Thrunscoe Primary and Nursery Academy

Behaviour Policy
and Statement of Behaviour Principles

Policy date:	November 2023
Approved by the headteacher:	December 2023
Last reviewed on:	November 2023
Next review due by:	November 2024

Contents

1. Aims & Academy behaviour statement and behaviour principles

This policy aims to:

- Provide a **consistent approach** to behaviour management and explain our **behaviour principles**

- **Define** what we consider to be unacceptable behaviour, including bullying

- Outline **how pupils are expected to behave**

- Summarise the **roles and responsibilities** of different people in the academy community with regards to behaviour management

- Outline our system of **rewards and sanctions**

At Thrunscoe Primary Academy everyone is expected to behave in a polite, caring and orderly manner at all times throughout the academy day.

These high expectations of behaviour combined with the friendly ethos of the academy help to provide an environment where everyone can feel happy and safe and in turn be able to learn and work most effectively.

We believe that to achieve our aims everyone within the academy environment should have RESPECT for those around them:

Recognise the feelings of others

Everyone understands what is expected of them

Show a caring and respectful attitude towards others and their possessions

Praise and reward each other's positive behaviour

Encourage and support each other

Celebrate achievement

Treat other people as you would like to be treated yourself

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- The behaviour policy is understood by pupils and staff

- The exclusions will only be used as a last resort

- Pupils are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the academy and pupils' home life

- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

2. Legislation and statutory requirements

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

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

In addition, this policy is based on:

> Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Academies, including free schools, add:

> DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

Exclusions:

This policy is based on statutory guidance from the Department for Education: Exclusion from maintained academys, academies and pupil referral units (PRUs) in England.

It is based on the following legislation, which outline schools and academies powers to exclude pupils:

> Section 52 of the Education Act 2002, as amended by the Education Act 2011
> The Academy Discipline (Pupil exclusions and Reviews) (England) Regulations 2012
> Sections 64-68 of the Academy Standards and Framework Act 1998

In addition, the policy is based on:

> Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded pupils
> Section 579 of the Education Act 1996, which defines 'academy day'
> The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014

This policy complies with our funding agreement and articles of association.

3. Definitions

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Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Refusal to undertake assigned classwork or homework

- Poor attitude to learning, staff and other pupils

- Inappropriate clothing whilst on-site or when off-site representing the Academy

- Bringing items in from home such as own stationary, playing cards, toys, soft toys, 'fidgets' etc. unless permission has been sought and granted.

Serious misbehaviour is defined as:

- Repeated breaches of the academy rules

- Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments; sexual jokes or taunting; physical behaviour like interfering with clothes; online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism

- Theft

- Fighting

- Smoking

- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:

    o Mobile Phones (when permission has not been sought and agreed)

    o Knives or weapons

    o Alcohol

    o Illegal drugs

    o Stolen items

    o Tobacco and cigarette papers

    o Fireworks

    o Pornographic images

    o 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)

NB: It is important to state that these behaviours could also be an alert to potential safeguarding issues. All such issues are recorded on CPOMs by staff and DSL / Deputy DSLs informed.

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupils' misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information (link)

All staff are up to date with Safeguarding Training ('Keeping Children Safe in Education'. September 2022).

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 comments, sexual jokes or taunting, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching (including interfering with clothes, or online harassment such as sexting.
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 academy's 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.

5.2 The headteacher

The headteacher is responsible for approving this behaviour policy.

The headteacher will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher will offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

5.3 Staff

Staff are responsible for promptly:

- Implementing the behaviour policy consistently in line with the Academy Joint Vision **(Appendix 1)**
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Recording behaviour incidents promptly using CPOMS **(Appendix 2).**
- Providing a personalised approach to the specific behavioural and well-being needs of particular pupils (Monitoring charts / Positive Behaviour Support Plans / Teacher referral forms to Behaviour Lead) **(Appendices 3 and 4)**
- Provide pupil access to self-referral opportunities to support behaviour / well-being (JIGSAW / Worry monster)
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents

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

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the academy of any changes in circumstances that may affect their child's behaviour and well-being
- Discuss any behavioural / well-being concerns with the class teacher promptly
- Work in partnership with the academy

6. Academy Rules & Pupil code of conduct

Pupils are expected to 'be the best person we can be' by being able to SHINE:

