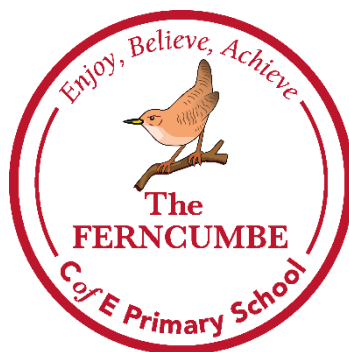
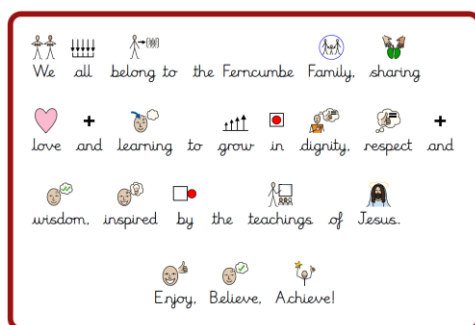




Relationship policy and statement of behaviour principles



THE FERNCUMBE CHURCH OF ENGLAND PRIMARY SCHOOL

Approved by:	TFS Governing Body	Date: 21/10/25
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1. Aims

We are a nurturing school based on restorative principles and believe all behaviour is communication. Our core values of love, learning, dignity and respect underpin this. High standards of behaviour are expected and promoted throughout every aspect of school life, and relationships are fostered and grown through this nurturing approach.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent and restorative approach to behaviour support that is applied equally to all pupils
- Summarise the roles and responsibilities of members of the school community with regards to behaviour
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016

- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education 2025](#)
- › [Mental Health and Behaviour in schools](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

3. Definitions

School staff are defined as any paid member of the school community or any person the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or people accompanying pupils on a school trip.

Low Level Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- › Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse');
- › 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);
- › Sexual violence (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- › Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse, physical behaviour like interfering with clothes
- › Vandalism
- › Theft
- › Fighting
- › Smoking/vaping
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article a staff member reasonably suspects has

been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of any person (including the pupil)

Ferncumbe School recognises and endorses [OFSTED's review of sexual abuse in schools and colleges \(2021\)](#). Sexual abuse, sexual harassment and online sexual abuse are not tolerated in this setting. In addition to our relationship curriculum and safeguarding work, we will utilise all of the range of sanctions in this policy to address it. Any allegations of this nature will be treated as both behavioural and safeguarding incidents

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation. In line with good practice, it produces its own statement of behaviour principles which guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils (appendix 1).

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour support, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

5.3 Teachers and staff

Staff are responsible for:

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

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

All staff implement this policy consistently; variation is only permitted where reasonable adjustments are required

5.4 Parents and carers

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

Parents and carers, where possible, should:

- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher
- Work in partnership with the school, for example: attending reviews of specific behaviour interventions

6. School behaviour curriculum

Our behaviour curriculum represents the key habits and routines required in school. Routines will be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Help without waiting to be asked
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

The children are involved in devising their personalised code of conduct through their own class charters at the beginning of a new school year. This encapsulates many of the school values. Pupil voice is gathered regularly to review behaviour systems.

7. Responding to behaviour

7.1 Classroom management

As a nurturing school, we understand all behaviour is communication. As such, we invest in our environment as communication friendly spaces to support and equip or pupils to communicate and regulate.

The teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating, communication friendly, environment that encourages pupils to be engaged
- Display the behaviour curriculum and their own classroom charter
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines, supported with visual timetables and prompts
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with unsettled behaviour
 - Using positive reinforcement

7.2 Celebrating Success

At our school, we regularly celebrate the success of all pupils as we recognise that focussing on success and positively reinforcing the behaviour which reflects the values of the school is essential in developing a positive culture and ethos across the school.

The many ways we celebrate success are listed below and will be reviewed by pupils, parents and staff during the academic year.

