



Behaviour, Relationships and Well-being Policy

2026

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Policy Aims, Objectives and Beliefs

This policy, and the strategies within it, are how we at Seven Stars intend:

- To maintain a happy, caring, safe community in which effective learning can take place and where there is mutual respect between all
- To help children to develop a sense of worth, identity and achievement
- To help all staff, children and their families to become emotionally aware and, through restorative approaches, repair harm and restore relationships
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving
- To give children the ability to put into practice our **three core values of**
 - Resilience
 - Courage
 - Kindness**Our three approaches for life of**
 - Be ready
 - Be respectful
 - Be safe**Our three Learning Powers of**
 - Concentration
 - Participation
 - Pride

We believe that for good behaviour to flourish our school needs to be:

1. Safe and calm
2. Consistent & predictable (in its routines and provision)
3. A place that demonstrates dignity for all (through healthy and respectful relationships)

We believe that for good behaviour to flourish:

- a) Behaviour needs to be taught (and modelled)
- b) Everyone must agree to the vision, strategies and principles of the behavior policy
- c) Collaboration and effective communication are essential
- d) Exceptions can happen but must be exceptional and linked to the exceptionality of the child

We believe that for good behaviour to flourish at Seven Stars there needs to be:

- i. A focus on teaching the skills required for self-regulation
- ii. A partnership approach (staff, children, parents, families, agencies, community)
- iii. Effectively targeted dynamic interventions linked to the social, emotional and mental health needs of each pupil and cohort

How the school teaches expected behaviour

1. Each child is taught the Seven Stars Character and Well-being Curriculum linked to our
 - ❖ Seven School Values and Approaches (Appendix A)
 - ❖ Learning Powers (Appendix B)
 - ❖ PSHE curriculum (Appendix C)
 - ❖ other cross-curricular and extra-curricular opportunities (Appendix D)
 - ❖ Zone of Regulation interventions/strategies (Appendix E)
 - ❖ Emotion Coaching strategies (Appendix F)
 - ❖ Growth Mind-set ethos and teaching (Appendix G)
 - a) whole-school assemblies and class reflection times
 - b) discrete lessons/sessions over each half-term
 - c) on-going and incidental interactions throughout the day (making the most of every opportunity)
 - d) special events and cross-curricular opportunities to reinforce key behavior messages
 - e) well-being events (e.g. Mental Health day) and strategies (Zones of Regulation)
- This includes teaching the many simple social skills that we as adults can take for granted, e.g. using a knife and fork; introducing yourself; being polite; listening; disagreeing constructively; being assertive and more
- The taught curriculum is sequenced so that knowledge is built over time and is recapped each year and incidental opportunities are taken as they arise to reinforce our behavior and character expectations
2. The school has strong systems and routines that teachers and staff practise with the children
 - a) Each class has non-negotiables which include:
 - i. lining up in an orderly way
 - ii. a seating plan
 - iii. not calling out unless allowed to do so as part of an activity
 - iv. asking permission to leave the room (unless there is a specific prior agreement)
 - v. respecting each other at all times (including yourself)
 - vi. listening when others are talking
 - b) When around the school the pupils are expected to:
 - i. Walk quietly ('indoor voices') appropriate to the time of day
 - ii. Only walk in areas they are allowed to walk in
 - iii. Demonstrate respect to all adults (e.g. holding open doors, greeting politely, responding politely)
 - iv. Treat the school environment with respect (equipment, toilets, displays, tidiness and cleanliness)

See **Appendix H 'Every Minute Matters'** for more details on what this looks like in school

Roles and Responsibilities:

Staff

- 1) Building and maintaining trusting relationships with children, colleagues and families
- 2) Daily 'Meet and Greet' for children and parents/carers
- 3) Focus on catching expected behaviours and positive reinforcement to raise self-esteem
- 4) Clear consistent routines and expectations in class and school (including transitions & lining up) See Appendix G for more details
- 5) Visual Timetables in class and individual (where required)
- 6) Use of consistent, positive language, actions and keeping calm.
- 7) Acknowledgement and validation of feelings through emotion coaching
- 8) An emphasis on relational repair through restorative approaches
- 9) Promote a Growth Mind-set
- 10) An ethos where mutual respect for all is an expectation.
- 11) Follow the protocols of rewards and the graduated response of consequences.
- 12) Make children aware of expected behaviours in all situations and the consequences for not expected behaviour.
- 13) Ensure work is adapted appropriately to meet the children's needs.
- 14) Act as a role model for expected behaviours treating all members of the school community with respect.

Pupils

- 1) Keep themselves and others safe
- 2) Be respectful of themselves and others
- 3) Be emotionally aware of themselves and others
- 4) Build and sustain happy and healthy relationships
- 5) Use restorative approaches to repair harm and restore relationships.

Parents/Carers

- 1) Work in partnership with the school to ensure the best outcomes for their children
- 2) Be respectful of themselves and others
- 3) Be positive role models for their children, building happy and healthy relationships.
- 4) Acknowledge their own emotional well-being and support their own child's emotional development

Positive Praise

- i. Praise and positive encouragement are used to promote and reinforce the expected behaviour.
- ii. Children are given praise on an individual and group basis for effort in work, behavior and attitude through:
- iii. non-verbal (e.g. smiles, thumbs up) and verbal praise (e.g. well done for walking so safely)
- iv. constructive feedback on work (real time and next session)
- v. Star of the Week awards – given for positive attitude, effort and achievement linked to the school values, approaches and Learning Powers (and often for specific achievements and effort in subjects or activities)
- vi. Positive Planets - given primarily for demonstration of good Learning Powers and effort in work within the curriculum
- vii. Class Dojo points – for following class and school expectations in behavior and often linked to our school values and approaches ('3 bes')
- viii. Half-termly Shining Stars (for those pupils who have consistently gone 'above and beyond' in their behavior and been a role model to others)
- ix. Specific awards such as Local Hero, swimming, attendance
- x. Classes are also able to devise their own cohort appropriate positive reinforcement systems (e.g. stars for great swimming focus, reward parties)
- xi. Random, regular and specific verbal praise for effort, improvement, positive behaviour and achievements are the best kind of praise

How we develop self-regulation:

To support pupils to make the correct choices and to regulate their behaviour, all staff are trained in emotional coaching and using the Zones of Regulation

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'.

Self-regulation is best described as the best state of alertness for a situation.

For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

At Seven Stars Primary School, we use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress.

Emotional Coaching (see Appendix F)

When dealing with an 'unexpected' or inappropriate behaviour that is clearly due to an emotion, staff will use emotional coaching to address the situation.

Emotion coaching is all about:

- i. Teaching the child 'in the moment' about the world of emotion
- ii. Supporting the development of strategies to deal with emotional ups and downs.
- iii. Accepting all emotions as normal and valid
- iv. Using moments of both negative and positive behaviour as opportunities for teaching and reflecting
- v. Building trusting and respectful relationships

Staff will use the 4 step approach;

Step 1 – Notice and empathise

Step 2 – Name and validate it

Step 3 – Set boundaries and expectations

Step 4 – Problem-Solve and learn

If a child is in an emotionally heightened state, the member of staff may need to give the child time to regulate before beginning to emotionally coach.

This enables the strategy to be more successful as the child will be in an emotional state for learning to take part.

It may be appropriate for a 'change of face' to take place and another member of staff may swap to support the child's regulation.

This is provided throughout the graduated response and will be expected during restorative conversations at points 4 onwards.

Consistency of language:

Language used across the school needs to be consistent when dealing with poor or dysregulated behaviour. This also includes body language as well as use of voice.

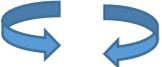
Adult Language (including body language and use of voice):

- a) We are careful what we say and how we say it
- b) We are respectful and non-judgmental
- c) We use positive language, where appropriate saying what should be done rather than what shouldn't (e.g. walk down the corridor rather than stop running)
- d) Voices remain calm and in control
- e) Language is kept to a minimum when a child is in fight or flight
- f) Adults are aware of their body language and use appropriate non-verbal cues.
- g) Language shows empathy towards a child
- h) Our language engages pupils in learning about the effects of their actions making sure the reason for a decision is always understood, using our three simple expectations.
- i) We set clear expectations for the future
- j) Restorative approaches are used to help pupils understand the effect of their actions and the importance of taking responsibility to make things right
- k) Scripts are available and used by staff to ensure children have consistent responses to unexpected behaviours across school

**SEVEN STARS PRIMARY SCHOOL
Behaviour Policy Response plan**

The class teacher / team will manage behaviour within the class (including home communication) unless it becomes unmanageable & serious (see list on back of what is considered 'serious behaviour')



'Low level' disruption or disengagement ('bubbling')	Higher level, persistent or escalating disruption or disengagement	Continuing to disrupt or disengage at same level	Continuing to disrupt at an <u>escalated</u> level so it is not possible to teach other children	continuing to disrupt at the continued escalated level as before	Refusal to go to partner class (defiance) or serious behaviours in class (see list)
<p>remind, support, distract (e.g. sensory break, reflection station)</p> <p><i>(as many times as needed until child engages – ignore if not engaging and not disrupting others – keep back at end of lesson so last out to play for reminder conversation – reward positives with points)</i></p> 	<p>5 minutes 'reset time' either outside class (beanbags/table) with work: timer, check-in, return after 5 minutes (regardless if work done or not & regardless of 'attitude' outside class) + last out for reminder conversation</p> 	<p>further 5 minutes as previous section and last out to play (conversation)</p> <p><i>repeat as many times as necessary (if continuing at same low level of disruption)</i></p> 	<p>partner class (ensure class knows which class each child is going to – give list to SLT) with work they can get on with and not need input for e.g. handwriting, times tables, basic maths bonds, reflection sheet e.g. writing out a poem/saying/something relevant – no playtime (they've had it in class!) and then reset conversation with teacher then back to class for next session as reset</p>	<p>go to SLT with work as above and will miss further playtimes (message home to parents) – will be on internal exclusion with SLT for the rest of that session and returned to class following that time from class (with restorative conversation) – SLT will discuss with Teacher the situation</p>	<p>SLT immediately & miss all of morning or afternoon session and the next full playtime (consequence to be decided by SLT in liaison with Class Teacher at first available opportunity and after discussion)</p> <p>Record on Class Dojo 'negative' behaviours section (not visible to parents but used by Behaviour Review Team to review learning – in particular low-level disruption – across school)</p>
<p>if having to repeat a lot keep child back at playtime for 2 minutes for quiet reminder of learning expectations & praise for things they did do right) – chance for child to also share concerns that may be genuinely affecting behaviour / learning power</p>	<p>Use 'script' for going out and returning of child (class team agree what the script is appropriate to the age of child)</p>	<p>record on Class Dojo behaviour sheet as '</p>	<p>Record on Class Dojo</p>	<p>Record on CPOMs (behaviour categories to align with Serious Behaviours list) & to include internal exclusion = anything that is half-day out of class or more</p>	
	<p>record on Class Dojo behaviour record</p>	<p>Teacher message parents via Class Dojo (can follow it up later in the day with a more positive message if they turn it round)</p>	<p>SLT to message parents explaining situation (initially Class Dojo but if not read it by the end of the day then a phone call)</p>		

Class Dojo record will be looked at by SLT and for any repeated behaviours will result in a **solution circle** involving class teacher, member/s of SLT and parents. An action plan must be put into place and added to CPOMs (Review date to be in place at least 2 weeks after the meeting)

Positive reinforcement is also crucial as part of plan (to turn the tide by noticing positives and making a lot of them initially until the child is getting attention for the positive more than the negative)

If there is more than one child being disruptive send one child out at a time and contain the other and then swap over

SLT / behaviour team will consider best means of support (in liaison with Class Team) which may include observations of class/pupils; review of behaviour strategies being used; review of any plans that are in place including TLPs, IBPs, IEPs; referral to external support such as Reach, CAMHs, Golden Hill, Children's Champions, CFW/Early Help, Police intervention, PNE etc

SOLUTION CIRCLE

Meeting to be attended by Class teacher and lead member of the Senior Leadership Team + others
 Reports & documents to consider as part of the meeting e.g. EP report; CPOMs; CAMHs; Reach; Golden Hill; OT; EHCP; TLP
 To be added to teams once notes completed (clean version added to CPOMs) – reviewed within 2 weeks

Name of child:	Teacher:
Year group:	Lead SLT member (who will be the primary link support):

Key issues

Review of strategies/interventions so far

Possible intervention strategies to discuss and select from (persistent low level disruption)

- i. Report card
- ii. Individualised positive reward system
- iii. Observation by SLT of child
- iv. SLT monitor child's outcomes (e.g. child takes work to SLT daily)
- v. Teach child specific regulation strategies
- vi. Review where child is sat in class / lining up / transitions
- vii. Identify any learning gaps, needs or anxieties and ensure support is in place (e.g. pre-teaching, intervention, overlays, IDL, phonics boost)
- viii. Consider potential hidden needs (e.g. hearing; sight; undiagnosed condition; speech & language; OT needs such as wobble cushion, pencil grips, kick straps, size of chair; contextual issues)

- Class teacher message parents
- Class teacher meet with parents if no improvement (SLT or can support if want to but Class teacher to lead) with child

Higher level disruption and more serious behaviours:
 All the above to consider plus:

- a) ABC chart to be completed by class teacher / team
- b) Strengths & Difficulties or Boxall questionnaire to be completed by teacher (with support if needed)
- c) Early Help Assessment with parents/family
- d) Consider if there are any unmet needs that may require a TLP or other specific plan in place (in liaison with SENCo / assistant SENCo)
- e) Consider additional in-house support (therapeutic intervention?)
- f) Enhanced Risk Assessment
- g) Pupil At Risk Context Grid (vulnerability grid)
- h) SLT and Class teacher to consider appropriate outside referral and support (early intervention rather than last minute)
 - i. REACH referral
 - ii. Golden Hill
 - iii. IEST (for SEN pupils)
 - iv. Police intervention
 - v. Early Help Assessment / CFW
 - vi. CAMHs / Broadoaks
 - vii. Educational Psychologist
 - viii. Raise at half-termly Inclusion Hub cluster

Short-term targets	Long-term targets
1.	1.
2.	2.
3.	3.

Agreed actions (allocated)

Internal exclusion

If a child is being persistently disruptive to the learning of others and the well-being of pupils and staff they will have a period of internal exclusion which will either be for the next session, the rest of that day, the next day or whatever length determined by Senior Leaders appropriate to the situation. This will be recorded on CPOMs as an action and monitored.

Work will be set by the class teacher which is something the child can do with minimum support but which is challenging enough to keep them engaged and keep them learning (parents will always be informed if this is happening by Class Dojo explaining the reason for this action).

Senior Leaders will also have consolidation activities such as handwriting, times-tables and reflection sheets to use with children removed from class.