S - SKILLS AND KNOWLEDGE:
- using what you have learned to improve work and support others in their learning
- Give our very best in all we do at the Academy

H – HONESTY AND OPENNESS:
- Be honest
- Be truthful
- Be trustworthy

I – INITIATIVE:
- Motivation to solve problems
- Going further than is expected with your work; in your class; in the academy; in the community

N – 'NEVER GIVE UP ATTITUDE' AND 'BOUNCE BACK ABILITY':
- Participating fully in all that you do at the Academy and beyond ('I can' not 'I can't');
- Dealing with problems positively

E – EMPATHY AND COMPASSION:
- Have good manners
- Be polite
- Help and look after others
- Walk and line up sensibly and quietly
- Make sure our hands, feet and words are always kind
- Show respect for people and property
- Share and include everyone in what we do
- Keep our academy and areas of the community clean and tidy.

7. Rewards and sanctions

Rewards and sanctions will be awarded appropriately and proportionately as and when pupils demonstrate positively or negatively relative to the Academy vision statement SHINE (Academy rules and pupil code of conduct are easily linked the SHINE statements). (See Appendix 5)

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with the following and staff are expected to state what aspect of the Academy joint vision has been demonstrated and rewarded:

- House Team System – including House Team Points and associated rewards and special privileges short, medium and long term

- Praise

- Stickers

- 'Star of the week' certificates to be awarded in a weekly Celebration Assembly for demonstrating the specific qualities of the ACADEMY VISION.

- 'Headteacher Weekly Certificate' for outstanding contribution within the Academy, against the specific qualities of the ACADEMY VISION, and to be awarded in a weekly Celebration Assembly.

- Golden Time earned daily and awarded at the end of each week

- Phone calls, texts, notes to parents

The academy may use one or more of the following sanctions in response to unacceptable behaviours. The sanctions will be appropriate, proportionate and sequential at all times and can be adjusted to suit the needs of pupils with SEND or additional needs **(See Appendix 5)**:

a) Proximity praise to raise a misbehaving pupil's awareness to expected behaviour (Indirect reminder)
b) 1ST verbal warning – quiet word 1:1
c) 2ND verbal warning - name recorded e.g. the teacher may write their initials on a behaviour board/move their name to the 'red, sad face' etc.
d) 3rd verbal warning resulting one minute removed from their break/lunchtime
e) Sending the pupil for a timeout to be quiet and reflect (2-5 mins) – quiet area in the class or just outside *(visible)* (This is to be monitored on the playground by Lunchtime supervisors - if incident occurs during lunch)
f) Additional minutes (at the discretion of the teacher) removed from their break/lunch should the previous warnings and/or time out not corrected pupil behaviour (This is to be monitored by class teacher / TA in their own class)
g) Expecting work to be completed at home, or at break or lunchtime (teacher / TA to supervise if set by Teacher / TA)
h) Golden Time not earned for that day
i) Complete work in partner classes (10 mins) **(See Appendix 5)**
j) Referring the pupil to a senior member of staff
k) Letters or phone calls home to parents (Teachers / TAs/ Lunchtime staff initially)
l) Behaviour incidents will be recorded on CPOMS – electronic system to maintain monitoring **(see Appendix 2).**

NOTE: House team points and Golden Time WILL NOT be removed as a sanction imposed on a pupil.
A whole class will not be punished (ie blanket kept in at break / blanket not earning Golden Time) for the behaviour of several pupils.

Lunchtime supervisors should follow steps a, b, e, j, k, l

Procedures for persistent inappropriate behaviour include:

- Meetings with parents (Class teacher initially followed by Behaviour Lead / Headteacher).
- Home / Academy Communication book.
- Positive Behaviour Support Plan (PBSP) to provide personalised strategies to support current behaviour.
- Time working alongside the Well-being Mentors.
- Referral to BAC for external support.
- Potential for internal and external exclusions (fixed term / permanent)

7.2 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.

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

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

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

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

Sanctions for sexual harassment and violence may include:

- A verbal warning
- Keeping the pupil behind after class to apologise to the child
- A letter or phone call to parents (in all instances)
- Removal of break time privileges
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

The school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

For example, 'lower-level' incident such as a sexist comment will be dealt with through education, our curriculum and the way we promote respect.
We will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

In determining our response we will consider:
- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

This is set out in Part 5: Child-on-Child Sexual Violence and Sexual Harassment of KCSIE (2023).

