'Love one another as Jesus loved us' John 13 v 34-35

LANCASHIRE COUNTY COUNCIL

Diocese of Blackburn

St. John's C.E. (VA) School Cliviger

'Learn, Pray, Care & Play'

Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow.

Behaviour and Discipline Policy

The school aims to provide a balanced and good quality education for all pupils, to ensure that educational, moral and spiritual development will give them a sound basis for life. We believe a disciplined, supportive and caring environment for all members of the school community, based on the example and teaching of Jesus Christ is essential. We offer the children the opportunity to develop self-discipline and encourage and reward high standards of conduct.

Aims

- to create a positive and purposeful atmosphere in which children are able to take full advantage of the learning opportunities presented to them.
- to foster positive caring attitudes towards others where achievements at all levels are acknowledged and valued.
- to encourage increasing independence and self discipline so that each child learns to accept responsibility for his/her own actions.
- to develop an awareness of right and wrong and make clear boundaries of acceptable and appropriate behaviour.
- to develop an awareness that our behaviour affects others.
- to encourage a caring atmosphere towards the environment.
- to maintain a consistent approach in dealing with behaviour and discipline with parental co-operation and involvement.
- to ensure that parents are made aware that at lunch times, welfare staff are responsible for managing moderate behaviour problems and that their judgement should be respected as that of any other member of staff.
- to encourage respect in pupils towards all members of staff and visitors to the school.
- to follow legal and procedural guidelines.

Context

There are links with other school policies: Health and Safety, Safeguarding, Child Protection, Attendance, Teaching and Learning, Anti Bullying, Single Equalities and the Home-School agreement.

Guidelines for implementing the policy:

1. Expectations – Roles and responsibilities:

To enable this policy to be effective there are expectations of certain groups within the school and community.

The **governing body** is responsible for setting general principles that inform the behaviour policy. The **governing body** must consult the **Headteacher**, **school staff**, **parents** and **pupils** when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Headteachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of **pupils** at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among **pupils. Headteachers** must publicise the school behaviour policy, in writing, to **staff**, **parents** and **pupils** at least once a year.

Teachers, **teaching assistants** and **other paid staff** with responsibility for pupils have the power to discipline **pupils** whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. **Teachers**, **teaching assistants** and **other paid staff** with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the **parent** and the **school**; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.
For school-registered **pupils** or those attending Pupil Referral Units (PRUs), **parents** must ensure that their child attends punctually and regularly. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.
Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school** or **local authority** may issue a penalty sanction of £60 (rising to £120).
Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the **local authority** will apply for a Parenting Order.

School Staff are expected to

- Create a safe and pleasant environment, physically and emotionally.
- Be good role models for promoting positive attitudes and behaviour.
- Develop a set of class rules annually and to revise whenever necessary following the 'Ready, Respectful. Safe' guidelines.
- Use sanctions clearly and consistently.
- Ensure that voluntary helpers are aware of policy relating to the management of children in school.
- Treat all individuals fairly and with respect valuing all levels of achievement.
- Act fairly and investigate incidents thoroughly to establish facts and cause.
- Form good relationships with parents so that children can see the key adults in their lives are sharing common aims.
- Establish and maintain a consistent approach to class management throughout the school in line with school policy.

Children are expected to:

- work to the best of their abilities and allow others to do the same.
- treat other children and all adults with respect.
- be polite and use appropriate language at all times.
- avoid conflict e.g. by not goading others on purpose.
- follow instructions from school staff.
- take care of property and the school environment.
- co-operate with other children and adults.
- begin to feel community responsibility e.g. be loyal to groups such as class and school and where possible the wider community.
- participate in the development and revision of class rules and adhere to them at all times.
- refrain from violence or unwelcome physical contact of any kind.
- use strategies offered by staff for managing their behaviour.

Parents/Carers will be expected to:

- form good relationships with school based on mutual respect, for the benefit of their child.
- be aware of the school rules and expectations.
- be aware that all adults in the school expect to be treated with equal respect by children and parents.
- support the school in implementing this policy.
- show an interest in all that their child does at school.

show respect for all staff and adult helpers in school.

2. School Rules

We will be: -

- READY
- RESPECTFUL
- SAFE

Each year group will have their own set of class rules based on Ready, Respectful and being Safe. They will be age appropriate to ensure every child understands them.