Internal exclusion is not an ideal measure since it hinders the effective learning of the pupils who are being internally excluded which can in turn undermine successful engagement in learning once the children returns to class. Therefore a period of support may be needed for the child on their return so they can 'catch up' on any missed key learning whilst on the internal exclusion.

Fixed-term Suspensions

On rare occasions the Headteacher (in liaison with at least one other Senior Leader, Family Support Manager and Class Teacher) may feel that a formal process should be activated to remove the child from the school temporarily.

Such suspensions are an extreme step and will only take place when long-term misbehavior is not improving as a result of the strategies above.

Very occasionally, an incident may be serious enough to warrant an immediate suspension and this is at the judgement of the Head teacher (in liaison with other members of the Senior Leadership Team)

The Family Support Manager will always be involved in any decision to suspend (due to the complex home circumstances of some children and where there may be agency involvement and the need for additional safeguarding measures to be put into place)

Following a period of suspension, the pupil and carer will be invited to a reintegration meeting with the head teacher / senior leader in order that they can return to school successfully. This meeting may take place at the family home if appropriate prior to returning to school.

The period of a fixed-term suspension is determined by the severity of the incident and the length of time needed to put an effective plan into place that ensures a successful return to expected standards of behavior and the safety and well-being of others.

If adults are regularly having to follow the warning system and a child's behaviour is not improving, the school may feel that the child would be unsafe to attend an out-of-school trip/events. In this situation, the school will explain this to the child and carer. The school's decision will be final in this circumstance.

Permanent Exclusions

Will only be considered as a final, formal step in a concerted process for dealing with severe disciplinary offences following the use of a wide range of other strategies, which have been used without success.

Permanent exclusion procedures (following Local Authority protocols) will be followed strictly and there will be rights of appeal and the Head teacher will need to make a clear case to Governors, parents and the Local Authority what the reasons are for the decision to permanently exclude.

Permanent exclusions are when a child is permanently barred from the school premises and their name removed from the school roll.

Permanent exclusion should only happen:

- In response to a serious breach or persistent breaches of the school's behaviour policy and
- Where allowing the child to remain in school would seriously harm the education or welfare of the child, or others in the school

The school will always consult first with the Local Authority and any other support services to explore all possible avenues prior to a permanent exclusion.

See the link below for further guidance

[Gov guidance on exclusions and suspensions](#)

RESTORATIVE APPROACHES

Restorative approaches are based on four key features:-

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY – for your own actions

REPAIR – identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION – working through a structured, supportive process that aims to solve the problem within the school community

Why use restorative approaches?

Pupils seek fairness from adults who are dealing with disciplinary issues. Whether they are a perpetrator or a victim, their focus is not on winning or losing, but on trusting in a fair process. Restorative approaches help teachers ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.

Restorative approaches can:

- manage the varied expectations of behaviour standards which exist among all school staff
- help develop a whole school positive ethos
- encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships, or terminates them in a positive way
- support any necessary sanctions by processes of learning and reconciliation.

How can restorative approaches be used?

Restorative approaches can be used at different levels in school:

- as preventative - to promote positive relationships within the whole school community
- as responsive - and repairing when difficulties arise
- as part of support and intervention for more long-term and persistent difficulties.

The approach involves including the 'wrongdoer' in finding a solution to the problem. Instead of asking 'Who's to blame and how are we going to punish them?', the focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as 'Who has been affected and how?' and '**How can we put it right and learn from this experience?**'

How do we use restorative approaches to improve the behaviour and relational skills of our children?

The restorative approach is based around key questions and listening before deciding on responses

Do not pre-judge any situation (even if you think you know and even if you've seen some of the incident yourself) .

The key questions are:-

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

Format:-

- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Keep confidentiality
- If the pupil/s do not follow these rules or are still/become angry with no sign of calming down then stop the mediation.

If incidents are sustained or reoccur then a restorative conference may need to take place with all the appropriate affected people.

SPECIAL EDUCATIONAL NEEDS

We recognise that a number of children have Special Educational Needs and Disabilities that can impact their behaviour and mean they specific needs which if not met can result in challenging behaviours in the classroom.

It is important to identify these areas of needs as soon as possible and these should be included where appropriate on their Targeted Learning Plan (or Individual Education Plan if they have an EHCP)

These areas of need will be reviewed with the SENCo on a regular basis.

See Appendix P for strategies to support children with specific learning needs and a suggestion of things that could be put into place to help children with these needs to be successful in a mainstream school setting.

Pupils with SEN can be very complex and it is important for all staff to take time to understand their condition/s, needs, preferences and the challenges it may present to pupils when in a busy classroom or whole school setting.

Discuss with the SENCo or assistant SENCo strategies for supporting pupils with SEN in the class and ensure that the 'universal offer' is available in every class.

The universal offer is outlined in more detail at appendix P

It is important that all staff interacting with children in school are familiar with the child's needs, familiarize themselves with key reports and information (such as EP reports and EHCPs) and adopt a nurturing, creative and solution focused approach to meeting the child's needs including when addressing their behavioural, social and emotional well-being needs.

The needs of SEND pupils are regularly reviewed and the SENCo and Assistant SENCo in school are available for advice and are experienced in applying for additional support if needed. The processes for receiving additional support or review of setting can be drawn out so it is important to ensure communication is timely, graduated responses are thorough and records of strategies used are kept.

SEN Processes:

- a) when a child enters the school setting either in Early Years or mid-phase there will always be:
 - a discussion with parents/carers about the needs of the child
 - a discussion with the previous setting about the needs of the child
 - a chance to meet the child (on a visit or transition day)
 - a discussion with other professionals or agencies if relevant
 - a review of paper-work
 - a discussion with the Local Authority in the case of pupils with EHCPs about the capacity of the school to meet need
 - a meeting with the class teacher, SENCo and other relevant colleagues (e.g. external agencies or Family Support Manager) to discuss ways to support the child in class
- b) Targeted Learning Plans will be written at the start of each term, discussed with parents and then implemented over the term. Towards the end of each term the plans will be reviewed, discussed with the SENCo / Assistant SENCo and with parents to identify progress and potential next steps
- c) Where it is felt more support is needed and there is a higher level of need the SENCo will make a request for statutory assessment with the Local Authority

VULNERABLE PUPILS

There is no commonly used definition of childhood vulnerability

A child can be vulnerable to risks and poor outcomes because of individual characteristics; the impact of action or inaction by other people; and their physical and social environment.

Additional factors include:

- the child's physical, emotional, health and educational needs
- any harm the child has experienced or may be at risk of experiencing – these can include a specific set of childhood experiences known as 'adverse childhood experiences'
- the capability of the child's carers and wider family environment to meet the child's needs, or indeed to cause harm – these might include homelessness or poor housing conditions, the presence of adults in the home with mental health problems, alcohol and drug dependence, or contact with the criminal justice system, domestic abuse and poverty
- the absence of supportive relationships in a child's life
- the wider community and social conditions beyond the family including crime, the built environment, community cohesion and resilience

(This list is not exhaustive, and children can experience one or several of these factors with different levels of consequences over the course of their lives including into adulthood)

For the purposes of this policy, 'vulnerable children' are defined as any children at greater risk of experiencing physical or emotional harm and/or experiencing poor outcomes because of one or more factors in their lives.

Some vulnerable children may also have adverse childhood experiences.

These are a specific set of childhood experiences associated with negative outcomes in later life.

Like other factors which make children more vulnerable, they do not inevitably lead to poorer outcomes, but their presence increases the risk of this happening

See the Vulnerable Pupil grid at Appendix Q for a list of possible ACEs and other potential risk factors that could make a child vulnerable and impact their behavioural, relational and emotional responses (fight, flight or play dead responses)

Members of the Senior Leadership Team and mentors will meet at least once every half-term to discuss pupils who are at risk of suspension / exclusion or who are facing challenging circumstances as a result of ACEs (Adverse Childhood Experiences)

The purpose of the meeting at Senior Leader level is to:

- Identify where there may be whole school issues re: behaviour and relationships
- Identify specific pupils who are disrupting learning in school and review strategies and interventions to ensure all paths are being explored, procedures implemented and progress made (and if not what we can do about it)
- Identify any pupils who may need a Pupil At Risk Context grid completing (by SLT)
- Identify any pupils who need immediate referral to internal intervention
- Identify any pupils who need immediate referral to external support (e.g. CAMHs, Reach, Golden Hill, IEST, EP, Police intervention, Early Help)
- Ensure staff well-being is being prioritised and staff are being supported when dealing with challenging pupils
- Allocate clear next steps for action to support pupils across the school
- Identify any whole school strategies or initiatives to help with behaviour and relationships

Operation encompass alerts school to any incidents out of school attending by the police that may have an impact on the well-being and resilience and behaviour of pupils in school the next day (staff receiving the alerts will make class teachers aware of the incident so they can monitor and support the child/ren)

EYFS (Early Years)

Most of the above procedures are relevant for our Foundation Stage although due to the age and phase of the children there will be more appropriate means for them to learn how to self-regulate their behaviour and emotions.

Young children need time to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects.

We understand that this is a developmental task that requires support, encouragement, teaching and modelling of what is positive and considerate behaviour.

Creating a framework for positive behaviour involves all aspects of the life of the Early Years setting.

Early Years staff use a range of strategies to promote positive behaviour.

Praise Children showing appropriate behaviour

If a child is displaying an unwanted behaviour, praise a child sitting close who is displaying the correct behaviour in a positive tone of voice. For example, 'I like the way you are sitting with your hands in your lap.'

State the positive

Aim to use positive language and focus on 'do' rather than 'don't'. For example, rather than stating 'No running,' staff should say, 'Walk inside, it is safer.' Instead of saying 'No, don't throw your toys,' you could say 'Let's put the toys in the box together.'

Offer a choice Provide children with a choice can be empowering for the child. For example, if a child wants the same toy that another child is using, '.....has the orange car, you can have the blue or green one.' When going on a walk a child may be given the choice to; 'Hold my hand or go back to the classroom.'

Personal Social and Emotional Development (PSED) and Communication and Language (C&L) are key areas in our Early Years curriculum and our skilled staff ensure that all children learn to act and react in an increasingly socially acceptable way.

Early Intervention is crucial so our EYFS team will ensure that any child in Nursery or Reception displaying challenging behaviours and inappropriate social skills who are not responding to usual teaching and learning strategies will be flagged up to the Senior Leaders and SENCo at the earliest opportunity for support and meetings with parents/carers in order to put a plan into place before behaviours become habits that the child cannot break.

Divert children's behaviour

It is important that staff intervene to prevent a situation becoming worse, especially if it could result in an aggressive attack taking place or a child hurting themselves or another child. Sensitive adult interaction can support children by rearranging an activity, taking the role of referee, encouraging the children to work together. Express feelings
In Early Years, we acknowledge that children can have strong and changing emotions. We encourage children to express themselves by providing the words children need to describe their feelings. E. g. 'You look very angry' or 'You don't look very happy, what's the matter?'

all staff:

- Provide a positive role model for the children with regard to friendliness, care, understanding and courtesy in the way they respond to the children, each other and parents.
- Build mutually respectful relationships with parents, ensuring we talk to parents about their child and keep them informed of significant incidents.
- Demonstrate and model positive behaviour especially when playing alongside children.
- Take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- Avoid shouting or raising their voices in a threatening way.
- Are confident to pre-empt problems that may arise and take steps to de-escalate possible conflicts to limit their occurrence.
- Help children to understand the effects of their behaviour on others by praising good behaviour, such as consideration for another person, taking turns, sharing, and helping others.
- Shadow a child or spend quality time playing and building a positive relationship with a child who has been displaying unwanted behaviour.
- Make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Will ensure all individuals feel respected and included, regardless of gender, race, religion, ethnicity, background, family or social circumstances.
- Ensure children are free from judgements, whether based on previous behaviour or the behaviour of other family members.
- Never humiliate, label, make fun of, or talk negatively about children under any circumstance.
- Respect that children will make mistakes and ensure that children learn from them.
- Are willing to listen to children sensitively.
- Ensure adequate supervision and interaction with children at all times to limit stressful situations.
- Are aware that some kinds of behaviour may arise from a child's special needs and be sensitive towards this.

To maintain a positive learning environment, we believe that children's emotional needs must be met and supported. In Early Years, we make the most of any opportunity to talk about feelings with children. This is achieved through both indirect and discreet teaching.

Small group time/Circle Time

These times can be used to talk to the children about their feelings or any problems they may have encountered. Early Years staff encourage all children to become involved in creative problem solving. Visual images, stories and puppets are used to support children in the early stages of language acquisition or who have English as an additional language. Children are provided with the opportunity to identify and discuss boundaries and why they are there.

Using Positive Language

- Warm, positive body language and facial expression i.e. a smile ·
Physical comfort if necessary i.e. a hug, holding a hand
- Warm tone of voice
- Praise and compliments ·
Encouragement
- Attention
- Rewards and privileges e.g. stickers, special helper
- Specific praise e.g. 'Well done for picking up the Duplo. That's really helpful.'

Tidy up times

All of the children in Early Years are encouraged to put things away as they go along, before getting new things out. Children are given notice when it is nearly tidy-up time. 'When this timer is finished it will be tidy-up time,' or 'It's five minutes until tidy-up time.' Children are provided with a visual and auditory signal that it is tidy-up time such as; an instrument, song and sign. All children are encouraged to help during tidy-up sessions. Resources are clearly labelled to support children in becoming independent learners. Children's constructions can be photographed to keep a record if they need to be cleared away. However, there will also be times when they can be kept to share with the class or parents.

Large Group times

Staff try to ensure group sessions meet children's different learning styles. This may include providing visual props, intonation or opportunities for movement and participation. We also use visual prompts to support the expectation of 'Good sitting,' 'Good looking,' 'Lips closed,' 'Good Listening,' and 'Good thinking' (or Brain boxes switched on!)

Transitions (also see timeline)

EYFS staff and SLT will ensure effective transition into Nursery / Reception through:

- a) Home / nursery setting visits in the Summer term
- b) Attendance at 'Are You Ready' training provided by LA
- c) Welcome to Seven Stars meetings for parents in Summer term where children's needs can be discussed
- d) Liaison with EP / LA / and other agencies where needs of EYFS pupils are already known and identified
- e) Attendance at transition review meetings in Autumn terms once children with needs are highlighted

Year 6 transitions

Moving from Primary to High School is a challenge for all pupils but especially for children who struggle with relationships and regulating their emotions.