Use of exclusion from the Academy will only occur in the most severe cases, for example if the police recommend you exclude a pupil after an incident of sexual assault.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
> Responding to a report **(See appendix 6)**
> Carrying out risk assessments **(See Appendix 7),** where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.3 Off-site behaviour, Online misbehaviour and Criminal behaviour

Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the academy. 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 academy

> Poses a threat to another pupil

> Could adversely affect the reputation of the academy

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

Online misbehaviour

The academy monitors pupils' online activity using online filtering and monitoring software to keep tabs on what sites pupils are visiting or trying to visit in accordance with Keeping Children Safe in Education 2023

The academy 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 academy

> It adversely affects the reputation of the academy

> The pupil is identifiable as a member of the academy

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

Suspected criminal behaviour

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

When establishing the facts, the academy 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, the Headteacher will make the report.

The academy will not interfere with any police action taken. However, the academy 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.

7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our 'Safeguarding / Child protection policy' for statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of the pupil and the staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and promoting wellbeing.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the pupil code of conduct (linked to Joint Vision statement)

- Display the Academy Joint Vision statement (SHINE and it's meaning)

- Develop a positive relationship with pupils, which will include:

    o Greeting pupils in the morning/at the start of lessons

    o Establishing clear routines

    o Communicating expectations of behaviour in ways other than verbally (displays, modelling)

    o Highlighting and promoting good behaviour (Proximity Praise, explicitly praising expectations met relative to joint vision and linked pupil code of conduct

    o Concluding the day positively and starting the next day afresh

    o Having a plan for dealing with low-level disruption (Timeout with TA, reward charts, partner class, TA support etc)

    o Using positive reinforcement

    o Appropriate seating arrangements

    o Use of Emotion Coaching Strategies

    o Use of Restorative Justice to encourage pupils to reflect upon their choices; how to make things 'right' and how to make better choices in future.

As an academy we have a clear understanding how behaviour is linked to a pupils' current state of wellbeing. Therefore, as part of our behaviour management we provide pupils with self-referral opportunities to seek support at times of concern / crisis via the worry monster / JIGSAW circle time sessions / access to well-being mentors. Access to the latter can also be requested by staff via behaviour referral forms.

8.2 Reasonable Force (Positive Handling using Team Teach)

Reasonable force 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 / damaging property / hurting themselves or others / undertaking actions that present a potential health and safety risk to themselves or others.

Incidents of reasonable force (positive handling using TEAM TEACH) must:

- **Always be used as a last resort**

- Be in accordance with the Academy's 'Positive Handling Policy', using TEAM TEACH strategies trained in.

- 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 and reported to parents using the 'TEAM TEACH MONITORING BOOK' (situated in office) and referred to in an associated CPOMS entry;

- Where appropriate, to be included in a 'Positive Behaviour Support Plan' and agreed with parents.

8.3 Confiscation and Searches

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. **Please refer to our academy's Confiscation and Searches Policy.**

8.4 Pupil support and SEND

The academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Our academy's Special Educational Needs Co-ordinators (SENDCOs) will work alongside the academy's Behaviour Lead to evaluate any 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.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Exclusions

9.1. Aims

Our academy aims to ensure that:

- The exclusions process is applied fairly and consistently

- The exclusions process is understood by governors, staff, parents and pupils

- Pupils in academy are safe and happy

- Pupils do not become NEET (not in education, employment or training)

- Exclusion is used as a last resort

9.2. Legislation and statutory guidance

- This policy is based on statutory guidance from the Department for Education: Exclusion from maintained academies, academies and pupil referral units (PRUs) in England.

- It is based on the following legislation, which outline academies and academies powers to exclude pupils:

- Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011](#)

- [The Academy Discipline (Pupil exclusions and Reviews) (England) Regulations 2012](#)

- Sections 64-68 of the [Academy Standards and Framework Act 1998](#)

- In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded pupils

- Section 579 of the [Education Act 1996](#), which defines 'academy day'

- The [Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007](#), as amended by [The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014](#)

- [Keeping Children Safe in Education 2023](#)

10. 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 and pupil well-being (social / emotional) 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other academies.