3. Encouragement and Rewards to Commend Good Behaviour:

Children respond well to a system which recognises their difficulties and strengths. We acknowledge their achievements both academic and non academic with a system of rewards. Rewards we use are:

- Verbal praise.
- Recognition boards.
- Team points/ Monster points (EYFS only).
- Handfuls of pasta for the 'Jar of Joy'.
- Written comment on work.
- Merit certificates / stickers and badges.
- Allowing a child to do a favourite activity.
- Giving a pupil a responsibility.
- Show the achievement to others in class or school Golden Book Assembly.
- Terrific texts to parents on effort and achievement.
- Work displayed on the 'Writing Express Train'.

4. Sanctions for Unacceptable Behaviour:

Inappropriate behaviour must be discouraged at all times. On some occasions a quiet word is all that is required. On other occasions the child will be encouraged to explain why their behaviour is not acceptable. Children will be discouraged from continuing unacceptable behaviour by:

- staff indicating their disapproval by means that a child can understand e.g. age appropriate language, verbal disapproval for a visually impaired child.
- a 1:1 discussion at the end of the session to remind the pupil about the rules – Ready, Respectful and Safe. Each class will have a script which all class staff will use for consistency.
- Having 'time out' if appropriate.
- Recognition being given to those who behave appropriately.
- Head Teacher informed to remind children of expected behaviour.
- Parents informed of their child's behaviour (this may occur earlier if felt it would improve a child's behaviour).
- Exclusion procedures will be followed including fixed term exclusion of the child from the school at certain times e.g. lunchtimes.

Teachers will rearrange their class furniture frequently where necessary in order to promote good behaviour in class and to suit the needs of the different learning styles of the children within their classes.

5. Play times

Play time rules are regularly reiterated by teachers on yard duty. Sanctions include:

- staff indicating their disapproval by means that a child can understand e.g. age appropriate language, verbal disapproval for a visually impaired child.
- A warning of the sanction that will follow if the poor behaviour continues.
- Child stands next to the teacher for a short time.
- Having 'time out'.
- Recognition being given to those who behave appropriately.
- Head Teacher / deputy informed to remind children of expected behaviour.
- Parents informed of their child's behaviour (this may occur earlier if felt it would improve a child's behaviour).
- Exclusion procedures will be followed including fixed term exclusion of the child from the school at certain times e.g. lunchtimes.

6. Lunchtime Behaviour

Children will be encouraged and assisted in developing a positive approach to how they spend their lunchtime; Resources will be provided which will stimulate opportunities for games and creative play. At all times children will be expected to exercise consideration for others.

Lunchtime Welfare Assistants will be expected to:-

- Create a safe and pleasant environment, physically and emotionally.
- Be good role models for promoting positive attitudes and behaviour.
- Use sanctions clearly and consistently.
- Treat individuals fairly and with respect.
- Act fairly and investigate incidents thoroughly to establish facts and cause.
- Initiate and / or participate in play both in and out of doors as appropriate.
- Encourage children to manage their own behaviour by coming in for 'Time Out' and through use of other strategies.

Lunchtime rewards and encouragement will be:

- verbal praise / use of Terrific Text/ special privileges / Stickers / badges

Lunchtime sanctions will be:

- staff indicating their disapproval by means that a child can understand.
- time out for short periods.
- inform class teacher.
- inform the deputy Headteacher.
- inform Headteacher.
- unacceptable behaviour will be recorded on CPOMS and all SLT/SENDCo copied in.

7. Sanctions

The Headteacher must set out measures which aim to regulate the conduct of pupils. She must also determine any disciplinary penalties for breaking the school rules. The law says that teachers can discipline pupils whose behaviour falls below the standard which could reasonably be expected of them.

The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;

It must not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in the circumstances.

A punishment must be proportionate, i.e. be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEN or disability they may have and any religious requirements affecting them.

The Headteacher may limit the power to apply punishments to certain staff and/or extend the power to discipline to adult volunteers, for example on a school trip.
Corporal punishment is illegal in all circumstances.

