviour policy and the wider school culture on their arrival.

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

Training

Ferndale staff are provided with regular training on managing and understanding behaviour. We have a number of staff in each building who are trained in CPI.

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

We have good relationships with Sandwell Inclusion Support, who support staff with strategies for supporting children who are showing undesirable behaviour on a regular basis.

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

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents including red cards
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the Deputy headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the deputy headteacher and full governing body every three years.

Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying Policy
- PSHE, including RSE
- Physical Restraint and Restrictive Intervention Policy
- Staff Handbook
- Staff Code of Conduct
- Sandwell Fair Access Protocol (current and subsequent versions)
- Wellbeing of pupils policy
- Staff Wellbeing Policy
- Parental Behaviour Policy

Legal and Ethical Responsibilities

Our school is committed to fulfilling our legal responsibilities under the Equality Act 2010 and the Children and Families Act 2014. This includes:

- Taking reasonable steps to avoid any substantial disadvantage to disabled pupils caused by our policies, practices, or physical environment.
- Making our "best endeavors" to meet the needs of pupils with SEND, as outlined in the Children and Families Act.
- Implementing the provisions of a pupil's Education, Health and Care (EHC) Plan, ensuring that all support outlined in the plan is provided and reviewing the plan regularly in partnership with parents, carers, and other professionals.

Appendix - Agreed Cards

Before a yellow card is given a member of staff and the child will be asked to change their behaviour.

Yellow: (after a warning has been given)

Answering back

Not completing a given task

Ignoring instructions

Name calling (not Protected Characteristics)

Repeatedly winding someone up

Being somewhere in school without permission

Running in school

Orange:

Running out of the classroom

Poor attitude towards adults

Threatening someone

Lying

Inappropriate language (not swearing)

Inappropriate behaviour (including use of mobile phones and technology)

Making fun of someone (not Protected Characteristics)

Insulting someone's family (not Protected Characteristics)

Red: (on purpose)

Kicking

Punching

Pushing

Swearing

Stealing

Spitting

Throwing furniture

Damaging property

Retaliating physically

Putting someone at risk (including use of mobile phones)

Purposeful comments related to the Protected characteristics (including race, religion, disability, gender) of the person or their family.



Assembly Expectations

Before we enter the hall – you will see us:

- standing in a straight, quiet line;
- looking smart in our uniforms – shirts tucked in;
- our arms by our sides.

As we enter the hall – you will see us:

- walking quietly in a line;
- forming a line, facing the front, where our teacher asks us to;
- standing in a space big enough to sit down;
- sitting down quietly once our teacher asks us to; • listening to the music / reading the first slide;
- looking at the person leading the assembly.

During assembly – you will see us:

- sitting silently when the presenter is speaking;
- looking at the person presenting the assembly;
- taking part when questions are asked or tasks are given;
- listening to each other and instructions given.
- enjoying the assembly!




At the end of assembly – you will see us:




- sitting in silence;
- standing up when we are asked to by a teacher;
- walking out in a quiet, straight line until we get back to our classroom.