11. Training

- Our staff are provided with training on managing behaviour, including proper use of restraint ('TEAM TEACH'), as part of their induction process.

- Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher, Behaviour Lead and full Governing Body every academic year. At each review, the policy will be approved by the Headteacher and full Governing Body.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Positive Handling Policy

- Anti-Bullying Policy

- Safeguarding Policy

- Emotional Health and Well-Being Policy.

APPENDIX 1 – ACADEMY VISION AND MISSION STATMENTS:

Our motto:
'Let Children Shine'

Our vision:
To teach all our children HOW to SHINE so that they can lead a successful, productive, safe and happy life (tomorrow).

Our Mission:
To provide high quality learning experiences daily that develop all of our children's personal SHINE (today):

S - Skills and knowledge - so they can be succeed academically and lead a successful and productive life;

H - Honesty and openness - so they can build positive well-being and lead a happy and safe life;

I - Initiative - so they become motivated, proud, problem solvers with a desire to do their very best at all times

N - Never give up attitude and bounce back ability - so they can learn from mistakes / difficulties, move forwards positively and flourish in an ever-changing world.

E - Empathy and compassion - so they can build understanding of others' opinions and needs in order to develop healthy and supportive relationships.

APPENDIX 2: CPOMS BEHAVIOUR LOGGING

APPENDIX 3: TEACHER REFERRAL FORM

THRUNSCOE PRIMARY ACADEMY
BEHAVIOUR CONCERN REFERRAL

Name of pupil:		Gender:	
Teacher:		Year and class:	
SEN status:		Attendance to date:	

Other Agency involvement:					

Class teacher – TICK whether the following four measures are satisfactory	Academic Progress	YES		NO	
	Behaviour	YES		NO	
	Social Interaction	YES		NO	
	Engagement in learning	YES		NO	

CHILD STRENGTHS
Outline the strengths of the child and areas where progress has been made:

CHILD INTERESTS
Outline the key interests that the child possesses

CONCERNS
Outline the key areas of concern regarding the child's social emotional and /or behavioural difficulties:

BEHAVIOUR STRATEGIES AND IMPACT	STRATEGY	DURATION	EVALUATION
Outline strategies you have implemented, or are currently implementing, to address the social, emotional and or behaviour difficulties listed above and describe impact.			

COMMUNICATION
Have you raised your concerns with parents / SENCO and what was the outcome?

EXPECTATIONS
Outline your expectations in submitting this referral

DATE OF CONCERN REFERRAL: _____

TEACHER – PRINT NAME: _____

TEACHER – SIGNATURE: _____

THRUNSCOE PRIMARY ACADEMY
BEHAVIOUR CONCERN REFERRAL

THIS SECTION IS TO BE COMPLETED BY BEHAVIOUR LEAD			
DATE	SUGGESTED STEPS FORWARD	RESPONSIBILITY	TIMEFRAME
COMPLETED BY		ROLE	

APPENDIX 4: POSITIVE BEHAVIOUR SUPPORT PLANS (PBSP)

**Thrunscoe Primary Academy
Positive Behaviour Support Plan
(including Risk Assessment)**

POSITIVE BEHAVIOUR SUPPORT PLAN		
Pupil name:	Class:	Year Group:
Plan Number:		

Date of birth:
Medical conditions/needs:
Staff working with the pupil:
Date plan starts:
Date of next review:

Reason for the PBSP:.

IDENTIFICATION AND ASSESSMENT OF RISK

Challenging behaviour
What does it look like?

What triggers it?

Who is affected by the risk?

When and where does the risk arise?

If the risk arises who is likely to be injured or hurt?

RISK REDUCTION OPTIONS

MEASURES	POSSIBLE OPTIONS	BENEFITS	DRAWBACKS
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

PUPIL ANALYSIS

Skills and talents	Achievements
Likes	Dislikes

AGREED POSITIVE BEHAVIOUR SUPPORT PLAN

Targets
What are we working towards?