In addition to the usual transition discussions with High School mentors we alert High Schools to children who may find the transition challenging. We seek to support their transition via:

- Additional visits to the schools (often supported by a trusted member of staff)
- Additional liaison meetings with the High School SENCo and Pastoral care staff
- Liaison with parents and setting up additional links with key staff at the High School
- Additional 'moving up' transition work with the children either in school or with other providers such as Golden Hill, Shaftesbury School, Reach and/or Children and Family Well-being team

Mid-year transitions (see above)

When a child enters the school setting either in Early Years or mid-phase there will always be:

- a discussion with parents/carers about the needs of the child
- a discussion with the previous setting about the needs of the child
- a chance to meet the child (on a visit or transition day)
- a discussion with other professionals or agencies if relevant
- a review of paper-work
- a discussion with the Local Authority in the case of pupils with EHCPs about the capacity of the school to meet need
- a meeting with the class teacher, SENCo and other relevant colleagues (e.g. external agencies or Family Support Manager) to discuss ways to support the child in class

Lunchtime Behaviour

When there is negative behavior at lunchtime, the following procedures will apply:

If the behaviour is of a low level, such as running in the hall, then the warning system will be used in the same way as the classroom. However, instead of being sent to another classroom, the child may be given a time-out in the DT room where a member of SLT is based (they will speak to the child about their behavior in a coaching way and record the incident and intervention on a tracker)

If the incident is more serious, then the staff member will take the following steps:

1. Ask the child to move away from the situation into an area of the playground or building which is quieter (such as the DT room where a member of SLT is on duty)
2. Move down to the level of the child and adopt open body language.
3. Stand at a respectful distance from the child and initiate respectful conversation.
4. Use neutral body language to avoid further aggravating the situation e.g. not folding arms.
5. Remain calm and use a talking voice to speak to this child. Shouting is never acceptable.
6. Give the child a 5-minute cool down until they are already to articulate what happened, if they need it.
7. Listen to the child and not jump to conclusions.
8. Deal with the situation in the same way as the situation would be dealt with within the classroom using the above steps.
9. Communicate with other members of staff to explain a situation in private without the child being able to hear them.
10. Avoid using emotive language to describe what happened. Describe the facts.
11. However, if a situation is serious involve the Head or Deputy Head (who will have walkie-talkies available) in resolving the situation. The child may be asked to miss some of their lunchtime by spending time in the hall, with the pastoral team or in the headteacher's office. Any poor behaviour will be reported to the class teacher at the end of lunchtime.

At the end of playtime and lunchtime a 'change' alarm sounds so staff are ready and the person on duty will then blow a whistle once indicating that play has finished. Children are expected to stop where they are to indicate that they have heard. Once everyone has stopped, the children will be asked to tidy away equipment if they have been using it and walk to their class line. If any child fails to follow this routine, they will be asked to miss 5 minutes of their next playtime as a consequence.

Teachers are to arrive before the end of play/lunch to support this routine.

Managing serious incidents whilst on the playground

If there is a fight or a child who is out of control:

1. Alert the nearest adult for assistance
2. Send a child to the hall if the situation is not calming so the Senior Leader on duty can either deal with it or use the phone system to ask for Senior Leaders to attend the playground (or ask for assistance in the hall while Senior Leader goes out)
3. Remove the other children calmly.
4. Speak calmly and with authority to the child in need:
 - √ STOP.
 - √ LET ME HELP YOU
 - √ FOLLOW ME
 - √ EVERYTHING WILL BE FINE

Repeat this sequence to calm the situation. Particularly the last three statements. Senior staff will arrive to help.

The situation will be investigated and an appropriate consequence put into place

Parents

Good home-school communication and partnership is essential for helping our children develop positive behavioural, relational and emotional strategies and maintain the school code of conduct to ensure they are successful in life

- a) Sign home school 'code of conduct' agreement in September (or on joining the school)
- b) Ensure effective communication by checking Class Dojo for messages regularly and sending messages that will help with the behavior support for their child (including positive messages that can be celebrated in school and challenges that school need to be aware of)
- c) Do not assume your child is telling you the whole picture and always ask about any incident with respect and politeness
- d) Let school deal with issues (do not approach children or parents on the playground or outside of school) but talk to school about anything you are not happy with
- e) Attend all meetings that you are requested to be at (to work together for the sake of your child)
- f) If there has been an incident in school allow the school time to investigate it thoroughly (especially if your child has not told us while they have been in school)
- g) School will not approach you about your child's behavior on the playground in front of other parents (positive or otherwise) – a Class Dojo message will be sent and if you want to talk about it further arrange to see a member of staff in private

Home/School Communication		
Stage 1	<p>Celebration of positive learning behaviours / achievements</p> <p>Informing you of an incident in school which is being dealt with or has been resolved (e.g. if there was an argument with another child that got sorted out)</p>	<p>Class teacher will communicate with you via Class Dojo (or sometimes face to face after school in private)</p> <p>We will not inform parents of every incident as this is not possible and most incidents are dealt with and resolved as part of teaching social skills – it will be anything the teaching staff judge to be more significant</p>
Stage 2	<p>Any more concerning behaviours or patterns of behaviour that we need to let you know about (things that have reached Step 5 or where your child is persistently at Step 3 or 4 e.g. having to leave class or miss significant amounts of lunchtime, refusal to work)</p>	<p>Class Teacher will communicate via Class Dojo (either mid-way through the day or face to face privately after school)</p> <p>This is so parents can reinforce the school expectations at home</p>
Stage 3	<p>Persistent breaches of the school code of conduct by the pupil resulting in patterns of misbehavior and consequences which do not appear to be having an impact</p>	<p>Letter sent home outlining key issues and inviting parent to meeting with Class teacher and Senior Member of staff to review plans and discuss if parents and staff can identify reasons why this may be happening (and what support may help)</p>
Stage 4	<p>Pupil is subject to or is in danger of more serious consequences such as an internal exclusion or fixed term suspension for persistent behaviours that are regularly impacting the learning and welfare of others</p>	<p>Letter sent home outlining key issues and inviting parent to meeting with Senior Leaders, Class teacher and anyone else that may be useful to support the child (e.g. SENCo, CAMHs, intervention support)</p>
Stage 5	<p>Any incident which has resulted in the fixed term suspension of a child from school for any period of time</p>	<p>Letter sent home outlining key issues and inviting parent to meeting with Headteacher and other Senior Leaders to agree a plan and additional support</p>

Leadership and Whole School Responsibilities

Role	Name	Responsibilities
Head teacher / behavior Lead	Mike Mitchell	Step 6 parent meeting Oversight of the application of policies Daily support for children in need of intervention
Deputy Head & SENCo & Curriculum Lead & Mental Health Lead	Cathy Walsh	Referrals to the Local Authority re: SEN higher level needs (EHCP) Review of character & well-being curriculum Review of wider curriculum in light of this policy (e.g. links to anti-racism, mental health, diversity) Daily support for children at Step 5 Liaison with Mental Health Key worker (CAMHs – Michelle Taylor)
Family Support Manager	Deborah Wright	Helping to strengthen families so they are able to support children who may be struggling Early Help support & referrals Referrals to and liaison with other agencies Daily support for children at Step 5
Inclusion Mentor & Attendance	Sharon Moor	Daily support for children at Step 5
School Values Lead, Assistant SENCo, PSHE & Healthy schools	Jo Lemon	Oversight of implementation of school values Development of PSHE & RSHE curriculum (including character development) Support for SEND provision Links with PSHE consultant and healthy schools support
Link Governor & Chair of Governors & Safeguarding Governor	Carol Stunell	Regular visits to school and liaison with behavior lead and senior leaders Checking safeguarding issues and concerns (including single central record)
Class teachers		Good teaching and preparation Consistent application of this policy daily Liaison with parents and carers Good communication with parents and SLT Playtime supervision (See Appendix H)
Teaching Assistants		Pastoral and academic support for vulnerable pupils alongside whole class support Key worker support alongside class teachers Supervision & engagement at playtimes
All other support staff		Mid-day supervisor support at playtimes
Governing body		Review of behavior data and supportive appropriate challenge School visits and observations
Parents/carers		See home school agreement and previous pages
Policy last reviewed February 2026		Next policy review February 2027

Annual timeline for behavioural, relational and emotional well-being reviews, updates, monitoring and key events

Aut1	Annual Positive Behaviour, Relationships and Emotional Well-being policy reviewed with all staff (September INSET or first staff meeting)
	Class Charters discussed, agreed and put up in class
	Home-School Agreements sent home and mentioned in 'Meet the Team' meetings (to be returned signed and kept in class)
	Parent & Pupil friendly Behaviour Policy sent home via Class Dojo (+ videos)
	Parent & Pupil friendly Attendance & Anti-bullying policies sent home via Class Dojo (+ videos)
	TLPs (with behaviour targets if relevant) sent out to parents
	Learning Powers assembly (and information sent home + videos)
	Behaviour Lead / SLT walk-through with behaviour focus
	Wellcomm (Communication and Language) school assessments
	<u>Governors</u> Link Governor walk-through Curriculum & Standards committee receive report on: -behaviour data (Learning Powers; Dojo; Suspensions; attendance etc) -behaviour strategies/policy and their impact
Aut2	Governors (Full) receive report on behaviour from Link governor/HT & Curriculum and Standards
	Rock Kidz and anti-bullying week / odd socks day
	Link Governor walk-through Behaviour Lead / SLT walk-through with behaviour focus
Sp1	Governors C&S (see Autumn 1 above)
	Safer Internet week
	Link Governor walk-through Behaviour Lead / SLT walk-through with behaviour focus
Sp2	Governors Full (see Autumn 2 above)
	Link Governor walk-through
	Behaviour Lead / SLT walk-through with behaviour focus
Sum1	May: data received from Early Years team / pre-school settings regarding children who may struggle
	May/June - EYFS staff attend 'Are You Ready?' / School readiness training sessions provided by Lancs Early Years team
	May/June EYFS/KS1 practitioners attend LA 'BEHAVE' sessions (2024)
	Link Governor walk-through Behaviour Lead / SLT walk-through with behaviour focus
	Governors C&S (see Autumn 1 above) Transitions: - June: New to Reception pupil and parent meetings (identify any key 'orchid' children & what support they need – discuss with Pre-school providers, parents, professionals + school visit to assess) -June/July: class transition meetings between teachers (identify key vulnerable pupils and strategies that work to support) -June Y6 -Behaviour policy ratified by all Governors and uploaded to school web-
Sum2	Link Governor walk-through Behaviour Lead / SLT walk-through with behaviour focus
	Governors (Full) receive report on behaviour from Link governor/HT & Curriculum and Standards

Daily	Weekly
Keep record of low level disruptions using ClassDojo behaviour monitoring sheet Record significant incidents using CPOMs (click correct category) Use positive praise systems Report positive or significant negative behaviours to parents via Class Dojo (in line with above policies) Be consistent with consequences	<u>Wednesday:</u> Safeguarding concerns whole school meeting
	<u>Thursday:</u> Email HT with names of pupils receiving rewards
	<u>Friday:</u> School reward assembly and names in newsletter Send Class Dojo sheets to Behaviour Lead Behaviour review meeting (Behaviour Lead/FSM/HT) fortnightly

The use of restrictive interventions including reasonable force

Refer to DfE guidance 2026: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

'The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe'

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

- 1. causing injury to themselves or others*
- 2. committing a criminal offence*
- 3. damaging property*
- 4. causing disorder among pupils at the school, whether during a teaching session or otherwise*

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their careers that involve a degree of physical contact with pupils.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury to themselves or the child.

Who can use reasonable force?

- All members of school staff have the legal power to use reasonable force (but it should only be a very last resort)
- This power applies to any member of staff at the school. It can also apply to people who the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school-organized visit.

When can reasonable force be used?

- The use of reasonable force is an absolute last resort. If a child is at risk of hurting another child, then we ask the other child to remove themselves from the situation so they can't get hurt. The staff then talks to the child who is angry to calm them. Staff are asked to use every means possible to de-escalate a situation before having to resort to restraint. However, the safety of the child, other children and adults is the number one priority
- Key members of staff have restraint training throughout the school and they should be called upon in the event of a child needing to be restrained. However, this may not be feasible in all situations.

In the unlikely event of a serious breach of behaviour, the school can use reasonable force:

- when behaviour disrupts the learning of others and the child refuses to leave the room
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- when a pupil is at risk of harming themselves through physical outbursts.

The school will record all attempts to restrain a child on CPOMs and the parent/carer will be informed.

The school cannot use force as a punishment – it is always unlawful to use force as a punishment.

STAFF SUPPORT

Dealing with highly challenging behaviours can be very difficult for all staff and often upsetting. Staff are supported by:

- Opportunities to talk to members of the Senior Leadership Team for:
 - o Clarity on plans moving forward (including support and consequences)
 - o Reassurance
 - o Co-production of plans and strategies (reviewing previous plans)
- Occasional supervision and conversations with external support (e.g. Applied Psychology EP; GHIST/Reach Supervision support meetings)
- Inclusion Hub discussions and cluster support
- 'Solution Circle' support (see Page 8 above)
- A reduced timetable or internal exclusion in extreme situations for highly challenging pupils (as part of a plan) so class and staff can re-establish the well-being and routines of the rest of the class.
- Restorative conversations (see above) so the staff are able to express how they have felt and been apologised to by the child who has upset them
- Supervision is offered to staff either in-house with a trusted other member of staff or with an outside support supervisor such as the Listening Tree or Tracey Frew
- Staff who are new to school will undergo a full day of training in the principles and strategies outlined in this policy led by a Senior Leader / mentor
- This policy will be reviewed annually with input from all staff and there will be a number of staff meetings / INSETs over the year to embed the principles and strategies in this policy

Appendix A Our School Values & Approches at Seven Stars

Value	What it means	What it looks like (examples)
RESILIENCE	<ul style="list-style-type: none"> ✓ To recover quickly from set-backs ✓ To have a growth mind-set ✓ Do not give up if the work is difficult ✓ Learn from mistakes (don't give up because of them) ✓ Keep doing your best in your learning even when life gets tough ✓ Know where to go for help and support 	<ul style="list-style-type: none"> ○ Responding positively to feedback in learning ○ Keep working hard even if you are worried
KINDNESS	<ul style="list-style-type: none"> ✓ Friendly, generous, considerate to everyone ✓ Speak kindly to others (encourage, build up) ✓ Help others if they need help ✓ Treat everyone with dignity (listen, care, respect) ✓ Understanding what others may feel ✓ Coming alongside others when they are upset ✓ Knowing how someone will feel in different circumstances <p>Understanding how your words and actions can affect the feelings of others (and alter your words and actions accordingly)</p>	<ul style="list-style-type: none"> ○ Listen to people ○ Show random acts of kindness throughout the day ○ Help in class with jobs ○ Talking with understanding about characters in texts ○ Saying sorry ○ Using words that help people stay calm
COURAGE	<ul style="list-style-type: none"> ✓ Show strength in the face of fear, pain or grief ✓ Having the courage to do the right thing and be honest ✓ Participate in lessons no matter what others think 	<ul style="list-style-type: none"> ○ Answering questions in class in front of others ○ Presentations in assembly ○ Having a go at sports or clubs
READY	<ul style="list-style-type: none"> ✓ Taking responsibility for learning, for yourself, for the school and for the wider community (and be reliable) ✓ Realise you have a part to play in making things better for everyone ✓ Take responsibility for your own actions (be honest) ✓ Develop independence in your learning and your life ✓ Take ownership of your own learning (participate & self-motivate) 	<ul style="list-style-type: none"> ○
RESPECT	<ul style="list-style-type: none"> ✓ Demonstrate dignity and respect towards everyone regardless of their beliefs, background, diversity or any other characteristic ✓ Shows respect at all times even when you are upset ✓ Listen to adults and others ✓ Follow instructions given by adults in class/school ✓ Be polite (manners, hold doors open for adults, greet people well) 	<ul style="list-style-type: none"> ○ Listen during lessons ○ Show good manners in the dinner hall ○ Hold open doors for adults ○ Say 'good morning'
SAFE	<ul style="list-style-type: none"> ✓ Treat others with respect but always keep yourself safe on-line and in all your relationships ✓ Have a healthy respect for yourself and always think carefully about the implications of your actions ✓ In all your behaviours and conduct around school and beyond school to consider the safety of yourself and others 	<ul style="list-style-type: none"> ○ Understanding how to stay safe on-line ○ Act in a safe way around school in how resources and property is treated ○ To not act in a way at any time that could disrupt the physical, mental or emotional safety of others (or yourself)

