

# School Behaviour Policy

## 2025-2026



Author	SLT
Committee	Standards and outcomes
Last Review / Update	October 2025
Level of change	Minor
Next Review	October 2026

### Southey Values

The expectation of adults and children in our school is that they follow the 'Southey Values'

- **We are Ready to Learn**
- **We are Respectful to All**
- **We are Responsible for Ourselves**

For the whole school community to be successful and safe, we have shared expectations for all families to follow these are displayed on posters in every classroom and in other places around school.

- **Arrive on time**
- **Be well-rested**
- **Have eaten breakfast**
- **Try their best**
- **Stay on task**
- **Participate in shared learning and group work**
- **Be prepared to make mistakes and bounce back**
- **Help one another**

Children in our Early Years settings are encouraged to develop and demonstrate good behaviour and respect for peers and adults in the setting from the very start. The staff use the language of the Southey Values of Ready, Respectful and Responsible and use age-appropriate ways to develop the children's understanding of these.

To provide a consistent approach, they also use set phrases

- **We have kind hands**
- **We have kind feet**
- **We use kind words**
- **We walk inside**
- **We look after our books and toys**
- **My turn, your turn**

In addition to this consistent use of language, visual support, such as sand timers, Makaton signing and pictures are used. Southey Expectations are also discussed and referred to and both the Values and Expectations are visible on Posters for Parents/carers to see.

### Expectations of the school community

**The expectation of adults is that they will understand and implement our behaviour policy in a consistent way with a calm and kind approach.**

All Staff will:

- Show pride and warmth within all areas of school – create the right working environment for everyone to succeed.
- Encourage, praise and actively listen to children, showing every effort of offering equal amounts of challenge and support when working with them.
- Listen, talk and show empathy with children so that they know we understand them.
- Recognise that all behaviours are a way of communication. Focus on the prevention of undesirable behaviour rather than the reaction to it.
- Consider logical responses when a response is necessary with the aim of helping the child to change the behaviour and not punish them. Personal feelings should not drive a decision.
- Have consistently high expectations within individualised responses to challenging situations.
- Take responsibility for noticing behaviours as they occur throughout the school, acknowledging and describing both socially desirable and undesirable behaviours.
- Actively model appropriate behaviours and consistently apply the policy fairly, without favour.
- Work with the SENCO / inclusion team to create and implement a personalised approach/plan when necessary to enable all children to thrive.
- Work in partnership with parents/carers, school staff and outside professionals and ensure advice and information is understood and implemented.
- Record behaviour incidents accurately, timely and in accordance with procedures outlined in this policy.

- Identify any possible factors contributing to undesirable behaviours and discuss factors/patterns and all relevant information with the appropriate adults for monitoring and analysis.
- Maintain an open and honest dialogue with colleagues, phase leads, SLT, inclusion team and SENCO as well as the headteacher. Don't keep concerns about behaviour to yourself – seek advice and support of others.
- Adults managing incidents outside of the classroom, must ensure that the class teacher is informed as soon as possible following the resolution.

#### Governing Body

- Monitor the behaviour policy for effectiveness and hold the headteacher to account for its implementation.
- Feedback any findings with regards to the effectiveness of behaviour to the Trust when appropriate.
- Be available to attend Governor Disciplinary Committees when necessary.

#### Headteacher (with support from the Senior Leadership Team)

- Review and approve the behaviour policy and ensure that it is shared with all stakeholders.
- Encourage an environment which promotes and teaches socially acceptable behaviour.
- Monitor the implementation of the policy to ensure that behaviour is supported appropriately.
- Work with the inclusion lead to ensure that behaviour plans are in place for children who demonstrate repeated undesirable behaviour.
- Make decisions regarding suspensions and permanent exclusions.
- Attend reintegration meetings, governing disciplinary panels and ensure all processes regarding suspensions and permanent exclusions are adhered to.
- Support class teachers or support staff where there are displays of undesirable or violent behaviour.