Lunchtime Expectations

  	<p><u>Reception</u></p> <p>You will see us <u>all</u> :</p> <ul style="list-style-type: none">washing our hands before eating;waiting in our classrooms until we are called for dinner;showing kindness to our <u>friends</u>;looking after our equipment, tidying up when <u>asked</u>;lining up on the playground at the end of <u>lunchtime</u>; <p>If we are eating sandwiches, you will see us:</p> <ul style="list-style-type: none">sitting down at our class table when we are asked to by an adult;eating our food sensibly, with quiet voices;putting our rubbish and uneaten food back in our lunchboxes so that the table is tidy;staying in our seats until an adult tells us it is time to go out to <u>play</u>;putting our coats <u>on</u>;putting our lunchbox back on the trolley <u>tidily</u>;walking out of the hall back onto the playground. <p>If we are eating dinners, you will see us:</p> <ul style="list-style-type: none">lining up quietly, finding our name on the screen once we are at the front;saying, 'Thank you,' to the people serving us our food and bring us a drink;sitting down with our trays and cutlery and staying in our <u>seats</u>;eating our main meal, using our knife and fork and our dessert with a <u>spoon</u>;putting up our hand if we need help, when we have finished and want our dessert and when all our food is <u>finished</u>;sensibly scraping any uneaten food away and putting our tray and cutlery in the right place;walking out of the hall back onto the playground.
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  	<p><u>Year 1</u></p> <p>You will see us <u>all</u> :</p> <ul style="list-style-type: none">Showing kindness to our friends;lining up on the playground when it is time to go into the hall for food and at the end of lunchtime;walking into school quietly through the year 1 doors and washing our hands;lining up by the stairs ready to go into the hall. <p>If we are eating sandwiches, you will see us:</p> <ul style="list-style-type: none">sitting down at our class table when we are asked to by an adult;eating our food sensibly, with quiet voices;putting our rubbish and uneaten food back in our lunchboxes so that the table is tidy;staying in our seats until an adult tells us it is time to go out to play;putting our lunchbox back on the trolley tidily;walking out of the hall back onto the playground. <p>If we are eating dinners, you will see us:</p> <ul style="list-style-type: none">waking around the back of the hall and lining up quietly, finding our name on the screen once we are at the front;saying, 'Thank you,' to the people serving us our food and bring us a drink;sitting down with our trays and cutlery;eating our main meal, using our knife and fork and our dessert with a spoon;putting up our hand if we have finished and want our dessert and when all our food is finished;sensibly scraping any uneaten food away and putting our tray and cutlery in the right place;walking out of the hall back onto the playground.
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Year 2

You will see us all:

walking to the hall with our teachers at the start of lunchtime;
entering the hall quietly once an adult has asked us to;
sitting at our class table calmly;
lining up on the playground when lunchtime is over.



If we are eating sandwiches, you will see us:

eating our food sensibly, with quiet voices;
putting our rubbish and uneaten food back in our lunchboxes so that the table is tidy;
staying in our seats until an adult tells us it is time to go out to play;
putting our sandwich boxes in our class box, then walking out of the hall to play near the tyres until Reception have gone in;
showing kindness to our friends.



If we are eating dinners, you will see us:

waiting until our class is called, then walking quietly around the back of the hall to form a queue;
finding our name on the screen once we are at the front;
saying, 'Thank you,' to the people serving us our food and bring us a drink;
sitting down with our trays and cutlery;
eating our main meal, using our knife and fork and our dessert with a spoon;
putting up our hand if we have finished and want our dessert and when all our food is finished;
sensibly scraping any uneaten food away and putting our tray and cutlery in the right place;
walking out of the hall to play near the tyres until Reception have gone in;
showing kindness to our friends.



Year 3

You will see us all:

walking to the hall with our teachers at the start of lunchtime;
entering the hall quietly once an adult has asked us to;
lining up in our classes when lunchtime is over.



If we are eating sandwiches, you will see us:

sitting down as soon as we enter the hall;
eating our food sensibly, with quiet voices;
putting our rubbish and uneaten food back in our lunchboxes so that the table is tidy;
staying in our seats until an adult tells us it is time to go out to play;
walking calmly out of the hall to the playground when we are told to do so;
putting our sandwich boxes in our class box;
showing kindness to our friends.



If we are eating dinners, you will see us:

forming a quiet, single line queue;
finding our name on the screen once we are at the front;
saying, 'Thank you,' to the people serving us our food;
sitting down with our trays, drink and cutlery;
eating our main meal, using our knife and fork and our dessert with a spoon;
putting up our hand if we have finished;
sensibly scraping any uneaten food away and putting our tray and cutlery in the right place;
walking calmly out of the hall to the playground when we are told by an adult it is time to do so;
showing kindness to our friends.



Year 4

You will see us all:

showing kindness to our friends whilst we play on the playground;
lining up quietly in our classes when it is time to eat and at the end of lunchtime;
walking quietly to the hall with the lunchtime staff;
entering the hall quietly once an adult has asked us to.

If we are eating sandwiches, you will see us:

sitting down as soon as we enter the hall;
eating our food sensibly, with quiet voices;
putting our rubbish and uneaten food back in our lunchboxes so that the table is tidy;
staying in our seats until an adult tells us it is time to go out to play;
walking calmly out of the hall to the playground when we are told to do so;
putting our sandwich boxes in our class box;
showing kindness to our friends.