Appendix B

LEARNING POWERS (what we expect to see in every lesson)

Participation

- ✓ Joins in with learning in all subjects at all times
- ✓ Has a go at answering questions and finding solutions
- ✓ Takes part in discussions and offers ideas
- ✓ Tries to find things out independently (doesn't leave it to others all the time)
- ✓ Volunteers to do things (in class, in clubs, outside of school)

Concentration

- ✓ Listens well
- ✓ Able to ignore distractions and stay focused
- ✓ Has energy to learn (not tired)
- ✓ Uses strategies to stay focused (e.g. sensory breaks or resources)
- ✓ Able to settle quickly into class after transitions (e.g. start of day or after playtimes)

Pride

- ✓ Takes care in their learning and tries to produce their best work at all times
- ✓ Handwriting is improving and effort is seen in all writing across all subjects
- ✓ Doesn't rush but learns how to work at a pace which produces the best work in the time given
- ✓ In all lessons will do the best they can
- ✓ Keen to share their achievements (e.g. with parents, family, friends or other staff)
- ✓ Celebrates the work of others in class too (proud of their class mates and others in school)

Appendix C

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

Autumn: Relationships			
	Families and friendships	Safe relationships	Respecting ourselves and others
Y1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful
Y2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions
Y3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite
Y4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively
Y5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination
Y6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues

Spring: Living in the wider world			
	Belonging to a community	Media literacy and digital resilience	Money and work
Y1	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; Communicating online	Strengths and interests; jobs in the community
Y2	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money
Y3	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals
Y4	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe
Y5	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes

Y6	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks
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Summer: Health and Wellbeing			
	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Y1	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Y2	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Y3	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Y4	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Y5	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Y6	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix D

Cross-Curricular and extra-curricular opportunities for Behaviour and Character development

ENGLISH		
	Reading focus	Character development themes
EYFS		
Y1		
Y2		
Y3	Same But Different by Jenni Sue Kostechi Shaw Digi Duck	Different Cultures Internet Safety
Y4	Rosa Parks Dr Barnado 'One Wave at a Time' Holly Thompson	International Women's Day Notable People (role models) Mental Health
Y5	'The Youngest Marcher' Cynthia Levinson Private Peaceful Michael Morpurgo	Equality War, loss and grief
Y6	'You are Awesome' Matthew Syed Song lyrics Avril Lavigne Risk Factors information texts Michelle Obama	Resilience Friendship Substance misuse Inspiring women

Mental Health Week

Internet safety

Unique week / Odd-Socks day

MacMillan

Pupil Parliament

Appendix E

Zones of Regulation

The Zones of Regulation is an intervention which helps children to manage difficult emotions, known as 'self-regulation'.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

Understanding the Zones of Regulation helps our children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit')

What are the different Zones?

Blue Zone: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

Green Zone: calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

Appendix F

Emotion Coaching

Emotional intelligence is learned, we help our children develop emotional intelligence by 'coaching' them. Emotion coaching is helping children understand the different emotions they experience, why they occur, and how to handle them.

In the simplest terms, we can coach our children about emotions by comforting them, listening and understanding their thoughts and feelings, and helping them understand themselves.

As we do this, children feel loved, supported, respected and valued. With this emotionally supportive foundation, the adult will be much more successful at setting limits and problem solving.

Emotion coaching involves:

- a) Teaching the child 'in the moment' about the world of emotions
- b) Supporting children to develop strategies for dealing with up's and downs
- c) Accepting **ALL** emotions as **NORMAL**
- d) Using moments of negative behaviour as opportunities to build trusting and respectful relationships with the child while teaching

Five Principles of Emotion Coaching

1. **Tuning in: notice and become aware of emotions.**
 - i. Pay attention to your own emotions from happiness to sadness and anger
 - ii. Understand that all emotions are a natural and valuable part of life.
 - iii. Observe, listen and learn how a child expresses different emotions
 - iv. Look out for changes in facial expressions, body language, posture and tone of voice.
2. **Connect and teach: use emotional moments as opportunities**
 - i. Pay close attention to the child's emotions
 - ii. Try not to dismiss or avoid them
 - iii. See emotional moments as opportunities for teaching
 - iv. Recognise feelings and encourage the child to talk about his or her emotions
 - v. Provide guidance before emotions escalate into unwanted behaviour
3. **Accept and listen: listen to the child, respect their feelings, show understanding and empathy, take the time to listen carefully**
 - i. take the child's feelings seriously
 - ii. show the child you understand what he or she is feeling
 - iii. avoid judging or criticizing the child's emotions
4. **Reflect: what you see and hear. Name the emotions so that the child can begin to identify and name the emotions.**
 - i. Identify the emotions the child is experiencing, instead of telling the child how they should feel
 - ii. Naming the emotions the child is feeling can help to soothe the child
 - iii. Set a good example by naming your own emotions and talking about them with the child/ren
 - iv. Help the child to build a vocabulary for different feelings, the larger the child's emotional vocabulary, the finer discriminations they can make between feelings and the better they can communicate with other about their feelings.
5. **End with problem solving and setting limits if necessary: help the child to find good solutions**
 - i. Explore solutions about problems together
 - ii. Redirect children showing unwanted behaviour for what they **do**, not what they **feel**
 - iii. When children show unwanted behaviour help them to identify their feelings and explain why their behaviour was inappropriate Encourage emotional expression through different activities, but set clear limits on behaviour
 - iv. Help children think through possible solutions
 - V. Don't expect too much too soon
Be aware of the triggers and be prepared to help the child through them

APPENDIX G

GROWTH MINDSET IN THE CLASSROOM

In the classroom, our children are introduced to growth mindset by helping them to think about the brain as a muscle – like other muscles in our body.

The more we use it, the more it develops and grows. We can help our brain to do this. Staff model and explain the benefits of practising a new skill and that success is a product of hard work and effort.

The Children are rewarded for effort not outcome and are encouraged to challenge themselves.

There is no ceiling for their learning and all children are encouraged to try, even when they feel stuck.

Indeed, being 'stuck' is seen as an important part of the learning process and is called the 'learning pit'.

The challenge is working to get out of the 'learning pit' by doing different activities, working with other children and getting feedback from the teacher. Making a mistake is seen as something positive and with useful feedback children are encouraged to learn from their errors and keep trying.

TO PROMOTE A GROWTH MINDSET:

- We are not afraid of making mistakes – we can learn from them
- We never give up – perseverance is the key if we are to succeed
- We learn from each other
- We challenge ourselves and take risks
- We remember that our brains are making new connections and growing all the time

THIS APPROACH HELPS THE CHILDREN TO:

- Develop high expectations
- Build confidence and self esteem
- Take responsibility for choosing their own learning tasks and level of challenge
- Be less fearful of mistakes and failure, accepting these as a natural part of learning
- Learn to use feedback in a positive way

Our aim is to equip children with a love of learning and challenge through developing a growth mindset equipping them with essential skills for the future



APPENDIX H

Every Minute Matters

Before the start of the day:

- i. Be well planned (lessons, routines, transitions, interventions – and the ‘what ifs’)
- ii. Think ahead (who is going to struggle and what have you planned to support them? - i.e. the SEND/EHCP/ISP (Inclusion Support Plan) children)
- iii. Have all resources ready for class & groups (reduce the times adults have to leave class)
- iv. Ensure TAs know what is happening (plans, expectations and routines for the day)
- v. Ensure all staff in the class know and understand the ISPs for key children (scripts etc)
- vi. Have visual timetables (and brain break resources) all ready
- vii. Ensure all areas are tidy and well-ordered

Start of the Day

- i. Meet and greet at the door (teacher or TA) with other staff member/s in class (smile!)
- ii. Only ONE TA/teacher is needed at each entrance (the rest in class)
- iii. Especially ensure ISP children are greeted and welcomed
- iv. Ensure cloakrooms and gathering areas are supervised (& children move through quickly)
- v. Have the same routine at the start of each day (reduces cognitive load)
- vi. Give simple jobs to children who need a focus
- vii. Have a ‘start of day activity’ ready (e.g. on the table) so children are engaged immediately
- viii. Call children up to do dinners/collect toast a table (or person) at a time
- ix. Expect calm when coming in and settling and silence when doing the register
- x. Welcome the whole class when all gathered (in MFL/Makaton)
- xi. Do a mini ‘learning review’ at start of day (e.g. 1 thing we learnt yesterday?)
- xii. Celebrate a positive about someone from yesterday linked to Learning Power (e.g. ‘I noticed Hayden concentrating yesterday’) – involve other staff in class to celebrate one pupil each
- xiii. Go over the Visual timetable/Learning Power for the day (highlight key learning)

During Lessons

- i. Staff stay in the room all lesson to give maximum support to all learners all the time
- ii. SINGLE VOICE (only teacher talking during input without interruption)

- iii. 'No hands' ('cold calling') policy (question, think, talk-partner, answer) for participation
- iv. Celebrate Learning Powers (Participation; Concentration; Resilience; Pride) – but don't distract children e.g. Learning Power grid on wall - quietly put initials under each heading (or a focus)
- v. Circulate (visit regularly those who struggle the most – touch base)
- vi. Children stay in their places (reduce movement) and only move under teacher direction (teacher/staff do the moving round, not the children) – reduce any lining up in class
- vii. Position yourself where you can see all children all the time (to spot & stop distractors)
- viii. Adults stay focused on learning (we too can get distracted by children, behaviours etc)
- ix. Be generous with praise for effort (and quiet when correcting unwanted behaviours – some children relish the attention gained through public acknowledgement of their negative behaviours)
- x. Have 'supportive mid-learning recaps' but don't stop too often (breaks concentration)
- xi. Give a time-check 5 or 10 minutes towards the end of the lesson (could be visual)
- xii. Have predictable end of lesson routine e.g. where to put books/equipment; how to sit
- xiii. Have a signal for stopping and paying attention
- xiv. When stopping a class to listen wait until EVERY child is listening (if a child is being oppositional for attention seeking reasons ignore and deal with later at playtime – see other document for support)
- xv. Consider calm quiet working music if that helps (to relax, blocks distractions)
- xvi. For children using regulation station have a timer (3 minutes)
- xvii. Use Class Dojo behaviour system throughout the lesson (on ipad) so learning focus can be recorded for analysis (use positive planets and Dojo points linked to Learning Powers)

Movement around school

- i. Have a lining up order – think about who is next to who and where they are in the line
- ii. Don't leave children lining up / standing around together too long
- iii. Insist on great walking (practice the routines of moving around school & praise it when it is right)

Playtimes

- i. Do not remove all of break time from a child unless there is a safeguarding concern about a child going out
- ii. Any children who have not completed work due to their own lack of engagement can stay in to do something (as a supportive measure) with the teacher/TA for 5 minutes maximum (not as 'punishment' but consequence)
- iii. Dismiss the children for any playtime a table/pupil/group at a time (when they are ready) and ensure they leave the room calm, not in cloakrooms too long and outside straight away (remind about toilet breaks)
- iv. 'indoor pupil voice' at all times indoors and 'outdoor' voice is ok outside
- v. Staff on duty actively engage with children (with focus on those who struggle with interactions)

- vi. Choose right time to blow whistle (not in middle of penalty and maybe slightly sooner if someone is struggling)
- vii. All staff ready for return of class to meet and greet at least 2 minutes before end of break (supervise corridors and cloakrooms & entry to class) – have work/activity ready for when they come in (may do 1 minute mini-learning review from the first session – ‘what one thing did you learn’?) & refer back to visual timetable & celebrate a pupil who demonstrated a Learning Power
- viii. Any ‘issues’ from playtime dealt with out of class by a staff member quickly (& followed up at start of lunchtime if taking too long) – some children will prefer dealing with issues than getting on with learning

Lunchtimes

- i. Table manners (teach this discretely)
- ii. Adults eat with children from time to time (models good manners & builds relationships)
- iii. Expect good manners (‘Please’ and ‘thank you’; holding doors open for adults; talking kindly; saying ‘good morning’ & ‘good afternoon’ to adults; saying ‘thank you’)
- iv. Have a lunch hour option for children who struggle e.g. jobs; ‘protected play’ zone; actively engage with the children who struggle - do not ‘nag’ but distract/encourage
- v. **After lunch** meet and greet again into the class (any issues one staff member deals with)
- vi. Breathing/relaxing (re-regulation) time
- vii. Whole class reflection e.g. poem; short video linked to learning; Value/Learning Power;
- viii. 5 minute learning review (tell me one thing we learnt this morning) or 10 minute ‘spaced learning’ of key knowledge from a previous year group (see retrieval activities)
- ix. Revisit visual timetable

Active 10

- i. Needs to be a focused time of activity (not just free playtime) & non-contact
- ii. Teach a different activity each day (then rotate activities – should become independent)
- iii. Staff engage with pupils and keep all pupils in sight and engaged all the time needs to be a focused time of activity (not just free playtime) & non-contact

At the start of each year in September establish a ‘Class Charter’ of expectations for good class learning with reference to Learning Powers, Values and codify what behavior expectations look like in class and around school

Return to this at the start of each term or as often as needed

Specifically teach Learning Powers, Values and Character / Well-being curriculum

Appendix I

Additional RESPONSE TO DISRUPTIVE BEHAVIOURS

Initial concerns and responses

Concerns could include constant and persistent:

- Disruption to learning (their own and others)
- Oppositional behaviours (causing health & safety concerns and constant disruption to learning)
- Not responding to usual in-class or whole school behaviour strategies
- Verbal or physical aggression towards others (pupils and/or adults)
- Dysregulation (and not able to self-regulate without support)
- Inappropriate language or actions (including intimidating language and behaviours)