Detentions:

Teachers have a legal power to put pupils under 18 in detention. Schools must make clear to pupils and parents that they use detention (including detention out of school hours) as a sanction. The times may include any school day where the pupil does not have permission to be absent, weekends, except those preceding or following a school break and non-teaching (INSET) day. The Headteacher can decide which members of staff can put pupils in detention. Parental consent is not required for detentions. Staff must act reasonably. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
School staff should not issue a detention out of school hours where they know that doing so would compromise a pupil's safety. Staff issuing the detention should consider:
Whether the detention is likely to put the pupil at risk.

Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.

Whether parents ought to be informed of the detention. In many cases it will be necessary to do so; notice may not be necessary for a short after-school detention where the pupil can get home safely.

Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Criminal Law:

It is important to bear in mind that some types of harassing or threatening behaviour– or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

Exclusion:

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policies, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.
Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.
Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.
Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.
It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

Sanctions – conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises which also includes Alternative provision Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils. Subject to the policy, the teacher may discipline for any misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity or

Travelling to or from school or

Wearing the school uniform or

In some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

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

8. Special Educational Needs

Strategies for identifying pupils in need of behavioural support:

- Nursery information and records.
- Baseline Assessment in Reception.
- Keeping a log of behaviour and chronology of action.
- Home school diary.
- Behaviour charts split into 7 sessions during the day.
- Consultation with parents.
- Self -assessment (with older children).
- Build in specific brain/sensory breaks.

Support for children experiencing behavioural difficulties

This is a policy for children and adults in the school. We must be realistic and acknowledge that there may be a small number of children who do not respond to a positive approach. In such circumstances it is important that staff do not feel that they have failed. Children with special needs regarding their behaviour require individual and specific attention via the SEND policy. They will also receive support by:

- Having targets set that are clear, specific, gradual and achievable.
- Experiencing the fact that the positive behaviour of themselves and others is recognised and valued.
- Close communication with parents and other agencies.
- Rewards such as stickers and certificates issued in relation to the child's behavioural capabilities.
- Every effort will be made to ensure that these children and their families are not immediately sanctioned to the point where they feel 'cast out', but a flexible approach will be made to accommodate them on the understanding that they receive the help and support they need.

Schools should consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the safeguarding policy should be consulted. They should also consider whether the behaviour might be the result of unmet needs, in which case a multi- agency assessment should be considered.

9. Preventing Bullying

St John's has an 'Anti-Bullying Policy' to prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy. The Head teacher records all instances of bullying and reports them to the Governing Body.

10. Single Equalities Policy

See Single Equalities Policy

11. Health and Safety

See Health and safety policy.

12. Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The confiscated item will be kept by the teacher until a parent can collect the item. If deemed necessary the item will be given to the Headteacher who will meet with the parent prior to returning the item. In extreme circumstances due to safety or safeguarding the Headteacher will keep the item and inform the necessary agencies.
2. Power to search without consent for 'prohibited items' including:

    a. Knives and weapons
    b. Alcohol
    c. Illegal drugs
    d. Stolen items
    e. Tobacco and cigarette papers
    f. Pornographic images
    g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
    h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

Mobile phones and smart watches

Both these items are not allowed on the school site. In Y6 we allow children to walk home with written permission from parents. A pupil may bring a mobile phone and hand it into the class teacher at morning registration if they are walking home. This will be kept safe during the school day and handed out to the pupil as the class are dismissed at 3:20pm.

Smart watches are not allowed in school. If a pupil wishes to wear a watch, so they can tell the time, it must be a digital or analogue watch.

13. Power to use reasonable force

Reasonable force will only be used when deemed absolutely essential. Teachers will physically separate pupils found fighting or is a disruptive pupil refuses to leave a room when instructed to do so, they may be physically moved by a member of the Senior Leadership Team who will be sent for. In cases when it is essential to remove the pupil at once the person in charge of the class should do so. In the majority of cases this will be a teacher but could also include Teaching Assistants when covering a class for PPA.

- The school has a legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs and disability (SEND).
- Schools do not require parental consent to use reasonable force on a pupil.
- Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when reasonable force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.
- School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

1 What is reasonable force?

1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
3) 'Reasonable in the circumstances' means using no more force than is needed.
4) Schools generally use force to control pupils and to restrain them. - '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.
5) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?