#### Senior Leadership Team

- Make decisions regarding suspensions and permanent exclusion if the headteacher is not available. (at least 2 members)
- Inform parents / carers of any instances where their child has been removed from their class which has resulted in an internal suspension.
- Attend reintegration meetings (if headteacher is unavailable)
- Monitor the consistency of all staff in following the policy.
- Support new staff with the implementation of the policy to ensure consistency.
- Support class teachers or support staff where there are displays of undesirable or violent behaviour.
- Monitor CPOMs behaviour incidents and information and speak to individuals if procedures are not followed.
- Work with the inclusion lead/headteacher to implement behaviour plans for children who repeatedly show undesirable behaviours in and around school.

#### Inclusion leader

- Compile data relating to any incidents of bullying, discrimination or sexual harassment / violence. Work with the PSHCE lead to ensure that any increase in any kind of discrimination is addressed further within the curriculum.
- Compile data reports for behaviour incidents and exclusions on a half-termly basis.
- Work with the SENCO's to complete any necessary paperwork for and liaise with staff at alternative provision, ensuring documents have been completed and risk assessments carried out.
- Complete half-termly reports for Senior Leaders and Governors
- Work with SENCO's to ensure completion of documentation for children being referred to the Primary Inclusion Panel (PIP)

#### Inclusion team

- Work alongside staff members in the prevention of undesirable behaviours within the classroom and during unstructured times.
- Attend any requests for support from classroom teachers and offer de-escalation support.
- Monitor CPOMs behaviour incidents and information and speak to individuals if procedures are not followed. Report this to SLT where necessary.
- Liaise with the headteacher and SLT following any instances when children have been removed from classes due to higher level/dangerous behaviour.
- Attend SEND and other reviews for children, share information and offer advice and expertise

#### Parents/Carers

We actively encourage parental involvement in supporting children's learning and behaviours in school. It is essential that parents understand and support the school's behaviour policy to ensure the safety and best possible learning opportunities for all of our children.

- Support their child in following the school expectations and 'Southey Values'.
- Agree to and follow the schools 'Home School Agreement'.
- Contact school at the earliest opportunity to inform us of any changes of circumstance that may affect the personal and social well-being or learning needs of their child.
- Discuss any behavioural concerns with appropriate staff promptly by phone or an arranged meeting.
- Be available to attend, behaviour meetings and share relevant information with school staff and other outside agency involvement.
- All staff within school are here to support all children and families. We ask members of the community when speaking to staff to do so calmly and in an appropriate way.
- Aggressive behaviour and language towards members of staff is not acceptable. If this occurs the parent/carer will first receive a letter from school outlining our expectations of behaviour and if it persists following receipt of the letter the parent/carer could be banned from school premises

### **Encouraging desirable behaviours.**

#### **Create the right working environment:**

We believe that investing in children and building strong relationships is the key to creating an environment where behaviour can be positively fostered. This is carried out in several ways across the school:

- **Meet and Greet** – Children begin the school day with a personalised welcome into school. This may be on the gates, entrance doors and classroom doors. Any staff supervising will always offer a welcoming smile and comment.  
Some children will have an individual 'Meet and Greet' staff member to support a positive start to their day.
- **Shared language** – All adults use the language of the 'Southey Values' when interacting with the children, giving recognition to children and when demonstrating the three R's throughout the day.
- **Set the tone with children** -Staff will set the right tone with their mood/manner. We offer openness and transparency allowing children to trust us and feel safe and approachable.

#### **Positive Recognition and Rewards**

We believe in creating intrinsically motivated children, children who show desirable behaviours because it is the right thing to do, not for the reward/incentive. All staff will give children positive praise and feedback which is sincere and specific to the individual. Staff verbally celebrate children's attitudes to learning, play and transition throughout school, reinforcing our expectations and Southey Values all the time.

The school offer a range of extrinsic rewards to promote and celebrate positive behaviours.

Positive Recognition and Reward We have an ethos where all staff take opportunity to praise examples of positive behaviour.	
Extrinsic	Intrinsic
<b>Stickers</b> – These are given regularly by all staff to celebrate positive behaviour or attitude or to celebrate learning.	<b>Verbal praise</b> We recognise that on the spot, verbal praise, is effective to reinforce and promote good behaviour for all: <ul style="list-style-type: none"> <li>- Smile</li> <li>- Pat on the back</li> <li>- Applause</li> <li>- "Well done"</li> <li>- "You're doing a great job, keep it up"</li> </ul>
<b>Positive Note home</b> - Notes given by Class teachers and Senior Leaders describing how children have demonstrated positive behaviour in school.	
<b>'Southey Value' post card home</b> - Children will periodically receive a postcard at home to share good news with parents / carers.	