- Verbal, non-verbal and written praise
- Sharing and celebrating success in class/assemblies; Friday celebration assembly
- Catching our 'vision in action' awards
- Communication home via positive notes or telephone calls

- Celebration on the school's social media forums and website
- Allocating positions of responsibility e.g. school council representative
- Collect tokens/Lego pieces
- Whole class rewards

7.3 Sanctions and Consequences

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

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of our standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. Please refer to our behaviour protocol chart in appendix 2.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of restorative pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Reminder, prompts and positive reinforcement of expectations
- A direct request from an adult
- Thinking time before speaking with an adult
- Time out of lesson (in class)
- Time out of lesson (in another space)
- Missing break time
- Missing some of lunch play break
- Restorative justice reflection – sheet/discussion
- Meeting with parent/phone call to parent
- Restorative payback, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Agreeing a behaviour contract
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Reasonable adjustments will be made to sanctions where a pupil's special educational needs or disability affects their behaviour.

7.3.1 Removal from the classroom

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

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

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

Removal can be used to:

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

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher and will be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

The school will consider an alternative approach to behaviour support for pupils who are frequently removed from class.

Staff will record all incidents of removal from the classroom, including the reason for removal, the duration, the supervising staff and the follow up actions along with details of the incident that led to the removal, as well as any protected characteristics of the pupil on CPOMS.

7.3.2 Suspension

We will endeavour to avoid suspend from school at all costs. A decision to suspend a pupil for a fixed period is taken only in response to very serious breaches of the school's behaviour policy and procedures, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate. Reference will be made to DfE guidance Suspension and permanent exclusion 2022

7.3.3 Permanent exclusion

The Government supports Headteachers in using exclusion from school as a sanction where it is warranted but we understand this is a last resort.

We recognise it is our responsibility as a school to communicate to pupils, staff, and parents our behaviour expectations, and the responsibility of all individuals working with pupils to ensure that no exclusion will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation.

We have a range of policies and procedures in place to promote good behaviour and appropriate conduct, we take steps to access local support services through Early Help.

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

- In response to a serious breach of the school's behaviour policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of other people or the pupil themselves in the school.

Where exclusion is considered appropriate and/or necessary, we will refer to DfE guidance Suspension and permanent exclusion 2022.

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction as described in the DfE guidance outlined above, will be used. Managed moves will only occur when it is in the pupil's best interests.

7.4 Reflection on Actions

Restorative practice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and establish a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them four main questions:

- What happened?
- What were you thinking/feeling at the time?
- What needs to happen to put things right?
- What will you do differently next time?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others.

Restorative practice works effectively if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light. Restorative practice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and support those involved to move forward to restore the relationship.

Supporting documents are used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school (see appendix 3). Pupils consider their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again. This may ultimately include advising the perpetrator to apologise to the relevant person.

7.5 Physical intervention

The school operates in accordance with Warwickshire County Council's Guidance on the Use of Force and Physical Intervention, which highlights that staff should deploy every possible strategy to prevent the need for physical intervention. Those strategies would include de-escalation whenever there is a threat of violence or aggression towards an individual or property; communicating calmly with children; using non-threatening verbal and body language; helping children to recognise their own 'triggers' and 'early warning signs', and distracting or helping children to see a positive way out of a difficult situation. However, the school supports staff to intervene physically and to use reasonable force when all of those strategies are unsuccessful in calming a situation.

- Physical intervention covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:
 - Causing disorder
 - Hurting themselves or others
 - Damaging property
 - Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Staff **should** always be able to demonstrate that any such intervention is reasonable, proportionate and necessary in the circumstances
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. For some children on the SEN register, it might be necessary to have a positive handling plan (see appendix 4). **If required, Positive Handling Plans will be agreed with parents/carers and reviewed regularly.**

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.7 Off-site behaviour

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

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

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

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

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

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

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our child protection and safeguarding policy for more information

7.11 Malicious allegations

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

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

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

8. Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

Our approach to anticipating and removing triggers for SEN pupils include:

- Short, planned movement breaks
- Adjusted seating plans to allow sight of the teacher or to limit distractions
- Adjustments to uniform requirements for a child with medical or sensory issues
- Training for staff in understanding conditions such as autism
- The use of calm spaces where pupils can regulate emotions during a sensory overload

8.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

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

9. Supporting pupils following a sanction

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

We aim to support all our pupils to ensure that every child succeeds during their time at the Ferncumbe.