Initial responses by the class team:

- Record incidents on Class Dojo (using the behaviour points system)
- Record serious incidents (or persistent incidents) on CPOMs
- Start an ABC grid (see below)
- Employ Behaviour policy strategies e.g.
 - a) Initial quiet conversations at start of playtimes/lunchtimes
 - b) Restorative conversations
 - c) Regular reminders of Learning Powers & praise for positive engagement
 - d) Walk and talk
- Discuss with SLT behaviour leads (JB/DW)
- Class teacher message / talk to parents/carers (with child)

Initial (in-house) checks, observations & assessments

Areas for assessing:

- **Health:** Hearing / SALT / CAMHs (ASD/ADHD/ODD) / Sensory profiles / GP etc
- **Learning needs** (PIVATs) / gaps in learning / reading levels / dyslexia / dyscalculia

Observation/s by SENDCo / Behaviour Lead / SLT (with an in-house report)

Complete **ABC grid** (Antecedent; Behaviour; Consequence)

- Identify triggers / patterns of behaviours

Complete a **Pupil Context Grid**

- Identifying areas in context of pupils life that may have a bearing on behaviours
- Identify additional support specific to contexts (ACEs; family; circumstances; mental well-being) e.g. CANW; NEST; STRIDE;

Create **Inclusion Support Plan** (ISP) based on observations, learning needs, ABC grid review, Pupil Context Grid review & any health checks and/or a clear '**provision map**' (identifying what is happening when by who – with reviewable SMART targets)

Add all documents and plans to **CPOMs** and Teams in SEN docs folder (and involve parents/carers)

IMPLEMENT PLAN – REVIEW PLAN (with key support person from SLT/SENDCo) – REVISE PLAN – IMPLEMENT PLAN – REVIEW PLAN etc (each time identifying what is working and what is successful)

BE PATIENT and CONSISTENT don't give up too soon – there will be push back with a plan that is working

Consider **Early Help Assessment** (with parents/carers) to support understanding of Pupil context

Next steps if concerns continue

- i. Discuss pupil (anonymously) at District 7 half-termly Inclusion Hub cluster (with other behaviour leads and Behaviour consultants from 'Reach')
- ii. TA in the class with the child attend half-termly District 7 Inclusion Hub supervision session to discuss the child anonymously and strategies being used (with Behaviour consultants from 'Reach')
- iii. Communicate with appropriate outside agency for advice and potential referral (discuss with behaviour lead/SENCo which agencies and will need parental consent):
 - a) REACH / GHIST or other behaviour specialist/consultant
 - b) IEST (Inclusion Service) for EHCP & non-EHCP
 - c) Children's Champion (Inclusion Service)
 - d) LA behaviour specialists (Diane Sheron)
 - e) CAMHs/Broadoaks (pathway?)
 - f) CFW (Children and Family Well-being)
 - g) Police Intervention Support team (Jason Ellwood)
 - h) EP involvement (Lancashire or private e.g. Acorn / Applied etc)
 - i) Children's Social Care
 - j) School safeguarding team
- iv. Review strategies in the light of advice from the above agencies and meetings with parents/carers
- v. Ensure all plans and strategies are being implemented consistently (and review where they are not) – be patient with strategies (might need to persevere and it might get worse before it gets better)

When concerns escalate despite intense support

Communicate

- i. Ensure all parties are communicated with (by Senior Leaders alongside Class Teacher) including:
 - a) Parents/carers (suggest GP visit if not done so & appropriate)
 - b) District 7 Inclusion Hub cluster lead Head teacher
 - c) Any professionals who have been involved so far (e.g. behaviour specialists / IEST / Children's Champion)
 - d) LA/PRU (if child is at risk of increased suspensions / exclusion)
 - e) CAMHs (if referred) to escalate concerns
- ii. Gather evidence for Statutory Assessment (EHCP)
- iii. Consider request to District 7 for Additional funding for support if appropriate e.g (if funds available) – complete the form and send off to Cluster HT lead to take to Steering group (who will get back asap with decision)

Appendix J Home school agreement overview (sent home for signing and then returning to be kept in class September)

As a school we will:

- provide a safe and happy environment where all children are valued, respected and listened to,
- provide excellent teaching and a well-planned curriculum so children engage in their learning,
- provide consistent routines and support throughout the day to meet your child's needs and the needs of the class (where it is possible to do so)
- deal with unwanted behaviours (including bullying) as soon as we know about it
- support your child to develop positive relationships through embedding our school values (see our values at the bottom of the letter)
- encourage high standards of behaviour by teaching children to develop positive relationships, self-esteem and a sense of responsibility (and offering interventions and additional support where this is needed)
- teach your child to develop a positive attitude to others, regardless of age, disability, gender, race, religion or belief,
- provide information to you about your child's progress in their behavior and attitude including school values and Learning Powers (Participation, Concentration, Resilience and Pride)
- Work with parents as partners in helping to support their child's behavior (including communication and putting plans into place if issues arise)

Signed: *M C Mitchell* (Head teacher)

As a parent/carer I will:

- make sure my child attends school regularly and arrives at school by 8:50am in school uniform (or PE kit on the appropriate day),
- let the school know of any concerns or worries that may be affecting my child's learning, behaviour or well-being (so this can then be resolved quickly)
- support the school values by encouraging my child to develop a positive attitude towards our every member of our community and beyond,
- attend meetings with my child's teacher and other staff to politely discuss ways of supporting my child on in their behavior, learning and attitude
- support and work with the school to ensure that the behaviour policies of the school are maintained by my child
- keep up-to-date with important messages, meetings, events and information about my child by regularly reading information on Class Dojo, Facebook, the website and weekly newsletters
- Praise my child when they are doing the right thing and address any issues with my child if they are not keeping to the agreed behavior policies of Seven Stars
- Monitor my child's on-line activity to make sure they are safe and respectful

Signed: _____ (parent/carer)

As a pupil I will:

- come to school regularly and on time,
- wear school uniform (or PE kit on appropriate days) and show pride in my appearance,
- keep all our school values and especially RESPECT and KINDNESS
- only use appropriate language (including on-line / social media)
- show good manners, politeness and follow school rules
- respect school property, equipment and premises
- when I am upset learn too regulate my emotions
- always treat adults in school with respect and follow instructions
- be kind to other children in school and on-line (no verbal aggression)
- tell a member of staff if I have been upset by someone or something
- say sorry and restore relationships if I have upset someone
- say sorry and restore relationships if I have upset someone
- accept consequences imposed as a result of my poor behavior
- engage with learning by demonstrate good Learning Powers

Signed: _____ (pupil)

Appendix K

SUSPENSION of pupils

Suspension is an extreme sanction and is only administered by the Headteacher (in consultation with the Senior Leadership Team).

Suspension, whether fixed term or permanent, is never an ideal situation but may be necessary to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed.

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

- a) In response to a very serious breach of the School's Behaviour and Relationships policy
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
- c) All other options and strategies have been exhausted

Suspension is a sanction which might be considered for any of the following (once in-school systems have been exhausted):-

- Continuing or escalating verbal abuse and intimidation to staff and pupils affecting the welfare of others in the school
- Deliberate, significant and escalating physical abuse of staff or other pupils
- Indecent and highly inappropriate behaviour shown towards others
- Continuing, escalating and serious damage to school property
- Serious actual or threatened violence against another pupil or member of staff without the sign of de-escalation or immediate resolution
- Unacceptable and significant behaviour affecting the learning and welfare of others, which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

Suspension will not automatically happen as a result of the above and will only be considered in consultation and once all other possible strategies have been exhausted.
The final decision for suspension will be made by the Headteacher.

Suspension will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned.

Before deciding whether to suspend a pupil for a fixed period the Headteacher will:-

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the various policies involved
- Allow the pupil to give her/his version of events
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, suspension will be the outcome.

Suspension procedure:-

- Most suspensions are of a fixed term nature and are of short duration (usually between 1 and 3 days).
- It is expected that whilst a child is on a fixed-term suspension plans will be discussed about successful re-integration
- The Headteacher is not allowed to suspend a pupil for a fixed period exceeding 45 school days in any one year.
- Governors review all permanent exclusions and fixed term suspensions that are over 15 days at a Governor Pupil Disciplinary meeting attended by three untainted governors, the Head teacher, parents/carers and any other support or witnesses necessary to the meeting.
- Following the decision to suspend, parents are contacted immediately where possible. A letter will be sent by post or given to the parents at the meeting with school giving details of the suspension and the date the suspension ends. Parents can make representations to the Governing Body and the LEA.
- A return to school meeting will be held with the child and parent/carer following the expiry of the fixed term suspension and this will involve a member of the Senior Leadership Team and other staff where appropriate. This may involve a Pastoral Support Plan.
- During the fixed term suspension the pupil is not allowed on the school premises and daytime supervision is the responsibility of the parents. Work will be provided for the child to complete at home usually via Class Dojo (this is the responsibility of the class teacher)
- In exceptional circumstances it may be considered appropriate for a part-time return to school building up to full-time attendance if this means a more successful reintegration and change in behaviour for the benefit of the child. This would be agreed by governors, Senior Leaders and parent/carers in the interests of the child and the school community but will be a short-term arrangement (with a clear timeline in place) and work will be provided for the periods of time the child is not in school

Appendix L Permanent exclusion

Will only be considered as a final, formal step in a concerted process for dealing with severe disciplinary offences following the use of a wide range of other strategies, which have been used without success.

Permanent exclusion procedures (following Local Authority protocols) will be followed strictly and there will be rights of appeal and the Head teacher will need to make a clear case to Governors, parents and the Local Authority what the reasons are for the decision to permanently exclude.

Permanent exclusions are when a child is permanently barred from the school premises and their name removed from the school roll.

Permanent exclusion should only happen:

- In response to a serious breach or persistent breaches of the school's behaviour policy and
- Where allowing the child to remain in school would seriously harm the education or welfare of the child, or others in the school

Permanent exclusion may, however, occasionally be in response to a single, serious, one-off incident.

Some examples could be a child who:

- has had a history of persistent disruptive behaviour, and the school feel they cannot do anymore
- has committed a single serious one-off offence, even if they have never been in trouble before. That might be something like assaulting a pupil or member of staff, or bringing a knife or drugs into school.

However it is up to each school to define what counts as a serious offence

Your child must not return to the school or enter the school site. The only exceptions are if they are specifically asked to attend a meeting or if the head teacher has agreed limited re-attendance for exams

Appendix M (positive planets)

POSITIVE PLANETS POINTS SYSTEM		
	5	<p>1) Every child is on earth when they come in each day and therefore automatically get 1 point for attending (if they are not in they move off earth and their names are at one side – this means they get a point for every day they attend which will motivate attendance and we can see, for health & safety/fire drill purposes, who is not in immediately)</p> <p>2) Children who display excellent EFFORT in behaviour and work FOR THEM (not in comparison to others) move up a point at the discretion of the class teacher (the teacher might move up a whole table, most of the class, just one child) – teachers use their discretion & professional judgement</p>
	4	<p>3) Children will NOT move down once they have earned the point (so those who achieved a point in the morning but had a bad afternoon will not lose their morning points)</p>
	3	<p>4) The top planet should be the highest possible effort and will be exceptional</p> <p>5) At the end of the day points are recorded and the sheet will be collected at the end of the week so the Senior Leaders in the school can monitor behaviour</p> <p>6) It is the teacher in charge of the class who will make the decisions about who is given points (in communication with Teaching Assistants)</p>
	2	<p>7) Those with the most points at the end of the week receive a 'Positive Planets' certificate in assembly</p>
	1	<p>8) Some classes have instigated a whole class rocket that is moved up over the week each time the whole class have a day of positive attitude and effort</p>
Not in	0	

Appendix N

Attachment Aware Checklist – the 4 S’s of Attachment (trauma and attachment aware responses to prevent and respond to challenging behaviours – Pupils at Risk Context)

SEEN	SAFE	SOOTHED	SECURE
Meet and greet	Providing a safe space in school	Staff model appropriate B behavior	Developing a sense of belonging
Noticing success	Seating plans	Regular check-ins with key staff members	All students are part of the class
Differentiation	High expectations	Staff in control when students feel on the edge	Predictability
Noticing changes	Staff presence	Talking calmly and quietly	Clear routines
Work on the wall	Positive staff to staff Relationships	Maintaining a calm environment	Consistency
Smiling	Mentor/Key person for students	Listening	Calm tone of voice
Eye contact	Challenging inappropriate Behavior	Helping students feel ‘liked’ and valued	Clean slate every lesson
Giving choices	Monitoring unstructured times	Rapport	Building positive relationships
Student voices	Noticing changes to friendships	Not too controlling, using reasoning	Support with friendship issues
Using names	Ensuring routines, predictability and boundaries	Appropriate physical contact	Availability of staff
Noticing body language	Parental engagement	De-escalation techniques	Clear expectations and boundaries
Remembering and mentioning things about them			

Appendix O SEMH (Social Emotional Mental Health) North Yorkshire Inclusion Service

<p>A) Identification</p> <p>A pupil with SEMH needs <i>may</i>:</p> <ul style="list-style-type: none"> • Have attachment needs or find social interactions tricky • Become withdrawn or isolated • Display high levels of worry or low mood • Display challenging, disruptive or disturbing behaviour • Have difficulties attending to tasks or keeping focus • and may have ADHD or other neurodevelopmental needs 	<p>B) Guiding Principles</p> <ul style="list-style-type: none"> • Encourage Pupil Voice. Give pupils a say in how they are supported so they feel safe • Start each day with a clean slate • Adopt a growth mindset : normalise failures and encourage pupils to have a go • Use consistent language, approaches & routines • Promote metacognition to help pupils and staff understand and manage their responses
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STRATEGIES AND SPECIFIC APPROACHES

<p>to support pupils who are anxious or present with challenging or disruptive behaviour</p> <ul style="list-style-type: none"> • Understand that behaviour is a method of communication. What is the pupil trying to communicate? Any triggers? • Make instructions and expectations clear / explicit. • Recruit a range of peers to support through example. • Give the pupil ownership, control, choices and decision-making powers to promote responsibility and self-esteem. • Shine a light on the behaviour and teach appropriate strategies for managing the emotions. • Develop a collaborative relationship with parents/carers. • Encourage pupils to identify triggers and physical symptoms that demonstrate escalating levels of arousal and provide opportunities for pupils to adopt coping strategies. 	<p>to support pupils to maintain attention and focus</p> <ul style="list-style-type: none"> • Make sure you have the pupil's full attention – use their name and gain eye contact. • Place the pupil at the front of the class (or carpet) facing the direction in which you want them to focus. • Cue the pupil into listening by using their name at the beginning of your instruction, sentence or question. • Give the pupil time to process what you have said before giving another instruction or more information. • Give praise to reinforce and encourage good listening and learning behaviour. Telling them what to do rather than what not to do! Use visual aids to support pupils remember what is expected or required. • Use a timer to promote attention for a set amount of time. • Use (but rotate) peer support and consider seating carefully. • Actively teach listening skills at an age-appropriate level, e.g. look at the speaker, sit nicely, don't interrupt. Try passing an object around the group to indicate who is speaking. • Ensure instructions are short and clear. Ask the pupil to repeat instructions back to you to confirm understanding. • Instructions and tasks should be clear, brief, concise and in the correct order where possible. Some pupils may benefit from them being written down and broken into simple steps. • Use visual support (e.g. gesture, signs, pictures) when giving information or instructions.
<p>to support pupils who may be withdrawn, depressed or have difficulty with social interactions</p> <ul style="list-style-type: none"> • Provide opportunities to discuss emotions and feelings across the school day and systems that allow children to seek out adults to support them with difficult emotions. • Promote a whole school strategy of looking out for each other's wellbeing and talking about feelings, e.g. using Compass Buzz • Introduce a feelings box within the classroom. This can be filled with sensory objects and can help pupils regulate their feelings at challenging times. For older pupils, encourage journals, drawing or use of emojis to help self-expression. • Start each day with a positive compliment session or use a check-in process that focuses on well-being. • Learn each pupil's triggers, understand their lived experience and look beyond their behaviours. Often there are unresolved issues that sit beneath. • Make time within each day for some high quality PHSE and incorporate SEAL resources into dedicated PSHE lessons. 	