<p><b>POMPOM Jar</b> - Each class has a jar they work collectively to fill with either marbles or small pompoms awarded for good behaviour or learning. Once full, teachers decided on a 30-minute Class Treat Reward Time. During this time, adults in the class will place the marbles or pompoms in the jars to avoid the need for children to touch them</p>	<ul style="list-style-type: none"> <li>- "You're showing our Southey Value right now of ... Amazing"</li> <li>- "You should feel so proud ..."</li> </ul> <p><i>Be mindful of those who may not respond well to praise / low self esteem / doesn't like attention on them – use subtle praise.</i></p> <p><b>Communicating with parents</b> - in order to celebrate children's successes that day, the teacher may call home or catch the parent on the door at home time to pass on a positive message</p>
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The school celebrate personal and class achievements in the weekly 'celebration assemblies' and through the school social media – Facebook.

Celebration Assembly	
	Learning
<p><b>Southey star of the week</b> - As part of our Celebration Assembly, a child from each class is awarded the Southey Star. They will be nominated by the class teacher for demonstrating behaviours/learning linked to Southey Values. The child will receive a Southey Star Pin and a postcard will be sent home.</p>	<p><b>TT Rockstars (Maths award)</b> Most Valuable Player certificates are given out to each class. This is where they have been recognised for their time spent practising their multiplication tables. The class with the most points during the week will also receive a trophy.</p>
<p><b>Headteacher Award</b> – The headteacher chooses one child per phase for the individual award in recognition of something she has seen by a child that underpins the Southey Values.</p>	<p><b>Individual Extracurricular achievements</b> Children are welcome to bring in their achievements from outside of school to celebrate and share with others. These can be shown in the assembly.</p>
<p><b>Attendance Award</b>- Each week the class with the highest attendance receives the school attendance trophy. Any class with 96% or above will also play the Monopoly board to win a class reward for the week.</p>	<p><b>Sports Award</b> The class who have shown the best contribution to their PE lesson that week will receive the sports award and the class trophy.</p>

### Undesirable Behaviour Strategies and Consequences.

As an inclusive school, Southey Green acknowledge that children may display undesirable behaviour at times. Staff intervention is consistently flexible and based upon the child's level of development, needs and circumstances.

Any intervention and consequence from staff for any undesirable and challenging behaviour are intended to address the behaviour and the impact it has had without publicly shaming. It is done with the intention to reduce those behaviours over time and ensure positive outcomes for all.

Children as young as two years old access our setting and so for the youngest children in particular, staff will respond to any children displaying undesirable behaviour using a personalised response aimed at teaching what good behaviour should look like. As children move through Nursery, if they continue to behave in ways which hurt themselves or others, a child may have 'Time In' with a member of staff. Any significant behaviour incidents or persistent behaviours are recorded on CPOMs.

All staff are responsible for recognising and responding to undesirable behaviour. It is the responsibility of the adult working with the child at the time to intervene and respond and should not be left or passed on for others to respond.

If behaviours continue or a child is displaying crisis behaviours, staff should call for support from the inclusion team, SENCO or Senior Leadership Team.

Low level behaviours – Anxiety - Therapeutic	Defensive behaviours - Assertive Level 1	Crisis behaviours – reduce risk Level 2
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Ready