Proactive Interventions to support positive behaviour (PREVENT RISKS)
- *How do we maintain positive behaviour?*
- *Phrases to use:*
  Script at start of a task and through the journey of refusal:
- *Rewards, motivators*

Early Interventions to manage behaviour (MANAGE RISKS)
- *How do we prevent an incident?*
- *What to look out for*
- *How to respond (reminders, alternative environment):*

Reactive Interventions to respond to challenging behaviour (RESPOND TO RISKS)
- *How do we diffuse the situation?*
- *What to do and what not to do*
- *Phrases to use*
- *Calming techniques*
- *Positive Handling*
- *At what stage should another member of staff be informed? Who should this be?*

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

Agreement:
Parent name   Staff name
Parent signature   Staff signature
Date   Date

EVALUATION OF POSITIVE BEHAVIOUR SUPPORT PLAN

Date of evaluation:

Persons present & role:

EVALUATION

Measures set out	Effectiveness in supporting the child	Impact on behaviour
Proactive interventions to prevent risk		
Early interventions to manage risk		
Reactive interventions to respond to adverse outcomes		
Parental comments:		
Pupil comments:		
Outside agencies comments:		
Next steps:
Detail any changes to provision:	*Proactive interventions:*
Early interventions:
Reactive interventions:	

EVALUATION AGREEMENT

Parent name:	Staff lead name:
Parent signature:	Staff lead signature:
Date:	Date:

APPENDIX 5: REWARDS AND SANCTIONS

We value high standards of behaviour and will explain and demonstrate the type of behaviour that we wish to see. We will reinforce this with the children through the use of House Points and Golden Time to recognise, highlight and promote good behaviour in all areas of academy life: in class, assemblies, the playground, dining hall and corridors.

What types of behaviour are rewarded linked specifically to the Joint vision foci?

Pupils are expected to 'be the best person we can be' by being able to SHINE:

S - SKILLS AND KNOWLEDGE:

- using what you have learned to improve work and support others in their learning
- Give our very best in all we do at the Academy

H – HONESTY AND OPENNESS:

- Be honest
- Be truthful
- Be trustworthy

I – INITIATIVE:

- Motivation to solve problems
- Going further than is expected with your work

N – 'NEVER GIVE UP ATTITUDE' AND 'BOUNCE BACK ABILITY':

- Participating fully in all that you do at the Academy ('I can' not 'I can't);
- Dealing with problems positively not negatively

E – EMPATHY AND COMPASSION:

- Have good manners
- Be polite
- Help and look after others
- Walk and line up sensibly and quietly
- Make sure our hands, feet and words are always kind
- Show respect for people and property
- Share and include everyone in what we do
- Keep our academy clean and tidy.

Rewards and Sanctions:

- House teams have been introduced from September 2021 – these are linked to Ancient Greek star constellations to tie in with the Academy emblem of the STAR (Taurus (The Bulls) / Aquila (The Eagles) / Scorpius (The Scorpions) / Draco (The Dragons);

- The Academy VISION / MISSION is tied to the Academy motto of SHINE – all stakeholders have been consulted via MICROSFT FORMS.

- Houses have a HEAD OF HOUSE– these will be the phase leads (EA / KH / JH / MH);

- Classteachers will place pupils equally into the 4 houses ensuring a balance of gender, ability, behaviour, sporting ability.

- 2 x Y6 pupils (Boy / Girl) will be chosen for each House as 'HOUSE CAPTAINS'. These must be applied for, an interview undertaken and chosen by the Headteacher.

- Houses used for Sports Day, inter-house sports, inter-house maths quiz, inter-house spelling bee;

- House points will replace DOJOS;

- House points will be used for individual GOLD / SILVER / BRONZE certificates and combined team awards and rewards;

- House points will be given (any time of the day) for displaying the qualities and values expressed through the Academy shared VISION only – SHINE!

- House teams will receive rewards – weekly recognition at an assembly, termly treat, end of year party / event.

- Celebration assembly based on VISION values and expectations (SHINE)

- House points **CAN NOT BE REMOVED** from pupils, as a sanction, once earned.

- 5 mins Golden Time can be earned each day by a pupil and an additional 5 minutes can be awarded to pupils who 'SHINE' daily. A maximum of 30 minutes a week can be awarded to pupils on a Friday afternoon.

- 3 reads will no longer earn a pupil 5 mins Golden Time – you can award equivalent TEAM POINTS to reads ie 3 READS = 3 HP.