Appendix P

A-B-C Chart

Use this chart to record instances of challenging behaviour.

It is helpful to focus on one or two particular behaviours (e.g. shouting out/swearing/biting).

After collecting data over a week, please upload it to CPOMS.

Use the information gathered to look for patterns, which may help plan interventions/strategies/next steps that support the child.

Questions to consider: What are the common triggers?

Do the consequences reinforce the behaviour rather than address/support it?

Are there adjustments we can make to alleviate the issues/trigger?

Is there a specific intervention/approach we could use?

Name of Child:			Name of staff reporting:			
DATE	TIME	PLACE	A: ANTECEDENT (TRIGGER)	B: BEHAVIOUR Describe objectively	C: CONSEQUENCE	Possible action/ intervention/strategies

Appendix Q
Vulnerable pupil grid (to be completed by Family Support Manager / SLT)

Name of child:		Year group:		Date joined school:		
Adverse Childhood Experiences (AVEs) – highlight any that apply						
DV	Parental separation	Death of parent	Parental MH	Abuse	Household member in prison	Adults in house addiction
	Vulnerability factor				Description / evidence / strategies tried so far	Next steps (in-school interventions / referrals)
CHILD	SEMH needs					
	SEND (incl. diagnoses)					
	CLA/SGO/Post-CLA					
	Communication difficulties (social)					
	Physical aggression (peers/adults)					
	Verbal aggression (peers/adults)					
	Has other language difficulties(e.g. EAL/S&L)					
	Academic underachievement					
	Absconding from class/school					
SCHOOL	Sexualised behaviours					
	Poor relationships with staff					
	Poor relationships with peers					
	Poor attendance					
	Poor punctuality					
	School's capacity to manage (including class dynamics)					
	School moves					
HOME	Exclusions (FTE;					
	Disadvantage (economic) PPG/E*					
	Family addictive behaviours					
	Family relationships / dynamics					
	Multiple house moves/ housing issues					
	Domestic Violence (recent/past)					
	Criminality (recent/past)					
	CSC involvement (recent/past) at CP/CIN					
	Family in need (TAF or edge of care)					
	Family breakdown (recent/past)					
	Lower parental education &/or engagement					
LOCAL	Family/parent mental health issues					
	Bereavement (recent/past) of close person					
LOCAL	Criminality/gang culture (local area – levels of involvement and impact)					
	Anti-social behaviour (by or towards)					
Strength factors					Strengths	How to build on strengths
Academic						
Motivation / engagement						
Interests						
Family strengths						
Relationships with peers/adults						

Appendix R - Universal Provision (suggested things to consider)

It is the responsibility of all teachers and staff within a mainstream school to make learning and the environment as accessible as possible for all learners.

The four areas of identified need	
Communication and Interaction SLCN ASD	Cognition and Learning Difficulties Dyslexia Dyscalculia
Social Emotional Behavioural Difficulties Behaviour ADHD Social / Emotional / Trauma / Attachment Mental Health	Physical and Sensory Physical Healthcare / medical Visual Impairment / Habilitation / Independent Living Skills Sensory Difficulties DCD Hearing Impairment

Communication and Interaction

SLCN

- Clear classroom routines are taught and reinforced to promote good listening skills
- Pupil's name and eye contact established before giving instructions.
- Classroom seating arrangements allow all pupils a good view of the teachers face when speaking.
- The purpose of activities is clearly identified and clear links are made to previous learning. Key topic vocabulary should be specifically pre-taught.
- Key topic vocabulary is introduced explicitly with the use of concrete, visual supports.
- Visual supports are used to reinforce language learning and development.
- Pupils' names are used before individual instructions are given.
- Adults take time to listen to what children are saying and model positive listening behaviours.
- Classrooms have an identified 'listening area' with provision of associated activities.
- Pupils have regular opportunities to listen to adults reading to them in a quiet environment.
- Pupils should have regular opportunities to take part in learning discussions with peers and adults.
- Classrooms should be arranged to facilitate collaborative working.
- Staff must ensure that the pupils have stopped working and are listening before new instructions are given
- Pupils benefit from being prompted to listen through the use of a verbal or non- verbal prompt
- Pupils should be given specific praise related to good listening and attention skills
- Instructions and tasks should be broken down into manageable 'chunks'
- Language should be reduced, chunked and simplified to support accurate retention
- Pupils should be seated with a good view of the teacher thus enabling use of nonverbal communication such as gesture and facial expression to support engagement
- Staff and pupils agree an appropriate non-verbal cue that can be used to attract and maintain attention
- Pupils engage in listening games and activities to develop appropriate skills
- Pupils are supported to understand the benefits of developing good listening and attention skills
- A quiet, distraction-free 'listening' environment is available for pupils to work in at certain times
- Staff ensure that pupils are only required to focus on one adult voice at a time
- Pupils are supported with visual resources.
- Adults should support pupils to engage in social and learning conversations

- Pupils are supported to link new learning to previous learning and experiences
- Learning objectives should use child-friendly language
- Real objects, pictures and other visual information should be available to support developing understanding.
- Information and instructions are delivered in manageable chunks to prevent overloading memory capacity
- Adults should adapt language used in response to pupils' levels of understanding
- The classroom ethos should encourage pupils to ask questions to confirm, develop and secure their developing understanding
- Pupils should be encouraged to identify and explain 'why things happen' and 'how they know' with reference to both explicit and implicit information.
- Screening tools such as WellComm, Speechlink & Language Link are routinely used to identify any concerns an intervention that should be put in place

ASD

- Maintain a calm, firm and consistent approach to managing behaviour
- Adults should keep language clear and avoid sarcasm, ambiguities and idioms
- Use of a scribe
- Social stories shared
- Pupils should be cued into instructions and key pieces of information
- Teacher/TAs could use a pointing stick or similar to help cue and maintain pupil's attention to a focus item
- There should be visual support such as: class visual timetable to prepare for change; task planners; prompts to show good listening and sitting.
- Regular opportunities to listen to adults reading to them in a quiet environment.
- Working alongside good role models and pupils they are likely to socialise with on the playground.
- There should be clear class rules and routines which have been written by the class, understood and displayed visually.
- There should be clear rules and routines for moving around the school.
- Tasks should be broken down into manageable steps with a clear start and finish.
- Tasks should show a finished example wherever possible.
- Clear separation between visual timetable and 'First, Then'
- Well-organised classroom – equipment easily accessible, drawers for equipment labelled clearly, furniture arranged to best effect quiet area within the classroom.
- An environment that is as calm and quiet as possible/opportunities to work in quieter areas
- Meaningfully using their strengths, favourite activities and special interests.
- Involvement of pupils with ASD, at a level relevant to them, in formulating their learning goals
- Time out area.
- Quiet 'safe' space
- Use of a visual timeline

Cognition and Learning

Dyslexia

- Balance between large group, small group, and individual activities.
- Nessy Reading 7 Spelling programme - Use mnemonic instruction. Mnemonic devices can be used to help pupils remember key information or steps in a learning strategy.
- Emphasize daily review. Daily review of previous learning or lessons can help pupils connect new information with prior knowledge.
- Provide an outline of the lesson. An outline enables some pupils to follow the lesson successfully and make appropriate notes.
- Place pupils close to the teacher. Pupils with attention problems can be seated close to the teacher, whiteboard, or work area and away from distracting sounds, materials, or objects.
- Differentiated learning. The teacher can set problems arranged from easiest to hardest e.g. Chilli Challenges. Early success helps pupils begin to work
- Allow use of instructional aids. Pupils can be provided with letter and number strips to help them write correctly

- Number lines, counters, calculators, and other assistive technology can help pupils compute once they understand the mathematical operations
- Display work samples. Samples of completed work can be displayed to help pupils realise expectations and plan accordingly.
- Use peer-mediated learning. The teacher can pair peers of different ability levels to review their work, read aloud to each other, write stories.
- Use flexible work times. Pupils who work slowly can be given additional time to complete written work.
- Provide additional practice. Pupils require different amounts of practice to master skills or content.
- Pupils can be allowed to complete projects instead of oral reports or vice versa. Also, tests can be given in oral or written format
- Expect less written work
- Allow more time for reading, listening and understanding.
- Prepare a printout of homework and stick it in their book
- Provide numbered steps, e.g. 1. Do this. 2. Do that etc.
- Do not ask them to copy text from a board or book
- Give a printout. Suggest they highlight key areas and draw thumbnail pictures in the margin to represent the most important points
- Add extra space around headings and between paragraphs.
- Ensure hyperlinks look different from headings and normal text.
- Use of word mats
- Clarify or simplify written directions.
- Underlining or highlighting the significant parts of the directions.
- Present a small amount of work.
- Block out extraneous stimuli.
- Overlays and line markers can be used to aid reading
- Additionally, using larger font sizes and increasing spacing can help separate sections.
- Highlight essential information.
- Provide additional practice activities e.g.: instructional games, peer teaching activities, self-correcting materials, computer software programs, and additional worksheets
- Use an audio recording device.
- Use of assistive technology. Assistive technology products such as tablets, electronic readers/dictionaries/spellers, text to speech programs, audio books
- Repeat directions. Ask pupils to repeat the directions in their own words.
- Simplify directions by presenting only one portion at a time
- Maintain daily routines
- Use step-by-step instruction. New or difficult information can be presented in small sequential steps.
- Give the opportunity to answer questions orally
- Use different colour for each line if there is a lot of written information on the board, or underline every second line with a different colour.
- Ensure that the writing is well spaced.
- Leave the writing on the board long enough to ensure the child doesn't rush, or that the work is not erased from the board before the child has finished copying.
- A structured reading scheme that involves repetition and introduces new words slowly is extremely important.
- Save the dyslexic child the ordeal of having to 'read aloud in class'. Reserve this for a quiet time with the class teacher. Alternatively, perhaps give the child advanced time to read pre-selected reading material, to be practiced at home the day before.
- All pupils in the class can benefit from structured and systematic exposure to rules and patterns that underpin a language.
- When using mental arithmetic allow the dyslexic child to jot down the key number and the appropriate mathematical sign from the question.
- Make sure a small reference chart is available to serve as a constant reminder for the cursive script in upper and lower case.
- The use of computers for word processing
- Written record of the pupil's verbal account, or voice activated software can be used.
- More time should be allocated for completion of work because of the extra time a dyslexic child needs for reading,

planning, rewriting and proofreading their work.

- Provide coloured overlays
- Provide all handouts on coloured paper.
- Change background colour when using a whiteboard or computer screen
- Provide highlighters so learners can track text that has been read, or highlight important pieces of information
- Provide access to assistive technologies such as a computer, for pupils who find it difficult to write quickly enough in class.
- Use multisensory ways of teaching.
- Allow additional 'thinking' time.
- Break information up into smaller 'chunks'.
- Use alternatives to white backgrounds for paper, computer and visual aids such as whiteboards. Use cream or a soft pastel colour.
- Break up the text with regular section headings in long documents and include a table of contents.
- Give instructions clearly.
- Avoid double negatives.
- Use single colour backgrounds. Avoid background patterns or pictures and distracting surrounds.
- Rehearse mathematical vocabulary constantly, using multi sensory/kinaesthetic methods.

Dyscalculia

- Review what the pupil already learned before teaching new skills.
- Teach pupils to “self-talk” through solving problems.
- Encourage learner to count on and back using their fingers or a ruler etc
- Let the student write out charts or draw sketches to solve problems.
- Teach visual strategies e.g. bar maths
- Use graph paper to help line up numbers and problems.
- Use like coins, weights, blocks, and puzzles to teach math ideas.
- Use attention-getting phrases like, “This is important to know because....”
- Use concrete examples that connect math to real life
- Check in frequently to make sure the student understands the work.
- Allow extra time on tests.
- Give step-by-step instructions and have the student repeat them.
- Provide charts of math facts, 'numeracy mats' or multiplication tables.
- Use visual aids or manipulatives when solving problems.
- Let the student use a calculator when computation isn't what's being assessed
- Give more space to write problems and solutions.
- Break down activities into sections.
- Use pencil grips, writing lines, stencils
- Break down each task into small sections to be mastered one by one.
- Provide balance or wobble boards, walking on the line and hand to hand throwing using bean bags or water-filled balloons

Emotional, Social and Behavioural Development

ADHD

- Visual cues and prompts.
- Pupil's name and eye contact established before giving instructions.
- Clear and simple instructions, breaking down longer instructions and giving one at a time
- Tasks are clearly explained, modelled or scaffolded, and staff check for understanding.
- Key points/instructions are jotted down
- New learning broken down into small steps.
- Link new learning to what pupil already knows, for example, start a lesson with a class mind-map of what they already

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know about a subject

- Specific activities are differentiated appropriately, eg words for spelling practice, times tables practice, methods of recording. There are opportunities for practical and interactive, as well as paper and pencil tasks
- Give pupils 'thinking time' or opportunities to work with talk partners before answering a question, or say "I'm going to come back to you in a minute for your idea"
- A range of lesson activities are planned to take account of different learning strengths, and practical activities offered where possible, eg learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting.
- Multiple examples of new concepts are provided and staff aim to take these examples from children's own real life experience rather than talking in the abstract.
- Visual cues and prompts, visual timetables are used. The child should be alerted to changes on the way by these being pointed out on the visual timetable.
- Explicit teaching of independent and study working skills is routine. Pupils are encouraged to take charge of their learning and develop strategies that work for them.
- There are opportunities for flexible grouping and pairing, for example by ability and mixed ability, including buddy systems/study buddies.
- Celebrate positive aspects of pupils' work and how their work can be developed / improved.
- Homework and independent tasks are differentiated to present an equal level of challenge to all pupils
- Physical time out opportunities
- A fidget box to allow them to use when needed