Respectful

Responsible

What the behaviour may look like		
<ul style="list-style-type: none"> <li>○ Rocking or swiving on chair</li> <li>○ Tapping</li> <li>○ Fiddling with apparatus</li> <li>○ Head on desk / slouching in chair</li> <li>○ Sullen</li> <li>○ Calling out</li> <li>○ Finding it hard to co-operate</li> <li>○ Incomplete learning or refusing to engage with work</li> <li>○ Talking/low level disruption</li> <li>○ Inappropriate comments</li> </ul>	<ul style="list-style-type: none"> <li>○ Teasing – saying unkind/cruel things to people</li> <li>○ Arguing</li> <li>○ Moving around classroom without permission</li> <li>○ Disrupting others</li> <li>○ Pushing/shoving</li> <li>○ Disrespecting school equipment</li> <li>○ Disrespecting peers</li> <li>○ Not following instructions</li> <li>○ Risk taking behaviour – climbing</li> <li>○ Leaving the room for a short period</li> <li>○ Swearing / disrespectful to adults</li> </ul>	<ul style="list-style-type: none"> <li>○ Vandalism / damage to school or others property</li> <li>○ Serious physical assault towards others.</li> <li>○ Self harm</li> <li>○ Racial abuse</li> <li>○ Bullying</li> <li>○ Discrimination / sexual harassment</li> <li>○ Leaving the environment and refusing to return</li> <li>○ Significant disruption to learning that could physically harm others – throwing objects / tipping furniture</li> <li>○ Persistent verbal abuse to others.</li> <li>○ Bringing and/or using a prohibited item to school to cause harm or damage.</li> </ul>
Why might these behaviours be happening?		
<ul style="list-style-type: none"> <li>○ Is there an unmet need.</li> <li>○ Is the child attempting to communicate something to you: <ul style="list-style-type: none"> <li>○ Work's too easy</li> <li>○ Self esteem</li> <li>○ Feeling unsafe</li> <li>○ Negative thinking</li> <li>○ Self-preservation</li> <li>○ Work's too difficult</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ These may occur when there is a breakdown in communication.</li> <li>○ The child may be trying to communicate further frustrations with not being understood <ul style="list-style-type: none"> <li>○ Revenge</li> <li>○ Too much challenge</li> <li>○ Not enough support</li> <li>○ Feeling of not being heard/acknowledged</li> </ul> </li> <li>○ Defensive behaviours can tip into crisis very quickly.</li> </ul>	<ul style="list-style-type: none"> <li>○ Child may perceive a threat.</li> <li>○ Child may not be able to regulate their emotion and so may respond with fight flight or freeze.</li> </ul>
Strategies to Use		
<ul style="list-style-type: none"> <li>○ Read the child's body language and consider your own (non-confrontational)</li> <li>○ Stay calm and role model control of feelings through choice of words and tone of voice.</li> <li>○ Use child's name to re-engage them</li> <li>○ Describe the behaviours you have noticed</li> <li>○ Support child with their learning – remodel the task</li> <li>○ Consider place within the classroom.</li> <li>○ Consider movement/sensory break.</li> <li>○ Remind child of consequences to behaviour</li> <li>○ Use Zones of regulation</li> <li>○ Social story</li> </ul>	<ul style="list-style-type: none"> <li>○ Use reflective language ' I can see that... I notice... I am wondering'</li> <li>○ Name – command – Thank you</li> <li>○ Give time and space</li> <li>○ Give child 2 choices</li> <li>○ Remind child of expectations</li> <li>○ Use positive recognition to create positive culture – acknowledge if the child has put it right.</li> <li>○ Post incident conversation: <ul style="list-style-type: none"> <li>○ What happened?</li> <li>○ What were you thinking/feeling?</li> <li>○ Who has it affected?</li> <li>○ What can we do to put it right?</li> </ul> </li> <li>○ Use Therapeutic language – when you... I feel... I need you to...</li> </ul>	<ul style="list-style-type: none"> <li>○ Change of space/environment- offer or direct to a safe space.</li> <li>○ Support and closely supervise</li> <li>○ Change the supportive adult if necessary</li> <li>○ Continue to use strategies from Level 1.</li> <li>○ Support the classroom staff</li> <li>○ Communication with parents to seek support if necessary</li> <li>○ Offer sensory equipment</li> <li>○ Use Zones of regulation</li> </ul> <p><i>Staff observe children's behaviour and aim to intervene early, using de-escalation techniques which allow staff to minimise risk for themselves and others around them. where necessary.</i></p>