- Anyone who does not read at home, provision should be made to hear them read within class at a time convenient to the class teacher.

- Golden Time **CAN NOT BE REMOVED** from pupils, as a sanction, once earned.

- Sanctions will be given against the SHINE agenda; the aspect must be shared with the pupil as to why the sanction is being given;

- Acceptable sanctions flowchart:

The academy may use one or more of the following sanctions in response to unacceptable behaviours. The sanctions will be appropriate and proportionate at all times:

   a) Proximity praise to raise a misbehaving pupil's awareness to expected behaviour (Indirect reminder)
   b) 1ST verbal warning – quiet word 1:1
   c) 2ND verbal warning - name recorded e.g. the teacher may write their initials on a behaviour board/move their name to the 'red, sad face' etc.
   d) 3rd verbal warning resulting one minute removed from their break/lunchtime
   e) Sending the pupil for a timeout to be quiet and reflect (2-5 mins) – quiet area in the class or just outside *(visible)* (This is to be monitored on the playground by Lunchtime supervisors - if incident occurs during lunch)
   f) Additional minutes (at the discretion of the teacher) removed from their break/lunch should the previous warnings and/or time out not corrected pupil behaviour (This is to be monitored by class teacher / TA in their own class)
   g) Expecting work to be completed at home, or at break or lunchtime (teacher / TA to supervise if set by Teacher / TA)
   h) Golden Time not earned for that day
   i) Complete work in partner classes (10 mins)
   j) Referring the pupil to a senior member of staff
   k) Letters or phone calls home to parents (Teachers / TAs/ Lunchtime staff initially)

l) Behaviour incidents will be recorded on CPOMS – electronic system to maintain monitoring **(see Appendix 2).**

NOTE: House team points and Golden Time WILL NOT be removed as a sanction imposed on a pupil. A whole class will not be punished (ie blanket kept in at break / blanket not earning Golden Time) for the behaviour of several pupils.

Lunchtime supervisors should follow steps a, b, e, j, k, l

- Partner classes:

  Early Years (JM) to Early Years (EA)
  Early Years (EA) to Early Years (JM)

  Year 1 Zeus to Year 1 Hera
  Year 1 Hera to Year 1 Zeus

  Year 2 Athena to Year 2 Poseidon
  Year 2 Poseidon Year 2 Athena

  Year 3/4 Aphrodite to Icarus
  Year 3/4 Hermes to Aphrodite
  Year 3/4 Icarus to Hermes

  Year 5/6 Artemis to Theseus
  Year 5/6 Theseus to Achilles
  Year 5/6 Achilles to Artemis

Teachers may choose to direct a pupil to a Senior Leaders classroom, rather than their partner class, should they feel that necessary and be of most benefit to the pupil at that time.

APPENDIX 6: CHILD - ON - CHILD SEXUAL ABUSE – REPORTING A DISCLOSURE

Child-on-child sexual abuse: what to do if a child makes a disclosure

Make sure you understand and follow our child protection policy and procedures for dealing with child-on-child sexual abuse. If you have any concerns about a child's welfare, act on them immediately – don't wait for a disclosure.

✔ Ask the child outright if they've been harmed and what the nature of the harm was

✔ Listen and reassure them that they will be supported and kept safe

✔ Reflect back, using their language

✔ Be mindful that some children may face additional barriers to disclosure because of their vulnerability, disability, gender, ethnicity and/or sexual orientation

✔ Remember that:
- This may only be the first incident the child has reported
- Trauma can impact memory, so the child may not be able to recall all of the details or timeline of the abuse

✔ Make a written record as soon as possible, stating only the facts

✔ Tell our designated safeguarding lead (DSL) urgently:

Mr S. Bate (Headteacher)

✔ Where appropriate, take action yourself:
- If the child is in immediate danger or at risk of harm, make a referral to children's social care
- If an offence has been committed, report it to the police (even if the alleged perpetrator(s) is under 10). You can confiscate devices as evidence for the police, if the report includes an online element
- Find out whether the victim and alleged perpetrator(s) share classes, premises or transport, and consider how to keep them a reasonable distance apart, including both before and after school

✘ Dismiss the incident as 'banter', 'part of growing up' or 'having a laugh'