If we are eating dinners, you will see us:

forming a quiet, single line queue;
finding our name on the screen once we are at the front;
saying, 'Thank you,' to the people serving us our food;
sitting down with our trays, drink and cutlery;
eating our main meal, using our knife and fork and our dessert with a spoon;
putting up our hand if we have finished;
sensibly scraping any uneaten food away and putting our tray and cutlery in the right place;
walking calmly out of the hall to the playground when we are told by an adult it is time to do so;
showing kindness to our friends.



Years 5 and 6

You will see us all:

showing kindness to our friends whilst we play on the playground;
lining up quietly in our classes when it is time to eat and at the end of lunchtime;
walking quietly to the hall with the lunchtime staff;
entering the hall quietly once an adult has asked us to.

If we are eating sandwiches, you will see us:

sitting down as soon as we enter the hall;
eating our food sensibly, with quiet voices;
putting our rubbish and uneaten food back in our lunchboxes so that the table is tidy;
staying in our seats until an adult tells us it is time to go out to play;
walking calmly out of the hall to the playground when we are told to do so;
putting our sandwich boxes on the trolley;
showing kindness to our friends.

If we are eating dinners, you will see us:

forming a quiet, single line queue;
finding our name on the screen once we are at the front;
saying, 'Thank you,' to the people serving us our food;
sitting down with our trays, drink and cutlery;
eating our main meal, using our knife and fork and our dessert with a spoon;
putting up our hand if we have finished;
sensibly scraping any uneaten food away and putting our tray and cutlery in the right place;
walking calmly out of the hall to the playground when we are told by an adult it is time to do so;
showing kindness to our friends.

Behaviour reflection sheet

Name: _____ Class: _____ Date: _____

What happened?

How were you feeling at the time?



angry



annoyed



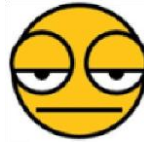
worried



confused



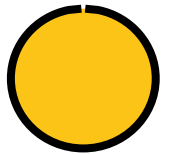
sad



bored



silly



other

How were other people affected by your actions?

What can you do to improve the situation/make things right?

What will you do differently next time?

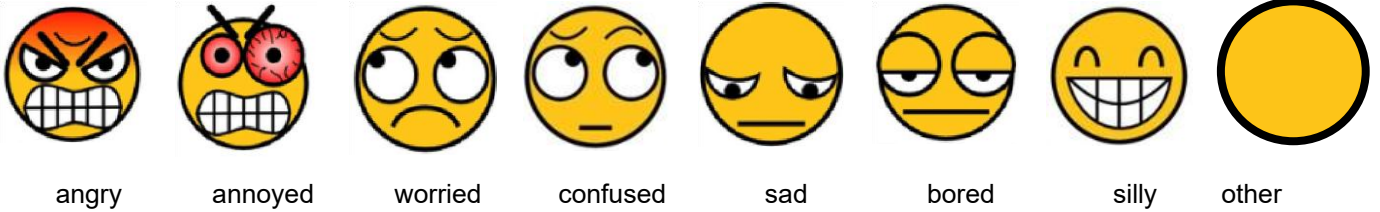


Behaviour reflection sheet

Name: _____ Class: _____ Date: _____

What happened?

How did I feel?



angry

annoyed

worried

confused

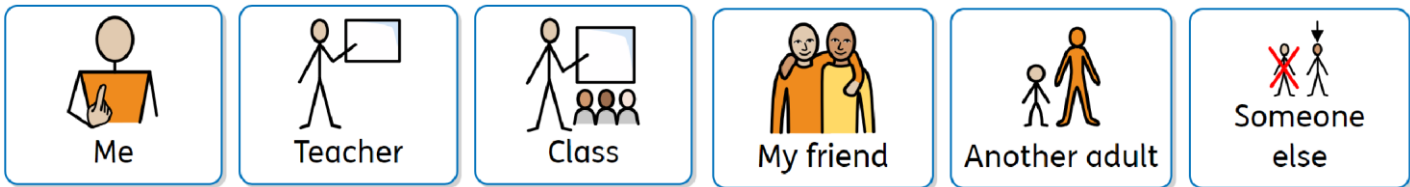
sad

bored

silly

other

Who was affected?