	<ul style="list-style-type: none"> <li>○ Social Story</li> <li>○ Use Zones of regulation</li> </ul> <p><i>If behaviour becomes unsafe or does not change, respond as a level 2</i></p>	
<p><b>Zones of Regulation</b> is a strategy which uses four colours to help children self-identify how they are feeling and categorise this based on colour. The teaching of these zones helps children better understand their emotions, sensory needs, and thinking patterns. They learn different strategies to help them cope and manage their emotions based on which colour zone they are in. Additionally, the Zones of Regulation helps children recognise their own triggers. As a school, we encourage our pupils to self-evaluate and talk about their emotions and then in turn identify strategies to improve or change their feelings/emotions. For some children, Zones of regulation is used in a small group or in one-to-one interventions.</p>		
<p><b>Actions/ Consequences</b></p>		
<p><b>Informal Consequences</b> - In cases where behaviour falls below expectation, a range of informal consequences will be employed to de-escalate behaviour:</p> <ul style="list-style-type: none"> <li>○ a look</li> <li>○ a nod</li> <li>○ a pause</li> <li>○ a gentle reminder of expectations</li> <li>○ A reminder of previous good behaviour or learning</li> <li>○ proximity praise</li> </ul>		
<p><b>Putting right what has gone wrong</b> – when calm and ready, children should clean up, repair damage, restore relationships, complete work (to their standard, in their own time if necessary and without a set period being 'owed', undertake restorative conversations. This will only be successful when the child is ready.</p>		
<p><b>Breaks and Lunchtime</b> – The child may be required to have some time with their class teacher, phase lead or headteacher to reflect on their behaviour. The adult will decide whether the child can return to the breaktime activity following the conversation or finish their break/lunchtime in a designated room.</p>		
<p><b>Removal from the classroom (internal suspension)</b> – If a child is displaying unsafe or dangerous behaviour or disrupting the education of others due to persistent undesirable behaviours, withdrawal from the classroom will be used. This is to maintain the health and safety of others and/or to restore stability following the high level disruption. The use of removal also allows the children to regain calm and regulate in a safe space and allow learning of others to continue in the classroom. In some instances, an internal suspension may be required to allow time for the child to regulate and reset the expectations of their behaviours in school.</p>		
<p><b>Use of reasonable force</b> – Key members of staff have been trained to use Positive Handling Techniques and Restrictive, Physical Intervention (Team Teach). However, all members of the school have a legal power to use reasonable force. It can also apply to people who the headteacher has temporarily put in charge of children, such as, supply teachers, volunteers. Use of reasonable force is a last resort and is used to prevent children from committing an offence, injuring themselves or others, damaging property, and to maintain the good order and discipline of the school. Ideally, the minimum number of staff required to deal with an incident is two. However, there are occasions when one person arrives to an incident first and may have to act alone. staff should use their professional judgement to ensure that their response is always 'reasonable, proportionate and necessary'. We expect staff to use their professional judgement to make a decision whether to physically intervene or not and avoid causing injury, pain or humiliation. Please refer to the DFE guidance: Use of reasonable force – advice for school leaders, staff and governing bodies.</p>		
<p><b>Parental contact</b> - If a child has been removed from a classroom or has been involved in an incident where there has been a consequence/sanction, parents will be notified. This may be verbally, via phone call or there may be a request for the parent to attend a meeting in school, where incidents are of a serious nature. Both victims and perpetrator of an incident of violence must be informed within the same day.</p>		
<p><b>Searching, Screening and confiscation</b> – This is conducted in line with DFE latest guidance. Any prohibited items (including knives, weapons, alcohol, illegal drugs, stolen items and any article that may be used to commit an offence) found in a child's possession will be confiscated. We will confiscate any item that is harmful or detrimental to school discipline. These items will be returned to children or parents after discussion with the senior leadership team and parents.</p>		
<p><b>Behaviour plans</b> - Where the clear potential exists for an individual child to repeat behaviour that may be harmful to him/herself, others or property we will work with the child and parents / carers in developing a behaviour</p>		

plan. Parents are required to attend a meeting to agree the behaviour plan and next steps. This plan will show how an individualised planned approach has been developed for the child to ensure their safety and the safety of others. It may include:

- Child's Voice/Parent Voice
- Strategies to support the individual and identified triggers.
- Positive Handling Plan
- Risk Assessment

If the child is on the SEND Register, individual outcome targets will be on the child's School Support, EHCP or My Plan Document. The Phase SENCOs, Learning Mentors and SLT will create these plans alongside the child, parents / carers and any outside agency advice as appropriate. The Inclusion Team and Phase SENCOs will ensure that all teachers have copies of individual behaviour plans, School Support Plans and My Plans.