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils.

This could include measures like:

- Reintegration meetings
- Daily check-ins with pastoral staff
- Increased communication between home and school (Including Virtual School for looked after children)
- Targeted work of restorative strategies to de-escalate conflict
- Individual support plans
- Referrals to the school counsellor
- Engagement with our Thrive practitioner
- Opening Early Help
- Involving the school consortium Significant Adult Practitioner (SAP)
- Additional curriculum support where this is identified as a barrier to learning and impacts on the child's behaviour
- Referrals to other professionals such as an educational psychologist or member of the local authority's specialist teacher service

10. Mental health and behaviour

This school recognises that taking a coordinated and evidence-informed approach to mental health and wellbeing in school, as outlined in the whole school approach by Public Health England (PHE) and DfE Mental Health and Behaviour in schools, leads to improved pupil emotional health and wellbeing which can help readiness to learn.

All staff and other adults are made aware through regular training updates that mental health problems and changes in behaviour can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

As a Thrive school, Ferncumbe is well equipped to support pupils' social and emotional well-being and their mental health.

11. Pupil transition

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

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

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12. Training

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

- A restorative approach to behaviour management
- The proper use of restraint (where appropriate to the postholder)
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- A Thrive overview

Behaviour support will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed every half term by school leaders from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it. Findings from behaviour monitoring are reported to governors and inform school improvement actions

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding
- Anti-bullying strategy
- Attendance
- Staff code of conduct
- Safe touch, safe handling

Appendix 1: Written statement of behaviour principles

The Ferncumbe is an inclusive school. Everyone should be free from discrimination, harassment, victimisation of any sort. Equity is when everyone gets what they need to achieve.

Everyone has the right to feel safe all of the time.

Every pupil should be educated in an environment where they feel valued, listened to and respected

Children should be encouraged to be accountable for their actions and the potential impact on themselves and others

Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible.

Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.

Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and restorative justice.

High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.

The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.

Exclusion from school is a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority.

We subscribe to the six principles of the **Thrive Approach**:

- We understand that behaviour communicates unmet needs and can separate the child/young person from their behaviour.
- We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
- We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We keep in mind that we are the adults and the children/young people are still growing, learning and developing.
- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.

The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards the school's staff, will not be tolerated.

Appendix 2: Behaviour Protocol

Behaviour Protocol

Behaviour Choice	Support and Consequences	Recording
Level 1	5 Step Approach:	
- Talking instead of working - Interrupting or distracting others - Ignoring instructions - Pushing - Not engaged with learning - Deliberately and consistently creating distraction/disruption - Damage through carelessness	1.Reminder 2.Verbal Warning 3.Second Verbal / Scripted Intervention Intervention 4.Time Out 5.Repair (Restorative conversation) - Incomplete work sent home - Verbal reminders and modelling positive behavior - Praise and reinforcement of expected conduct	NO formal recording needed
Level 2	Support and Consequences	
- Persistent disruptive behaviour - Deliberate refusal to follow instruction - Deliberate damage - Leaving class without permission - Verbal confrontation - Swearing - Physical fighting	5 Step Approach as above - Phone call to parents - Action Plan with Parent, Pupil and Teacher - Incomplete work sent home - Discussion with SENDCO - Possible use of time-out spaces Consequences: - Time owed at break/lunch - Removal from extra-curricular events - Catch-up tasks or practical reparation	Staff record on CPOMs Parents informed <u>Headteacher informed</u>
Level 3	Support and Consequences	
- Persistent breaches of level 2 behaviours - Persistent bullying - Racist abuse - Leaving school grounds - Theft or Vandalism - Extreme violence towards staff/adults/children - Acts of extreme danger - Very serious challenge to authority	- Involvement of <u>Headteacher</u> and SENDCO - Regular meetings with parents - Behaviour Action Plan (BAP) or Pastoral Support Plan (PSP) - External agency support Sanctions: - Removal from trips/PTA events - Positive Handling (if safety is at risk, by trained staff only) - Work sent home or isolated provision as appropriate - Suspension (fixed-term) - Lunchtime suspension (recorded as half-day) - Permanent exclusion (only in exceptional cases)	Recorded on CPOMs Letter home Incident forms (e.g. Positive Handling) Racist incident report if applicable

Reflect and Reset

What happened?