Social / Emotional / Trauma / Attachment

- A warm, accepting climate and ethos accepting and supportive for staff, parents and pupils
- Time out – break out rooms.
- Quiet 'safe' space
- A calm, consistent learning environment with clear expectations, routines and rules, with secure and explicit boundaries in all curriculum areas and at times of less structure (for example, lunchtimes / transitions)
- Maintain a calm, firm and consistent approach to managing behaviour
- Introduce a circle of friends or buddy system to help the child in building relationships.
- Positive relationships as modelled by adults
- Positive Teacher attitudes and behaviour
- A systematic approach to responding to behaviour: School Behaviour Policy
- An ethos and conditions that support positive behaviours for learning and for successful relationships
- School Council / Pupil Parliament
- support and mentoring
- Playground buddies
- Use of Restorative practice
- Consistent Anti-Bullying strategies (School Anti-Bullying Policy)
- Close contact with parents
- Use direct planning, teaching and modelling to enable pupils to make emotional, social and behavioural progress (explicit behaviour for learning skills/teaching routines/Personal, Social, and Health Education (PSHE)
- Use a variety of social learning experiences/groupings which provide opportunities for peer modelling and positive social interaction.
- Frequently during the day share successes and provide specific praise (verbal, visual and written) in order to develop a sense of self and self-worth
- Consistently use logical consequences as part of a stepped approach in order to encourage pupils to self-regulate and make appropriate choices in order to develop their skills
- Create a calm down kit to access as and when needed.
- Make expectations clear and offer elements of control.
- Allow them time to play
- Role play scenarios and comforting routines
- Visual timelines and familiarity
- Allow elements of choice and 'control' at planned times

Mental Health

- Supportive and welcoming environment
- Resilience Screening.
- Three Schools programme.
- Book of Beasties –group activities.
- Social communication group.
- Routines and timelines
- Supportive role model
- Yoga, meditation and relaxation
- Opportunities to have a safe space
- Restorative approaches
- Worry monsters in every class
- I wish my teacher knew type activities
- Circle time/P4C activities
- check in's/check outs
- Calm down kits available
- Quiet working space available
- Withdrawal options shared
- Available time with a trusted adult
- Buddy system to boost self-esteem
- Sharing work in a wide range of ways not just written and verbal.
- Small group work to build confidence.
- Time out offered and a safe corner or space
- Wellbeing daily sessions
- Relaxation sessions
- Physical activity
- Healthy eating and living activities
- Manageable tasks
- Warning signs identified and triggers within a support plan – Yellow Plan
- Calm down kits available
- Confidence building and drama based activities

Physical and Sensory

Physical

- Assessment for learning informs planning for suitably differentiated teaching taking into account access issues for physical/mobility at this level of need.
- Personalised planning is informed by regular audits of the school building, relevant procedures (especially in terms of administering medication) and minor additional access resources where necessary.
- Staff communicate regularly with parents to confirm and maintain access arrangements as well as how they can support their child's learning needs (taking into account factors such as possible fatigue). Expected access arrangements to support learning
- Access is maintained to all learning activities in class taking into account factors such as effective recording, appropriate seating and mobility.
- Appropriate seating placement is available to maximise the pupils' view of the teacher and to reduce distractions.
- Consider seating pupils with writing arm on the outside edge of a shared table.
- Consider colour coding key information if pupils also have visual perceptual needs
- Potential fatigue factors may need to be taken into consideration for some physical impairments
- School trips will need careful planning and risk assessment to ensure that reasonable adjustments are made for some limitations in mobility or likelihood of fatigue.

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- Some assistance may be required for putting on additional clothing.
- Playground arrangements should allow for quieter as well as busier play areas.
- Additional time may need to be provided for written recording and other activities requiring both fine and gross motor skills.
- Pairing with a more coordinated peer/friend when engaged in work with higher use of physical skills is considered.
- Staff are available to monitor physical status and support the taking of medicines (if needed).
- Group approaches and peer partnerships maximise pupils' full participation and direct academic and social engagement.
- Differentiation and access arrangements maximise success in learning activities to ensure an appropriate level of challenge.
- Additional time may be taken for the pupil to move around school or be repositioned and there should be a reasonable expectation that classes & teachers can accommodate this.
- Pupils may have ICT support to help them access the curriculum. Teachers should familiarise themselves with the hardware/software being used and incorporate this into class lessons/support
- Pupils may have specialised equipment/resources/programmes that will be monitored & reviewed by OT/Physio/SLT- all staff should be aware of these and be able to integrate/enable the delivery of them throughout the school day

Healthcare / Medical

- Any pupil with healthcare/medical needs should have an Individual Healthcare Plan.
- Arrange any training needed for staff to meet the requirements of the individual healthcare plan.
- HCP's should be reviewed at least yearly as part of the PCR/IDP or as changes or difficulties arise
- A safe space available for medication storage
- A space given for administration of medicines or in case of illness
- Opportunities for rest given
- First aid trained staff listed and informed
- Staff are all familiar and trained in specific needs
- Awareness of the impact the medical issue can have on the pupil's ability to engage/concentrate and to make reasonable adjustments to staff expectations
- Easy to access list of medical contacts linked to HCP- school nurse, specialist nurses, GP, consultants etc depending on health/medical needs of the pupil.

Visual Impairment / Habilitation / Independent Living Skills

- Pupils should be enabled to communicate their knowledge and understanding accurately, using a variety of approaches. This should inform grouping and remove barriers to their learning.
- Build in time for the pupils to assimilate new ideas and avoid overload by delivering too many oral instructions.
- Good use of contrast words and pictures around the room if child also has visual needs.
- Think about when the children are getting tired as they might not tell you.
- Give extra help for putting on coats as needed.
- Quieter as well as busier play areas outside.
- Extra support for mark-making activities.
- Opportunities to play alongside and with more coordinated friends to help them take part in physical activities and so they can share things like drawing.
- The environment should be free of clutter.
- Consideration should be given to 'demarcation' (marking boundaries) of key areas through changes in floor surface or the use of furniture.
- The child should be shown around the setting at every visit from table to table to let them know what is available and where it is in the setting.
- When in a free flow activity make sure that any changes in depth or steps are high marked.
- Show the child around if any changes are made at any time.
- Good contrast between foreground and background may be helpful for laptop screens and visually simplified pictures.
- Specific teaching of ICT skills should be included as part of children's learning and accessibility settings should be used where necessary. E.g. Enlarged cursor, change text size, good contrast
- Children should be encouraged to wear prescription glasses. These should be kept clean and in a safe place if

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removed.

- They may require access to enlarged print. Infant print size is generally 16-24 font size.
- Care should be taken when choosing reading and picture books e.g. Books with text across pictures should be looked at before hand with a member of staff
- Mark- making activities should be carried out with dark pens e.g. felt pens, 4b pencils and high contrast backgrounds. Blackboard and chalk and whiteboards with dark marker pens work well.
- Practical activities should be accessible e.g. Glue for sticking should be coloured
- You might need to tell children what the facial expressions of the children around them are and what they mean.
- Adults should always say the names of the other children in groups the child is working in.
- Opportunities should be provided to learn about other visually impaired young people and adults
- Settings should work closely with parents to ensure that messages and positive role modelling is consistent in school and at home.
- There should be support for developing and maintaining the child's self-esteem as they move through the setting.
- Consideration should be given to teaching the skill of joint attention as the children may not pick this up without support due to missing visual cues
- Precise locational language should be used to help locate and identify items being used e.g. 'the water jug is on the snack table' rather than 'the jug is over there'.
- An adult will need to do a direct showing walk around the room and tables and give a commentary of what is available to highlight the activities and things available around the room.
- Staff must ensure that the pupils have stopped working and are listening before new instructions are given
- There may be gaps in learning through not being able to see details clearly e.g. distinguishing between similar objects such as a cow or a horse
- Adults should be aware of the effect of glare on shiny surfaces and laminated pictures. Children should be provided with matte finished surfaces instead.
- Hand under hand exploration may be needed at times.
- Displays of the child's work should always be placed at eye level.
- Children with VI will not be able to achieve incidental learning and will need to be provided with extra opportunities to help fill the gaps.
- Children should be provided with verbal cues with lots of running commentary where needed.
- All staff need to be aware of the habilitation training programmes provided and can access specific support/training and ideas for integrating activities from the Habilitation Specialists.
- Familiarise pupil with the classroom and school layout and make them aware of any changes.
- The pupil will need to be positioned close to any new demonstration of skills/ actions.
- Keep instructions simple and use the pupils name
- Ensure pupil sitting close to point of visual interest. For example, able to see the board or is in a good position to see body language and facial expressions
- Good even lighting, avoid glare. Blinds to be used as appropriate
- Extra support for mark-making activities e.g. letter and number formation
- Extra time should be given for visually demanding activities
- Breaks should be given regularly to avoid visual and mental fatigue
- Keep mobile toys e.g. scooters, bikes etc. in a clearly demarked area.
- Pupils may need help locating their friends in the playground
- Staff should help other children to understand what difficulties the visually impaired pupil faces and what they can do to make them feel included. This must be done in full consultation with parents/carers/pupils
- Large clear and bold signage throughout the school environment.
- Be aware that some pupils with a visual impairment may take a little longer to adapt to changes in illumination levels.
- Provide the pupil with a verbal description of their surroundings, wall displays, demonstrations and features in the school environment.
- Children with VI will not be able to achieve incidental learning and will need to be provided with extra opportunities to help fill the gaps.
- Support and encourage the pupil to explore all of the outdoor play area.
- Opportunities to develop fine and gross motor skills.
- You may need advice on an environmental audit to assess levels of lighting, use of contrast, handrails etc Small adaptations may be required to enhance the environment for the visually impaired pupil.
- Always use the pupils name to get their attention.
- Some pupils may require a running commentary about the surroundings and what is happening around them.

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- Support the pupil to develop their self-help skills – putting on their own coat, different types of fastenings, toileting, washing hands, feeding, eating and drinking skills, brushing teeth.
- At the dining table/snack table the use of light/dark coloured plates and dishes to provide more contrast making it easier for the pupil to locate food. A contrasting table cloth/mat makes it easier for the pupil to locate the crockery. Brightly coloured cups/glasses can be distinguished easier than clear glass.
- The pupil will need the opportunity to learn to function in the playground as it is a busier unpredictable environment.
- Pupils may need help locating their friends in the playground
- Pupils should be actively encouraged to communicate their own visual needs.
- A baseball type hat with a peak will help reduce levels of glare on bright sunny days.

Sensory Difficulties

- Pupils can have sensory needs relating to a wide variety of other ALN. Staff should be aware of the impact of this when planning activities/learning environments
- Staff could use Sensory Toolkits to investigate
- Complete Sensory Hotspots chart

DCD (Dyspraxia)

- DCD programme.
- Over-learn material through repetition and a graded step-by-step approach.
- Give structured assignments with clear directions and remember to provide plenty of feedback and praise
- Use wide-stemmed pencils and pens, or by applying rubber grips to their writing utensils.

- Set children up with note-taking buddies, allow them to use computers or provide electronic copies of material in advance to reduce note-taking strain.
- Touch-typing programmes.
- Type homework and use a computer in class
- Place students with dyspraxia at the front of the room so they have an easier view of the board. They may also find it easier to concentrate when distanced from doors, windows, bulletins and other classroom distractions.
- Give opportunity to pause, get up from their desk, stretch and move around before continuing on with a lesson.
- Give more time to understand task requirements and complete assigned work.
- Write task instructions in short sentences and use check-lists for assignments with multiple parts.
- Demonstrate a task and read directions out loud, in addition to providing a printed version
- Try using role-play to act out situations that encourage the social skills
- Help with tasks that require fine motor skills.
- Practice multi-sensory letter formation e.g. sandpaper letters, sky writing, rice trays
- Use visual timetables.
- Give clear rules and consequences.
- Timelines can help fix events in child's mind.
- Teach from 'concrete' to 'abstract' by making concepts relevant to child's own experience.
- Give advance notice of any changes.
- Allow child to choose activities which meet child's own interests.
- Avoid disturbing child when on task.
- Avoid fluorescent lights, fluttering ceiling displays.
- Keep wall displays to a minimum.
- Promote a 'no-disturbance' culture showing respect for each child's work space.
- Play farm/zoo/journey games with command cards such as 'cow in front of barn' with correct picture on back of card.
- Get the attention of the child before giving instructions.
- Use simple language with visual prompts.
- Provide time to process the information.
- Use activities, demonstrations and pictures.

- Provide visual supports to help recollection of personal experiences.
- Use closed questions rather than open ended questions.
- Role play to develop understanding of the concepts of private and public.
- Provide different writing tools (thin markers, gel pens, etc.) to reduce pencil pressure.
- Give teaching notes ahead of time or have a note-taking buddy.
- Use larger print for notes, and textbooks.
- Have the student dictate to a scribe or use speech-to-text software.
- Provide extra time for tests and writing assignments. Allow oral answers in tests.
- Provide pencil grips
- Provide other options if the student cannot overcome the sensory difficulty.
- Introduce new sensory experiences using the child's interests, eg messy play making aliens to get used to slimy texture.
- Give a distraction free learning environment.
- Reduce the social demands while learning.
- Permit time out if child is becoming over-stimulated
- closer to the board, teacher, and/or another student who could help.
- Adjust chair and/or desk height to ensure the student is in the proper position for desk work. (Feet flat on the floor, shoulders relaxed, and forearms supported on the desk.)
- Allow the student to work in different positions, like standing.

Hearing Impaired

- Any difficulties with access due to existing hearing loss should be able to be met through class curriculum differentiation.
- The teacher should manage the classroom environment to produce the best possible listening conditions.
- Class positioning to have a line of sight to the speaker.
- Consideration of seating and grouping so that the child can be near the focus of the lesson and can see whoever is speaking.
- An environment as free from noise as possible, close windows and doors and if necessary create a 'quiet' area.
- Be sensitive to potential difficulties in social interactions arising from missing verbal interactions.
- Pupils should be enabled to communicate their knowledge and understanding accurately, using a variety of approaches. This should inform grouping and remove barriers to their learning.
- Use of written/visual cues and context to assist understanding.
- Build in time for the pupils to assimilate new ideas and avoid overload by delivering too many oral instructions.
- Most auditory information can be accessed with personal hearing aids, FM radio aid system.
- Staff need to gain attention of the pupil before speaking and speak clearly, naturally and at a normal rate. They should not cover their hands or walk around the room whilst talking and should use short sentences rather than long complex ones.
- Pupils should be given time to think and process what is being said before they make a response and a range of responses not just written, should be used.
- Pupils should be allowed time to read or look at pictures or visual aids before they are required to give a verbal response.
- New vocabulary should be explained and pictures and concrete objects which give the words meaning should be provided to support verbal information.
- The Pupil's name should be used before asking a question or giving an instruction and they should be provided with a visual indication as to the location or to the person speaking
- Allow extra time to complete the task and be aware of the fatigue the pupil may experience because of the amount of effort they have put into listening and lip reading.
- TV/DVDs should always be used with subtitles.
- Core vocabulary will need to be reinforced.
- Instructions may need to be repeated or modified to match learning needs.
- Programmes to develop spoken and written language and communication skills may need to be followed through and incorporated naturally into all aspects of the school day.
- Staff should take time to check understanding. Context will give a hearing impaired pupil more opportunity to understand concepts
- Staff should promote deaf awareness in the classroom using resources such as NDCS's 'Look, Smile, Chat'. They should

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provide opportunities for the pupil to practise social strategies related to their deafness, for example, identifying why a conversation is becoming difficult and how to improve the situation.