**Suspension** – At Southey Green we make every effort to ensure children are supported in school. A suspension is for a fixed term ranging from 0.5 days to 5 days. A child may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year).

The aim of a suspension is to enable staff the time required to formulate a plan to prevent future incidents and may be used in response to unacceptable behaviour.

Work will be given for the child to complete at home and a reintegration meeting will be held with the child and parent before the child returns to school.

The reintegration meeting is an essential component in addressing behaviour after a fixed- term suspension. It allows the child, parent/carer and staff to discuss the behaviours displayed and identify the actions and strategies for support.

A suspension can also be used for parts of the school day, such as the lunchtime period, if the child's behaviour at lunchtime is persistently disruptive. A child's behaviour outside of school can be considered for a suspension.

Where it is necessary to suspend a child for longer than 5 days, the school will ensure that provision is offered to the child from the 6<sup>th</sup> day onward.

**Offsite direction** - Off-site direction is where we would direct a child to attend another educational setting to support an improvement in their behaviour. This would be for a specified length of time, when interventions and other targeted support had not been successful, and the child had already had several suspensions. We will always work with parents and seek parental support for an off-site direction, however parental consent is not needed. If a child refused to attend their off-site placement, their attendance would be marked an unauthorised absence. (See Suspension and Permanent Exclusion Guidance Para 36)

**Managed Move** - A managed move is used to initiate a process where a child is transferred to another school permanently. This would usually happen to prevent a permanent exclusion taking place and must be agreed by all parties. School would ensure that all documentation regarding previous support and interventions was sent to the receiving school ahead of the transfer.

#### **Governing board meeting**

The Governing board must consider and decide the reinstatement of a suspended or permanently excluded child within 15 school days of receiving notice of suspension or permanent exclusion from the headteacher if:

- It is a permanent exclusion
- It is a suspension which would bring the child's total number of school days out of school to more than 15 in a term.
- It would mean that the child is missing a public examination or national curriculum test

The requirements are different for suspensions where a child is excluded for more than 5 days but not more than 15 in a school term. If parents make representations, the governing board must consider and decide within 50 school days of receiving the notice of suspension whether the child should be reinstated. In the absence of any parent representation, the governing board is not required to meet and cannot direct the reinstatement of the child.

**Permanent Exclusion** – A permanent exclusion is when a child is no longer allowed to attend the school. The decision to exclude a child permanently lies with the headteacher. It can be in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the child to remain in the school would seriously harm the education or welfare of the pupil or others such as staff or other pupils in the school. In all cases of exclusion, parents/carers must be informed in writing of the reason for the exclusion. The Local Governing body will be informed of the permanent exclusion without delay and should meet within 15 school days to consider the exclusion.

#### **Specific behaviours and actions**

**Child on child abuse - Racist, homophobic or discriminatory incidents** or any of a **sexual nature** between pupils, such as sexual violence or sexual harassment will be dealt with by the Senior Leadership Team on a case by case basis. All reports are taken seriously and are investigated, listening carefully to all involved. Leaders will ensure that a fair, reasonable and proportionate action is implemented with the victims wishes considered.

All incidents are recorded on cpoms. The school will monitor all incidents off discrimination and report to Governors.

*We recognise children who are (or perceived to be) gender questioning, lesbian, gay or bisexual (LGBTQ+) can be targeted by children. The school will deal with this as above.*

### **Bullying**

- We consider that: “bullying is behaviour by an individual or group, **repeated over time**, that **intentionally hurts** another individual or group either **physically or emotionally**.”
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of peer-on-peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

We are committed to developing an anti-bullying culture where bullying of adults, children and young people is not tolerated in any form. We recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals; that it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our schools can help to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential.

**Reporting bullying** – Children or parents are able to report bullying to any member of school staff. This may include but is not limited to: child’s class teacher or trusted adult, safeguarding lead, learning mentor or teaching assistant.