1) All members of school staff have a legal power to use reasonable force.
2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

3 When can reasonable force be used?

1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
2) In a school, force is used for two main purposes – to control pupils or to restrain them.
3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

14. Pupil Support Systems

You should outline here the systems in place for supporting pupils who show consistently disruptive behaviour and do not respond to the usual range of rewards and sanctions in place. This may include links with SEN/Inclusion and/ or alternative provision. This may also include support for parents.

The policy should make reference to the use of multiagency assessment for those pupils who display continuous disruptive behaviour. There should be an indication of when this may be triggered. It would be expected that clear links will be identified with the school SEND provision.

There should also be reference to the support provided at transition points.

15. School Support Systems

State here what systems are in place for supporting and developing staff skills (at all levels, including support staff and lunchtime supervisors), through CPD opportunities and/ or peer support.

The school approach to pastoral care for staff accused of misconduct should also be referenced. Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

16. Success indicators

- Are children, staff and parents aware of the school's expectations of behaviour?
- Are high standards of behaviour maintained?
- Are the children respectful of adults and each other?
- Is the school environment being cared for?
- Are children encouraged to resolve their own disagreements initially and take responsibility for their own actions?
- Are the children able to develop an awareness of right and wrong appropriate to their age?
- Do we deal with a child's inappropriate behaviour whilst still valuing the child?
- Are legal and procedural guidelines being followed?

17. Consultation, monitoring and evaluation

In writing this policy the Governing Body, School staff, Parents and children have been consulted. The implementation will be monitored and evaluated termly by the Senior Leadership Team who through the Headteacher's Report will report to every Full Governing Body meeting.

The policy will be reviewed annually by the headteacher or before if appropriate to changes in legislation or the needs of the school.

18. Complaints Procedure

From time to time parents and members of the public may express concern or make a complaint, either orally or in writing, about some aspect of the conduct/operation of the school, the conduct of the Headteacher,

an individual member of staff, the Governing Body or an individual governor. The school will always give serious consideration to concerns and complaints that are brought to its attention. However, anonymous complaints will not normally be considered. In considering concerns or complaints, the school will ensure that they are dealt with effectively and with fairness to all parties.
The school has a 'Complaints Policy and Procedure'. This can be found on the school website or a paper copy can be requested from the school office.

It should be noted that:

1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

Appendix One: Reasonable Adjustments

The DFE 'Behaviour and Discipline in Schools – Advice for headteachers and school staff' January 2016 states that:-

The Equality Act 2010 requires that:
The responsible body of such a school must not discriminate against a pupil—
(a)in the way it provides education for the pupil;
(b)in the way it affords the pupil access to a benefit, facility or service;
(c)by not providing education for the pupil;
(d)by not affording the pupil access to a benefit, facility or service;
(e)by excluding the pupil from the school;
(f)by subjecting the pupil to any other detriment.

As such a school has a duty to consider reasonable adjustments for students with identified needs that may pose a barrier or difficulty when following the requirements of the school policy. For an example, it would be reasonable to suggest that a pupil diagnosed with ADHD may need some adjustments when following a behaviour rule around active listening

Guidance for schools can be found in the Lancashire Behaviour Toolkit.
http://www.lancsngfl.ac.uk/projects/behaveattend-new/index.php?category_id=18

Schools may also find it useful to consult the Lancashire Local Offer
https://www.lancashire.gov.uk/children-education-families/special-educationalneeds-and-disabilities/

Schools should also be mindful of the SEND Code of Practice when deciding on support, intervention and sanctions for those students identified as having a special education need.

The Send Code of Practice states:
A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

When dealing with pupils who display regularly low level behaviours or more challenging behaviour schools should consider:

6.21. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

6.22. Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEN.

Schools should also be aware of the links between their in school SEND processes alongside their whole school behaviour systems. This is explained further within the SEND Code of Practice:

6.27.A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

A school should ensure that behaviour support plans consider all the available evidence around a pupil and consider if assessments to identify underlying causes of behaviour concerns are required. SEND Specialist teachers and Educational Psychologists (amongst other professionals) are able to advise on appropriate assessments. The graduated approach through the assess, plan , do, review cycle is equally as valid for behaviour support as it is for those pupils already identified as having a special educational need. This process can help identify the appropriate adjustments a pupil may need to be put in place.