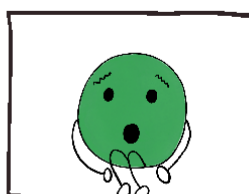
How were you feeling?



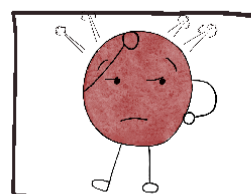
Angry



Confused

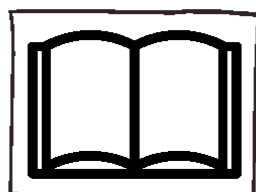


Scared

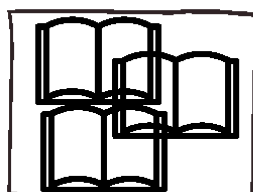


Annoyed

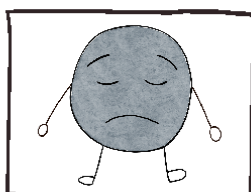
What was the impact of your choice?



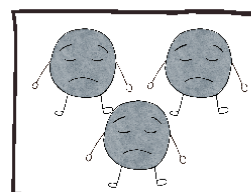
I stopped myself from learning



I stopped others from learning



I feel sad

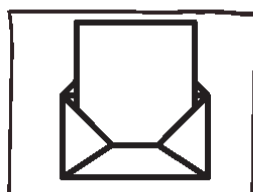


I have made others feel sad

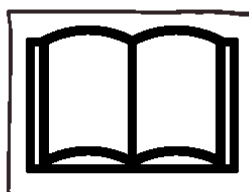
What can you do to make it right?



Say Sorry



Write a sorry letter



Complete my work



I have an idea

Appendix 4: Positive Handling Plan

POSITIVE HANDLING PLAN

Name of Pupil:		Year			
Date of Plan:					
Health & Safety arrangements (include medical & dietary requirements)					
Staff Involved in Plan:					
Triggers (common situations/behaviour known to result in the need for positive handling): 1.					
Behaviour (description of observable behaviours): Examples ▪ X will quickly escalate. ▪ He is likely to become very agitated and run around. He is likely to attempt to leave the building. ▪ He will lash out and hit people. ▪ He may say something inappropriate. ▪ He may damage property belonging to someone. When x is upset he is likely to: Hit out and at people working to keep him safe.					
Step One (Positive handling strategies (preferred strategies/de-escalation to keep the situation calm):					
Verbal advice/support	☐	Repeat instructions	☐	Positive Touch	☐
Time Out offered	☐	Time Out directed	☐	Tactical ignoring	☐
Controlled choices	☐	Distraction	☐	Reassurance	☐
Other:					

Step Two: Physical intervention strategies (preferred strategies/Positive Handling holds to be used):

Two senior members of staff to keep X safe. Situation to be assessed as to whether it is appropriate to physically restrain him.

OTHER CHILDREN WILL BE MOVED AWAY FROM THE AREA TO PROTECT THEM.

Step Three: De-escalation strategies (preferred strategies to be used to de-escalate situation)

Distraction

Safe place

Step Four: Praise (appropriate praise & reward can be offered to improve situation):

X will be praised for doing the right thing.

Step Five: Consequences appropriate & agreed consequences to be issued after de-escalation)

Agreed consequences are in place in class and the class teacher will talk to X about the need to be safe and to keep others safe.

Plan to be shared with appropriate school staff & parent/carer