**Responding to bullying** – if bullying is suspected or reported a member of the senior leadership team will deal with it immediately. Leaders will speak with all members involved and the school will provide appropriate support for the victim. Consequences and support will be implemented in line with this policy. A clear and precise account of the incident will be recorded onto cpoms. The SLT will monitor bullying incidents for any patterns or recurrence and act accordingly where any of these arise.

**Persistent disruptive behaviour** – Due to the complex needs and vulnerabilities of individual pupils, challenging behaviours may still occur even after applying strategies as laid out above.

In the event of persistent disruptive behaviours occurring, staff will discuss with parents/carers and SLT in school to seek advice and take a proactive approach to reducing incidents as quickly as possible before habits become established.

Where reasonable adjustments have already been made by the class teacher and they have not yet led to sustained improvement, the headteacher may take further actions in seeking external support:

A meeting with parents and external professionals may be arranged to discuss the pathway to success in school.

- Team around the family meeting
- Inclusion and Attendance team meeting
- Primary inclusion Panel referral to the Local Authority.
- Assessments, External learning support visits and referrals to professionals
- Alternative provision
- Offsite direction
- Managed move

### **Injuries to Children and Staff**

If a child or member of staff is injured during an incident, the incident should be recorded on CPOMs and the school will complete an accident form. If a child is injured during an incident, they should seek medical advice from a first aider as soon as they are calm enough to receive it. Parents/carers should be informed via a letter from the first aider and it should be followed up by a phone call home or at handover. In serious incidents, a call should be made home as soon as possible to allow for parents to check in on their child

If a member of staff is injured during an incident, they should leave the incident as soon as it is safe to do so to receive medical advice from the first aider and complete a Staff Incident Form. All staff should refer and adhere to the Health and Safety Policy for further guidance in this area.

### Behaviour Outside School

Our Behaviour Policy applies to children within school and when representing the learning community outside of school. If we are made aware of incidents occurring outside the school premises we will endeavour to speak to the child about their involvement. We will also ensure their parent is informed.

This will commonly include:

- Behaviour on school trips or at Alternative Provision etc.
- Behaviour when representing school in sporting events / tournaments.
- Behaviour when in school uniform or non-school uniform.
- Behaviour within the community.

At Southey Green, children and staff safety is always our first concern. If we feel that a child may not be safe if taken off-site for a school visit or event, we will carry out a risk assessment to identify any potential dangers.

The outcome following the risk assessment will be one of the following:

- The child can attend the visit / event without any additional support being in place
- The child can attend the visit / event providing a suitable adult, ie parent / carer accompanies them
- The child cannot attend the off-site visit as the risk to personal safety is considered 'too high'

## Record Keeping

### Recording Behaviour Incidents

At Southey Green Primary School we use CPOMs to monitor behaviour. The system is able to interrogate data to identify patterns and the results can be presented in a variety of ways. It is the responsibility of the staff involved to record on CPOMs as this person has most knowledge of the incident. It is best practice for staff to input any serious incidents as a team to ensure all information is included and correct. Follow up actions or work with the child may be logged onto CPOMs by the Inclusion Team.

At lunchtime and break time, staff supervising lunchtime from within the Phase/ Year Group are expected to deal with behaviour incidents in line with the policy. Each staff member should then record these incidents and consequences on CPOMs as soon as possible. For any staff who do not have access to the system, they should record the incident on a behaviour record and this should then be given to the inclusion admin assistant (Karen Murphy) and then inform the class teacher.

### Reporting to Parents/Carers

Parents will be informed by class teachers when there have been incidents. Where there has been a child in crisis and the child has been removed from their classroom, a member of SLT or the Inclusion Team will inform parents.

**All contact with parents, whether remotely or face to face, must be recorded on CPOMs by the staff member involved**

## DFE Guidance

The policies below can be read in conjunction with the policy.

1. Behaviour in schools: advice for headteachers and school staff
2. Use of reasonable force
3. Equality Act 2010
4. Children and families act 2014
5. Working together to safeguard children

6. Keeping children safe in education
7. Preventing and tackling bullying
8. Sexual violence and sexual harassment between children in schools and colleges
9. Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

This policy should be read in conjunction with the above policies and other school policies:

- Child Protection and Safeguarding Policy
- Special Educational Needs and Disabilities Policy

### **Appendices**

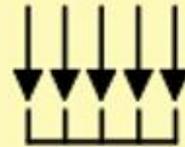
- Southey Values and Expectations
- Behaviour Plan
- Positive Handling Plan
- Individual Risk Assessment



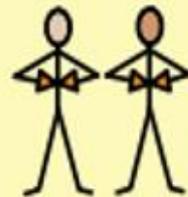
# Southey Green Values



Ready to learn.