✘ Ask leading questions

✘ Promise total confidentiality – explain who you will need to tell and why

✘ View photos or videos of a sexual nature
- If you do so by accident or think you might need to in order to deal with the issue effectively, talk to our DSL

✘ Take notes while the child is talking, if at all possible

✘ Tell anyone about the disclosure unless they need to know in order to progress it

Key definitions

Child-on-child sexual abuse: when a child (anyone under the age of 18) commits an act of sexual violence or harassment against another child

Sexual violence: rape, assault by penetration, or sexual assault (intentional sexual touching)

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

Upskirting: taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm

Sexual activity is an offence if:
- Person B (the victim) does not consent
- Person A (the perpetrator) does not reasonably believe that Person B consents

Someone consents if they:
- Agree by choice
- Have the freedom and capacity to choose

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APPENDIX 7: CHILD - ON - CHILD SEXUAL ABUSE – RISK ASSESSMENT

Child-on-child sexual abuse: risk and needs assessment and version record

Use this template to help you:

> Assess the risks to the children involved in an incident of child-on-child sexual abuse

> Meet the recommendations set out in paragraphs 441 to 447 of Keeping Children Safe in Education (KCSIE).

We developed this template with Ann Marie Christian.

How to use this template

(1) We've used "Child A" and "Child B" to signify the children involved, rather than saying "victim" and "alleged perpetrator(s)". This is because you should avoid assigning guilt until a formal investigation has been conducted by the appropriate authorities.

(2) Consider each question/consideration from the perspective of both pupils, and be sure to do this in collaboration with them. Also consider the impact on, and needs of, the wider school community, and record any concerns or actions in the most appropriate column.

(3) Work with your local multi-agency safeguarding team (MAST) when conducting this risk assessment, and update it in response to any advice they provide. Some of the prompts may require input from other MAST agencies. Add specific questions and considerations based on the nature of each incident and on the advice provided.

(4) Keep track of the changes you make:

- Create a new copy of the document
- Update the version number at the top of the risk assessment
- Record what has changed in the update log (at the end of the document)
- Save the most recent version of the risk assessment in the appropriate places (for example, the child's safeguarding file)

(5) This should be a living document – you may need to update it as often as daily based on conversations with, and feedback from, the children and parents involved, feedback from staff, guidance from the MAST, or information from the police and children's social care.

Risk assessment – version [number]

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Details of the incident Record details of the incident from the point of view of both children	• How serious is the incident? Was it a crime? • Were there any other victims? [If yes, add extra columns for each other child] • Do we need to make arrangements to limit contact between the children involved, other than keeping them a reasonable distance apart on school premises including at before and after-school activities? (If the allegation relates to rape, assault by penetration, or sexual assault, the answer is automatically yes) • How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident? • Did the incident take place within an intimate relationship between the children? • Are there any related issues, including links to child sexual exploitation and child criminal exploitation?			Use this column to record additional information that may be relevant For example, previous, unrelated behaviour incidents	

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS

Social risks	• Do the children share a peer group? Are people in their friend group likely to take sides?
	• Do they both attend your school?
	• Do other people know about the incident? Do those people understand:
	    o Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing
	    o The importance of confidentiality
	    o If, and how, they may need to be involved in any further investigations
	• Are they likely to be the subject of gossip, bullying or further harassment?
	• Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)?				

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Physical risks	• Do they feel, or continue to feel, physically threatened by the other child? • Do you have reason to believe there is a continued risk to the safety and wellbeing of the children involved, or other pupils and staff? • Is either party at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers) • Do they share classes/break times/etc.? • Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? How can such contact be limited? • Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) on school transport? How can we provide support here?				

Environmental risks	• Do they live in a home where violence or abuse has occurred?
	• Do they live in or near an area or location known to police to be high risk for sexual harassment or assault?
	• Are they active on social media? If so, how? Do they know how to protect themselves from online grooming?
	• What activities do they take part in outside of school?
	• Are parents clear about:
	   ○ How the school (and partner agencies) are handling the incident?
	   ○ Confidentiality?
	   ○ The conduct expected of them while an investigation is ongoing?				

DATE	UPDATES MADE	REASONS FOR UPDATES	UPDATES MADE BY
	E.g. "Updated lunchtime arrangements"	E.g. "Feedback from Child A"	