This is further exemplified in the extract from the SEND Code of Practice below:

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The reasonable adjustments needing to be made must be personalised to the pupil and based upon regular assessment. Schools should take care to avoid using a generic set of adjustments for pupils with more challenging behaviour.

The SEND Code of Practice again provides more guidance on this area:

9.92 The following are examples of reasonable steps that might be taken in different circumstances:

• Reasonable steps to ensure that the inclusion of a child with challenging behaviour in a mainstream primary school setting is not incompatible with the efficient education of others may include:

- addressing factors within the class that may exacerbate the problem, for example using circle time to discuss difficult relationships and identify constructive responses.
- teaching the child alternative behaviour, for example by taking quiet time in a specially designated area at times of stress.
- providing the child with a channel of communication, for example use of peer support.
- using a carefully designed system of behaviour targets drawn up with the child and linked to a reward system which, wherever possible, involves parents or carers.
- ensuring that all staff coming into contact with the child are briefed on potential triggers for outbursts and effective ways of heading off trouble at an early stage.
- drawing up a contingency plan if there is an outburst in class, for example, identifying with the child a key helper who can be called to remove the child from the situation, and
- ensuring that if there is any possibility that positive handling may need to be used to prevent injury to the child, young person or others or damage to property, relevant staff have had training in appropriate techniques, that these have been carefully explained to the child and that the circumstances in which they will be used are recorded in a written plan agreed with and signed by the child and their parents or carers.

• Reasonable steps taken to ensure that the inclusion of a child with autistic spectrum disorder who is distracting and constantly moves around in a mainstream secondary school is not incompatible with the efficient education of others may include:

- ensuring all possible steps are taken to provide structure and predictability to the child's day, for example by the use of visual timetables, careful prior explanation of changes to routines and clear instructions for tasks.
- ensuring that the child is taught a means of communicating wants and needs using sign, symbol or spoken language.
- working with a member of staff on a structured programme of activities designed to prepare him or her for joining in class or group activities, for example by using 'social scripts' to rehearse appropriate behaviour.
- having an individual workstation within a teaching space where distractions can be kept to a minimum and everything needed for the work to be done can be organised in sequence, and ensuring that all staff are briefed on the warning signs which may indicate potential behaviour challenge and on a range of activities which provide effective distraction if used sufficiently early.
-

Additional support and guidance on what may be considered as a reasonable adjustment for a range of SEND can be found at the links below:

http://www.sendgateway.org.uk/
https://www.autismeducationtrust.org.uk/
http://www.thecommunicationtrust.org.uk
https://www.natsip.org.uk/
https://www.gov.uk/government/publications/mental-health-and-behaviour-inschools--2
http://www.thedyslexia-spldtrust.org.uk/
https://www.autism.org.uk/

Appendix 2.

Example of a Graduated Approach to behaviour/ SEMH

This may be included to show the school system of pupil support

This cycle assumes that strategies such as mentoring, report cards, parental meetings have already been used and that incidents are escalating

Assess	Classroom observations, behaviour logs to identify patterns Identify any gaps in learning which may need standardised assessments such as WRAT How does the learner learn? Consider other factors such as health, family background, safeguarding risks Boxall profile SDQ
Plan	Planning involves pastoral staff, pupil, parents, academic mentor as appropriate Use assessment results to identify the resources required Set appropriately challenging SMART targets based on any learning needs and SEMH needs Set a review date
Do	Consider small group support , linking to assessment results. For example, socially Speaking, understanding and controlling emotions activities, self esteem work, nurture/ peer support as appropriate Ensure class teacher is aware of strategies to use and developed within the group work as appropriate
Review	Evaluate impact of interventions on progress and behaviour Consider seeking advice from other agencies if no progress