Respectful to all.



Responsible for ourselves.



# Southey Green Expectations



Arrive on time.



Be well-rested.



Have eaten breakfast.



Wear school uniform.



Try your best.



Stay on task.



Participate in shared learning and group work.



Be prepared to make mistakes and bounce back.



Help one another.



## Southey Green Primary School Positive behaviour plan

Photo of Child	Name	
	Class	
	SEN	
	Start date	
	Review Date	

What are the known triggers? Teachers Voice

Triggers	Strategies
<i>Transitions – break times / between tasks / between lesson</i>	
<i>Home routine (transitions between mum &amp; dad)</i>	
<i>Being away from siblings</i>	
<i>Not having adult attention</i>	
<i>Sensory stimulus - Spaces where noise echos, the hall, the ramp, corridors</i>	
<i>Negative sense of self and lack of self esteem</i>	
<i>Work – due to lack of confidence</i>	
<i>Transitions - Start and end of the day</i>	

Childs voice – Triggers

I get angry/upset when...	You can help me by...
* * * * *	

What are the known triggers – Parent views	How might the adult best support my child? <ul style="list-style-type: none"> <li><i>What works at home</i></li> </ul>
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Types of behaviours shown by child

STAGE 1 ANXIETY BEHAVIOURS	STAGE 2 DEFENSIVE BEHAVIOURS	STAGE 3 CRISIS BEHAVIOURS

STRATEGIES / DIVERSIONS / DISTRACTIONS / PRAISE / KEY PHRASES

<ul style="list-style-type: none"> <li>• The purpose of these strategies is to ensure the child feels listened to heard and understood</li> <li>• We need to make the child feel safe enough to use their words</li> </ul>	<ul style="list-style-type: none"> <li>• Remember that Children don't behave for systems; they communicate with people who connect, people who care.</li> <li>• Find a balance of challenge and support to prevent further escalation into crisis.</li> </ul>	<ul style="list-style-type: none"> <li>• The priority in a crisis is to maintain safety and calm the situation.</li> <li>• Crisis situations may involve the removal of stressors.</li> </ul>
		<ul style="list-style-type: none"> <li>•</li> </ul>

Recovery / Depression / Follow-up - Restorative Conversations

Behaviours	Strategies
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Consequences

Logical consequence

Escalation

Ready

Respectful

Responsible

Positive Handling Plan		Authors:		
My Role as a Parent / Carer will be		Agreed De-escalation strategies:	Try	Avoid
		Verbal advice		
		Giving space		
		Reassurance		
		Help scripts		
		Negotiation		
		Choices		
		Humour		
		Logical consequences		
		Planned ignoring		
		Take up time		
		Distraction		
		Time-out		
		Supportive touch		
		Transfer adult		
		Success reminded		
		Simple listening		
		Acknowledgement		
		Apologising		
		Agreeing		
		Removing audience		
Agreed Actions		Preferred Method of Physical Intervention		
Action	By Whom	Single Person	Try	Avoid
		Caring C guide		
		Help Hug		
		Double elbow		
		Seated hold (Bean Bag)		
<p><b>Recording and Reporting</b>                      All incidents to be recorded same day using CPOMS and parents informed.</p> <p>Signatures:                      Parent/carer _____                      Lead school professional _____                      Pupil _____                      Date _____</p>				



## Southey Green School and Nurseries Risk Assessment

Childs name:

Class:

X – likelihood and impact before mitigation actions

X – when actions/support have been implemented

Date:	Last Assessment date:		Impact					Level of risk of impact				
			Seriousness					Likely Hood				
			5	4	3	2	1	5	4	3	2	1
Task or activity/Triggers	Impact	Mitigating actions/support	Impact resulting in possible harm	Major Impact	Significant impact	Minor	No impact	Certain	Very Likely	Likely	Unlikely	Very Unlikely