Me

Teacher

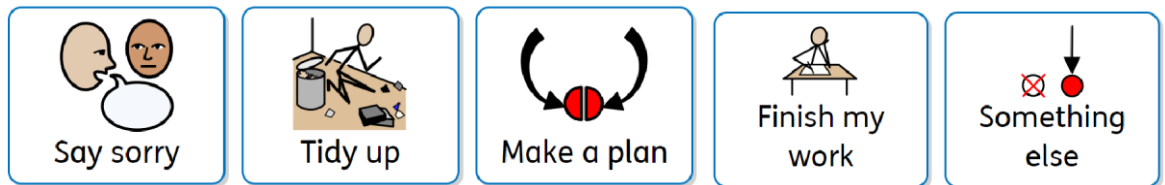
Class

My friend

Another adult

Someone else

How can I make it right?



Say sorry

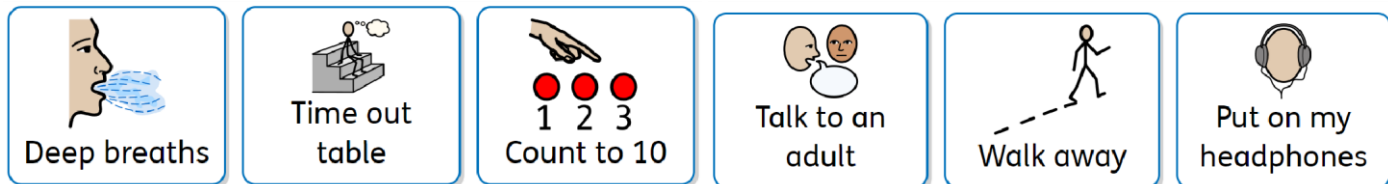
Tidy up

Make a plan

Finish my work

Something else

What will I do next time?



Deep breaths

Time out table

1 2 3
Count to 10

Talk to an adult

Walk away

Put on my headphones

Daily behaviour report sheet

Name _____
Date _____

TEACHERS:

Please rate this child's behaviour today in the areas listed below. Use a separate column for each subject or class period. Please make a check mark (√) if the child demonstrated the behaviour or an X if the child did not demonstrate the behaviour or demonstrated negative behaviour for the specified area. Then initial the box at the bottom of your column. Add any comments about the child's behaviour today on the back of this card.

		Lessons / subjects			
Behaviours to be rated		AM	Break	AM	D
Language and respect towards others					
Aggressive behaviours towards others					
Teacher's initials					

Place any comments on back of card.



Positive Behaviour Plan

PUPIL NAME:		CLASS:	YEAR GROUP:
Date of birth:		Medical conditions/needs:	
Date plan starts:		Staff working with the pupil:	
Date of next review:			
About me			
Skills and Talents	Achievements		
Likes	Dislikes		

PUPIL NAME:

CLASS:

YEAR GROUP:

What is my view on my behaviour? What do I need?

Planning

Challenging behaviour: What does it look like? What triggers it?

Targets: What are we working towards? How do we get there?

Strategies for positive behaviour

How do we maintain positive behaviour? Phrases to use, rewards, motivators?

Early warning signs

How do we prevent an incident? What to look out for, How to respond (reminders, alternative environment)?

Reactive strategies (including CPI if needed)

How do we diffuse the situation? What to do and what not to do? Phrases to use? Calming techniques?

At what stage should another member of staff be informed? CPI be called? Who should this be?

Support after an incident

How do we help the pupil reflect and learn from the incident?

PUPIL NAME:

CLASS:

YEAR GROUP:

Is there anything that staff can learn about working with this pupil?