Additional cycle

Assess	Consider previous assessments and current progress. Are there any additional assessments needed? Consider additional external diagnostic assessments such as EP, SALT Are there any social issues needing a CAF? Emotional or health issues needing medical input?
Plan	Plan how to implement the recommendations and strategies from external service reports Ensure that gaps in learning are addressed Ensure support is deployed as appropriate Ensure staff are clear of the plan and manage behaviour consistently Set appropriately challenging SMART targets based on any learning needs and SEMH needs Set a review date
Do	Small group and individualised interventions which may include individual counselling
Review	Evaluate impact of interventions on progress and behaviour Consider seeking advice from other agencies especially the SENDO if no progress Consider the use of an intervention placement or managed move if there has been no progress If there has been some progress an additional cycle of assess, plan, do. Review

	should be used

Further Cycle

Assess	Consider previous assessments and current progress. Are there any additional assessments needed to identify any unmet needs? Consider any further external diagnostic assessments such as EP, SALT, SEMH support These may be undertaken in another setting e.g. an intervention placement or there maybe another on or off site alternative provision offered at this point (e.g. some time out of class) Are there any other agencies needing to be involved?
Plan	Plan how to implement the recommendations and strategies from external service reports Ensure that gaps in learning are addressed Ensure support is deployed as appropriate Ensure staff are clear of the plan and manage behaviour consistently Set appropriately challenging SMART targets based on any learning needs and SEMH needs Set a review date
Do	Small group and individualised interventions which may include individual counselling Small group teaching
Review	Evaluate impact of interventions on progress and behaviour If no progress gather evidence for a EHC referral If there has been some progress an additional cycle of assess, plan, do, review should be used

Appendix 3

Example of a Graduated Approach to behaviour/ SEMH

This may be included to show the school system of pupil support

	Trigger point	**Action**	**Person responsible**
Stage 1	C Poms/ SIMS logs show that 3 removes/ x lost credits have been logged over 4 weeks *(school to define appropriate trigger and timescale).* Consequences may be in or out of class or a mixture. One serious incident can also trigger a stage 1 intervention. A high number of lower level incidents may	Phone call or informal meeting with parents to discuss concerns and identify any possible reason for the behaviours according to parent and pupil. Report card/ tracking card process begun. Targets set. Any concerns raised by the student shared with staff Notes made in C Poms.	**SENDCo** **KS leader** **Class teacher**
Stage 2	Further 3 incidents/ consequences noted within 4 weeks of stage 1 meeting. OR One serious SLT level incident.	Meeting with parents to agree a more structured plan e.g. clearer targets and outcomes from the process e.g. daily points target to achieve. More specific outcomes based on whether targets are met behaviour_target sheet secondary.doc. Plan focus based on information from C POMs incident logs. Liaison with SENCO to identify any testing needs eg WRAT, dyslexia etc Findings incorporated into plan.	**Class teacher** **KS leader** **DHT** **SENDCo**

		Review date agreed- usually four Weeks. At review the plan may be discontinued, stepped down, extended or escalated to stage 3 based on recent behaviours.	
Stage 3	Stage 2 review indicates failure to make progress.	Boxall to be completed Observation by specific trained TA/ inclusion member of staff to consider ABC/ behaviour patterns and add to BOXALL findings. Plan to be amended and may include strategies to address Boxall such as short intervention for social skills. More comprehensive plan with short and long term actions. Clarity of needs to be addressed through the plan. Consideration of multi agency referrals. This may be for family support, mental health, SLC, LA alternative provision system. Failure to make progress may lead to consideration of a managed move or intervention place/ AP.	**SENDCo** **DHT** **KS leader**
Stage 4	2 or 3 cycles of stage 3 fails to bring	If multi agency referrals were not	**SENDCo** **DHT**

	about an improvement or worsening of incidents.	made at stage 3 they must now be made. EP commissioned Plan to be developed to incorporate Recommendations. Failure to show an improvement at this stage may lead to consideration by SENCO re appropriateness of statutory assessment based on previous intervention cycles. Failure to make progress may lead to consideration of a managed move or intervention place/ AP.	**HT**

It is not the intention that all stages must be adhered to exactly. There are times when a pupil may need a number of cycles of intervention at one stage or may need to skip a stage due to a change of circumstance.

Reviewed November 2026

Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow

- Recognition Board/Spotlight board
- Monster Points
- Wanted Poster
- We will 'Meet and Greet' our children daily
- Team points/Monster points
- Terrific texts
- Each class will have a personalise script
- Manners
- Mad Hatter
- Noticing every child in a positive way regularly
- Golden Book will focus on children who are 'Ready, Respectful and Safe'