- Opportunities should be provided to meet other deaf young people – service providers, parents, local deaf groups or charities may be able to help. It can be helpful for deaf pupils to meet deaf adults who have successfully managed issues arising from their deafness and may act as role models to younger deaf people
 - Staff should facilitate effective communication between the deaf child and their peers. They should help the other children to understand what difficulties the deaf child faces and what they can do to make them feel included.
 - Adult support should be regularly reviewed to ensure that the deaf child does not become unnecessarily dependent on that person for social support
 - The deaf child should be taught aspects of social interaction, such as modelling appropriate behaviours, praising interaction and playing games that require turn taking and cooperation
 - Make sure children can see the adult at carpet time and are not getting distracted.
 - Colour code words and pictures around the room if child also has visual needs.
 - Think about when the children are getting tired as they might not tell you.
 - Quieter as well as busier play areas outside.
 - Extra support for mark-making activities.
-
- The environment should be free of clutter.
 - Opportunities to play alongside and with more coordinated friends to help them take part in physical activities and so they can share things like drawing.
 - Specific teaching of ICT skills should be included as part of children's learning and accessibility settings should be used where necessary.
 - Staff must ensure that the pupils have stopped working and are listening before new instructions are given
 - Visual support will be helpful for key vocabulary.
 - Be aware that during group discussions a deaf child may find it difficult to hear pupils contributions. It may help to repeat what has been said by other pupils.

Appendix S – Prohibited and Banned items

Searching and confiscation

School staff can search a pupil for any item if the pupil agrees (The ability to give consent may be influenced by the child's age or other factors).

The Headteacher, and staff authorised by the Headteacher, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.

Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.

Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.

This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.

If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable

grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.

Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of. Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Statutory guidance on the disposal of controlled drugs and stolen items It is up to the teachers and staff authorised by them to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a "good reason" for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:

In determining what is a 'good reason' for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.

Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.

With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/ laptops) or illegal (alcohol/fireworks).

Banned items: (Searching with consent)

In addition to the prohibited items identified above there are a number of other items which could cause harm, distress or injury to pupils or persons or adversely affect good order and discipline of the school.

The following items are inappropriate and should **not** be brought into school:

Chains

Catapults

Lighters, matches

Tools (scissors, screwdriver, hammer, nails, craft blades, Stanley knife etc)

Pepper sprays and gas canisters

Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc)

Aerosol (including deodorant and hair spray)

E cigarettes

Stink bombs/smoke bombs/flares

Solvents

Chewing gum

Energy drinks

Super Glue

Needles (Syringes if required for medical grounds should be kept in accordance with the pupils own care plan and the schools own drugs/medical policy)

Offensive material - pornographic, racist, homophobic, extremist material (in any medium) Refer to school own social media policy)

Rope, cable ties

This is not an exhaustive list and the Head teacher may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.

Appendix T

Child on Child Abuse (Peer on Peer abuse)

Unfortunately, child-on-child abuse can and does happen in a whole range of settings that children attend. However, it often goes unseen. It might take place online, for example, or away from the school or setting. Therefore, training for professionals to help them recognise the signs, and know what to do, is essential.

For schools, there's detailed Department for Education [advice](#) on what to do if a child is sexually harassed or experiences sexual violence. This expands on the principles set out in the statutory guidance '[Keeping children safe in education](#)'.

We expect all our staff to be familiar with this guidance and to apply it. Staff should understand child protection policies and use them: there's no point to a policy that is not put into action. It should be clear that child-on-child abuse will never be accepted or dismissed as 'children being children'.

We expect all staff to know what to do if they come across, or are worried about, child-on-child abuse. They should know who to speak to and what action to take to make sure children are safe.

Understanding child-on-child abuse

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
 - Emotional abuse - online or offline
 - Abuse in intimate relationships between peers
 - Sexual violence and sexual harassment
 - Causing someone to engage in sexual activity without consent
 - Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
 - Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
 - Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element
- This is explained in paragraph 49 of [Keeping Children Safe in Education](#) (KCSIE).

Child-on-Child sexual abuse

This can take many forms, such as:

- Abuse in intimate personal relationships between peers
- Upskirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party

Sexual violence

This means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment

This means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Staff Training

All our staff maintain an attitude of 'it could happen here'. They address inappropriate behaviour's as soon as they happen, helping to prevent abusive/violent behaviour further down the line. Victims will be listened to and reports will be taken seriously.

It's vital our staff know and can identify peer-on-peer abuse early to prevent it from escalating. We provide staff with regularly updated and appropriate safeguarding training that enables them to understand:

- Their role in preventing peer-on-peer abuse
- How to identify the indicators of abuse
- What to do if they have a concern about a child
- How to respond to a report of abuse
- How to offer support to the victim(s) and alleged perpetrator(s)
- Where to go if they need support
- That children can abuse other children inside and outside of school, as well as online, and that online abuse can take the form of:
 - Abusive, harassing and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography to those who don't want to receive such content
- That they need to maintain an attitude of 'it could happen here'
- That even if there are no reports in your school, it doesn't mean it's not happening
- The importance of challenging inappropriate and abusive behaviour (see more on this below)
- That girls are more likely to be victims and boys are more likely to be perpetrators

Reporting abuse

If we are dealing with an allegation of peer-on-peer abuse, we follow our Child Protection and Safeguarding school policy and report incidents internally using CPOMS

PSHE / RSHE Curriculum

Our curriculum ensures that children are taught about safeguarding, including how to stay safe online.

Our PHSE/RSE curriculum follows the PSHE Association. It tackles (in an age-appropriate and inclusive way) issues such as:

- Healthy and respectful relationships
- What respectful behaviour looks like
- Consent
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- Sexual violence and sexual harassment
- Cyber-bullying
- Sexting
- Peer pressure
- Self-esteem

The National Society for the Prevention of Cruelty to Children (NSPCC) has a range of [safeguarding teaching resources](#) including lesson plans on personal safety, healthy relationships and online bullying. Its '[Speak out Stay safe' programme](#) also includes interactive assemblies and workshops on safeguarding for pupils in KS1 and KS2.

How we support our pupils to feel confident to report abuse?

We have robust systems in place for pupils to confidently report abuse, sexual violence and sexual harassment. Worry boxes are available in classrooms and around school for children to express their concerns and child friendly posters are in prominent places to remind children who they can talk to.

Our children know that we treat their concerns seriously and that they can safely express their views and give feedback. Our Safeguarding Team have a highly visible and active presence within the school. They will make children aware of the processes of how any report can be reported and consequently handled, including when they have a concern about a friend or a peer.

Other organisations/ agencies we may work with

Child-on-Child abuse incidents and/or inappropriate behaviours can be associated with factors outside of the school. We consider the context when preventing and dealing with such incidents.

For example, when tackling violence it's important to:

- Understand the problems that young people are facing both in school and in their local community
- Consider possible avenues of support
- Work with local partners (who may have valuable information, resources or expertise).
- Have Specialist organisations to support training staff, teaching children and/or providing them with support, such as NSPCC, the Brook traffic light tool and the 'Stop it now!' website

Appendix U - Trauma Aware Approaches

Trauma can be defined using seven generalised dimensions:

1. Threat to life
2. Severe physical harm or injury
3. Receipt of intentional injury or harm
4. Exposure to violence or the loss of a loved one
5. Learning of violence to a loved one
6. Exposure to a noxious agent
7. Causing death or severe harm to another

Traumatic events are external, but they quickly become incorporated into the mind and the body. Psychological trauma is characterised by feelings of:

- Intense fear
- Helplessness
- Loss of control
- Threat of annihilation

Children and trauma

Children are more vulnerable to the stress of trauma. Their responses to trauma are complex and are different from those of adults. Children's traumatising experiences can compromise all areas of childhood development, including: identity, cognitive processing, ability to manage behaviour, tolerance, moral development, ability to trust self and others.

Children who have experienced trauma will develop "survivor behaviours" and these behaviours help the child to survive extreme psychological stress in a hostile environment. Examples of this can be fighting, running away, substance abuse, shutting down, self-harm, eating disorders, etc.

In a non-threatening environment the children will exhibit these behaviours to deal with their 'uncomfortableness' and anxiety – to these children even a nurturing environment is threatening!

A whole school approach

A child, in order to feel safe at school, needs to know that they can approach any classroom teacher, specialist, SLT, HLTAs, wellbeing support, or business manager and receive the same response. The response needs to be agreed upon by all staff, practiced, and with an accepted process when things don't go the way we hope. For example,

- Assuming complexity, approaching with empathy
- Commitment to building trust and relationships. We can never stop working on this. For students and families living with prior and ongoing trauma, each day can bring a new struggle, and school can provide a sanctuary
- Connecting with the whole family
- Behaviour as a symptom of the problem, not the problem. This is not to say that violence or breaches of safety do not incur serious consequences, but that the consequences include a depth of investigation and a great deal of support
- Support children to build the skills that are a struggle for them, and include them in the process
- Connection with external agencies, because school can't do it all!

"There is no more effective neurobiological intervention than a safe relationship, the relationship works to bring the brain back into regulation."

Strategies for working with children impacted by trauma

- Clarify your role with the student
- Establish yourself as a safe individual
- Create an environment of respect
- Give the student opportunities to make choices
- Talk about safety and what steps you will take to help the student be and feel safe
- Connect the student to the appropriate resources and people
- Slow yourself down: talk slower, use a lower pitch for your voice, don't use complex sentences, don't use lots of body movements.
- Offer self-calming techniques, such as mindfulness, grounding, tracking, positive memories
- Teach positive self-talk to students and practice it before you need it.
- Use music, exercise, movement, stretching and incorporate more opportunities for humour and laughter in the curriculum (laughter reduces the traumatic response in the brain).

Behavioural strategies for trauma impacted students

- Have a predictable environment with clear expectations for behaviour and have structure during the class day – try not to deviate from it often.
- Establish a quiet, safe place in the classroom (or a bespoke wellbeing, refocus room) for students to go when they are feeling overwhelmed – it should be a comfortable space away from others, with comfortable furniture. This space should have some sensory materials for students, have pleasant colours, pictures of nature, etc. that students can focus on when emotionally dysregulated.
- Practice active listening with students and demonstrate empathy, 10:1 (Ratio of positive to negative statements for traumatised children) active ignoring of negative behaviour, consistent expectations and behaviour plans that are based on rewards systems, not punishment and collaborative problem-solving with students.
- Think of ways to reach out to parents/caregivers that involves them in the educational process, deepen your understanding about the community the student lives in and available resources for the student and family.

Self care to prevent secondary trauma

Secondary traumatic stress is the emotional duress that results when an individual hears about the first hand trauma experiences of another. Its symptoms mimic those of post-traumatic stress disorder (PTSD).

Working with traumatised students can be overwhelming so managing personal and professional stress is vital:

1. Recognise that change happens very slowly
2. Know that you may never see the outcomes of your efforts
3. Trust that our simple compassionate gestures are important elements of helping young people in healing and surviving
4. Knowing your limits
5. Improving your understanding of trauma and secondary trauma
6. Taking a time out
7. Seeking support from co-workers, family, friends
8. Professional counselling

Summary

- Relationships and feeling safe are the first step to a young person managing their trauma
- Not every strategy will work for every child tailor your approach to each student
- Students who have experiences trauma still need clear boundaries and routines
- Students need a safe space and trusted adults in order to regulate their emotions
- Self care and recognising your limitations is vital when working with young people who have experienced trauma



Physical



Mental Illness



Incarcerated Relative



Emotional



Mother treated violently



Substance Abuse

Appendix V



Maslow's hierarchy of needs

Appendix W

Reduced time-table

The Department for Education (DfE) guidance 'Working Together to Improve School Attendance' provides the following guidance

*"All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have... In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible. **A part-time timetable should not be used to manage a pupil's behaviour.**"*

The statutory guidance is clear that any part-time timetable should have:

- the agreement of both the school and the parent the pupil normally lives with.
- a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary.
- a proposed end date that considers the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision.

It can, however, be extended as part of the regular review process.

Where a part-time timetable is in place, this should always be in the best interests of the pupil.

In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record the absence in line with the national absence codes

If pupils are placed on a part-time timetable, the following safeguards should be put in place:

1. Parents/carers should be fully informed and consent to an agreed part-time timetable.
2. Parents/carers and pupils should be actively involved in planning and reviewing any part-time timetables.
3. It is important that the views of the pupil/parents are taken into account when discussions are held re implementing and amending the plan as carefully thought-out reintegration plans have the greatest chance of success.
4. Consideration should be given to the best way to support the student with their learning throughout the period of any plan and reasonable adjustments within the school environment should be made where appropriate.
5. Consideration should also be given to how the pupil can maintain a sense of 'belonging' to the school throughout the period of the plan.
6. The aim of any plan should be to support the pupil through a difficult period with the aim of returning them to an appropriate full-time education over a given period. The plan should be regularly assessed and reviewed.
7. Provision should be amended where appropriate to benefit the pupil and work towards increased attendance and engagement. Schools may need to be flexible in their approach if additional barriers to attendance are identified during this process.
8. There should be a clearly thought-out transition and exit strategy and there should be evidence of progression over time.
9. Part-time timetable arrangements should be seen as a short-term intervention to support the pupil. They should be well thought through, time limited and have a clear plan for a phased increase in hours which is discussed with the parents and pupil.
10. The Local Authority should be informed of any part-time timetable arrangements and of any changes to those arrangements.
11. All professionals who are involved with the pupil/family should be made aware of the part-time arrangement and its purpose/functions.
12. The school should assign a member of staff to liaise with parents/carers, pupils and the Local Authority.
13. The safeguarding lead and the attendance lead at the school should be included in the planning and monitoring of part-time timetables. Where a pupil has SEN, the school SENCo should also be involved in discussions where appropriate.
14. As part of the review process the effect of the part-time timetable on the pupil's educational achievement should be closely monitored.