Agreement:

Parent name
Parent signature

Date

Staff name
Staff signature

Date

Pupil signature
Date

Pupils Name:



Year Group		Version No.		Date	
Prepared by		Diagnoses and medication			

PEN PORTRAIT:

Universal triggers	Universal strategies

Signs That Student is settled	Actions/strategies to be employed

Signs that the student is becoming heightened	Actions/strategies to be employed

Student Heightened and clear risk of harm	Actions/strategies to be employed

Strategies during restrictive intervention	Post restrictive intervention

Steps to support:



Behaviour Charter

<div style="border: 2px solid red; padding: 5px; text-align: center;">  <p style="color: red; font-weight: bold;">Represent school in a positive way at all times.</p> </div>	<p>When we wear our Ferndale uniform, we represent our school with pride.</p> <p>You will see us: walking calmly to school; being thoughtful about our neighbours and respecting their property; using our voices in a way that is appropriate and thoughtful to others; giving other people space, especially if arriving on bikes or scooters; walking on the pavements and crossing the road safely; when on school trips, we behave the same way that we would in school; using bins for litter or taking our rubbish home to dispose of.</p>
<div style="border: 2px solid red; padding: 5px; text-align: center;">  <p style="color: red; font-weight: bold;">Show focus and attention in lessons.</p> </div>	<p>We try hard to learn and be focused in all of our lessons.</p> <p>You will see us: giving full attention to staff speaking to us so that we can make an appropriate response;</p> <p>getting along with tasks at the right time; taking part in discussions, showing an interest in others; staying in our seats, unless we are asked to move; staying on task, completing our work to the best of our ability; completing our tasks with pride in our presentation; using the tools given to work independently.</p>



Demonstrate good manners to all.

We will show we care about each other by being polite.

You will see us:

- saying 'please,' if we want or need something;
- saying 'thank you,' if we receive something or someone helps us;
- saying 'good morning,' to others with a smile;
- saying 'excuse me,' if someone is in our way;
- trying to give good eye contact when we speak to others;
- holding doors open for others;
- asking others if they have had a good day, or a nice weekend.



Show respect to members of staff and each other.

At Ferndale we show respect to everyone.

You will see us:

- trying to use good eye contact when speaking to others;
- holding doors open for others;
- using a suitable tone of voice when speaking to others;
- treating everyone how we would like to be treated;
- following instructions given by adults first time;
- appreciating each other as individuals and celebrating our diversity;
- showing tolerance when we may not agree with something.



In class, make it possible for all pupils to learn.

We work together so that we can all learn.

You will see us:

- working quietly, not disturbing others;
- listening and not disturbing the teacher talking;
- respecting the views and ideas of others;
- sharing resources and equipment;
- sharing our ideas sensibly and listening with attention;
- using quiet voices if we need to speak to someone;
- being kind to others in our class.



Move quietly around school.

We walk around school calmly to keep everyone safe and to not disturb others.

You will see us:

walking calmly around school on the left-hand side;
walking up and down stairs on the left-hand side;
using quiet voices;
lining up in a single line, facing forward;
standing up straight, not leaning on the walls;
going to and from the toilets quietly.



Treat the school buildings and school property with respect.

We appreciate what we have and look after our school buildings and equipment.

You will see us:

taking pride in our books, presenting work neatly;
putting our rubbish in the bins;
tidying up our own workspace and putting things away where they belong;
looking after the equipment we have been given, putting it away after use;
keeping communal areas clean and tidy e.g. library areas, toilets;
hanging our coats up neatly;
putting our water bottles and lunchboxes in the allocated place.



Accept fair sanctions when given.

When things go wrong, we learn and move forward.

You will see us:

listening to the adult giving us the sanction, who will explain what has gone wrong;

speaking with manners and respect if we disagree;
being honest about our actions;
apologising if we have hurt or upset someone;
making things right where we can, learning and moving forward;
working with staff who can help us with more suitable choices.



Behave in an orderly and self-controlled way.

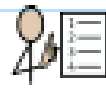
We control our behaviour and the choices we make.

You will see us:

treating others with respect and kindness at playtimes;
sharing equipment with others;
making sure everyone feels welcome and included;
resolving issues calmly when they arise, with the support of adults if needed;
managing our emotions during competitive games, being good winners and losers;

playing games fairly and safely, following any rules for the game.

Regulation strategies



Regulation strategies



Calm room



Lego



deep



pressure



Child A



music



quiet



space