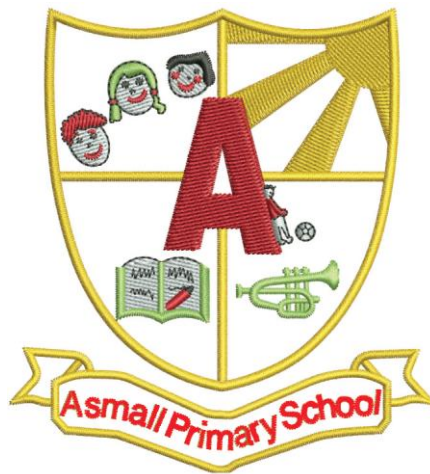


Asmall Primary School



BEHAVIOUR POLICY

September 2025

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Statement of intent

Asmall Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

-  Ensuring all pupils are regulated and ready to learn. Where dysregulation occurs, staff will prioritise support and restorative practice.
-  Promoting desired behaviour through our behaviour curriculum.
-  Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
-  Ensuring equity and fair treatment for all.
-  Praising and rewarding good behaviour.
-  Recognising behaviour as a communication of need.
-  Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
-  Encouraging positive relationships with everyone within our school community.
-  A shared approach which involves all stake holders in the implementation of the school's policy and associated procedures.
-  Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that dysregulated behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

1. Roles and responsibilities

1.1. The governing board has overall responsibility for:

The monitoring and implementation of this Behaviour Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMHWP-related drivers of dysregulated behaviour. Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

-  Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
-  Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
-  Ensuring the policy is published on the school website.

1.2. The headteacher is responsible for:

-  Establishing the standard of behaviour expected by pupils at the school.
-  Determining the school rules and values, steps to support dysregulated behaviours and any disciplinary sanctions for breaking the rules.
-  The day-to-day implementation of this policy.
-  Publishing this policy and making it available to staff, parents and pupils at least once a year.
-  Reporting to the governing board on the implementation of this Behaviour Policy, including its effectiveness in addressing any SEMHWP-related issues that could be driving disruptive behaviour.
-  Ensuring staff have training on the behaviour policy and model the expected behaviour and pupils should be routinely inducted and reminded of expectations.
-  The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy)

1.3. The mental health lead is responsible for:

-  Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behaviour Policy, how staff are supported with managing pupils with SEMHWP related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMHWP difficulties.
-  Collaborating with the SENCO, headteacher and governing board, as part of the SLT, to outline and strategically develop behavioural and SEMHWP policies and provisions for the school.
-  Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMHWP-related difficulties that affect their behaviour.
-  Providing professional guidance to colleagues about SEMHWP difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMHWP charities.
-  Referring pupils with SEMHWP-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services to receive additional support where required.
-  Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
-  Liaising with parents of pupils with SEMHWP-related behavioural difficulties, where appropriate.
-  Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
-  Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
-  Leading CPD on mental health and behaviour.

1.4. The SENCO is responsible for:

-  Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMHWP policies and provisions in the school.
-  Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMHWP policies to support pupils with SEND.
-  Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

1.5. Teaching staff are responsible for:

-  Being aware of the signs of SEMHWP-related behavioural difficulties.
-  Planning and reviewing support for their pupils with SEMHWP-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
-  Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
-  Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMHWP-related behavioural difficulties will be able to study the full national curriculum.
-  Being responsible and accountable for the progress and development of the pupils in their class.
-  Being aware of the needs, outcomes sought, and support provided to any pupils with SEMHWP related behavioural difficulties.
-  Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: SENCO / Headteacher

1.6. All members of staff, volunteers and support staff are responsible for:

-  Adhering to this policy and ensuring that all pupils do too.
-  Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
-  As authorised by the headteacher, following the supportive steps for dealing with dysregulated behaviours. This responsibility includes the power to pupils displaying dysregulated behaviours even when they are not in school or in the charge of a member of staff.

1.7. Pupils are responsible for:

-  Reporting any unacceptable behaviour to a member of staff.
-  Their own behaviour both inside school and out in the wider community.

1.8. Parents are responsible for:

-  Supporting their child in adhering to the school rules and values and reinforcing this at home.
-  Informing the school of any changes in circumstances which may affect their child's behaviour.
-  The behaviour of their child(ren) inside and outside of school

2. Definitions

2.1. For the purpose of this policy, the school defines “**serious unacceptable behaviour**” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

-  **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
-  **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
-  **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
-  **Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
-  **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
-  Suspected criminal behaviour
-  Child on child sexual violence and sexual harassment
-  Possession of legal or illegal drugs, alcohol or tobacco
-  Possession of banned items
-  Truancy
-  Refusing to comply with disciplinary sanctions
-  Theft
-  Verbal abuse, including swearing, racist remarks or threatening language
-  Fighting or aggression

2.2. For the purpose of this policy, the school defines “**low level unacceptable behaviour**” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

-  Lateness
-  Low level disruption and talking in class
-  Failure to complete classwork
-  Rudeness
-  Not looking after school equipment
-  Refusing to complete homework, incomplete homework, or arriving at school without homework
-  Disruption on public transport or school coaches
-  Having a mobile phone or device in school without permission
-  Having personal belongings in school which may disrupt
-  Graffiti
-  Littering around school

2.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.

2.4. **“Challenging behaviour”** is defined as:

-  Discriminative abuse
-  Verbal abuse
-  Bullying
-  Persistent disobedience or destructive behaviour
-  Extreme behaviour – e.g. violence, running away from school, vandalism
-  Any behaviour that threatens safety or presents a serious danger
-  Any behaviour that seriously inhibits the learning of pupils
-  Any behaviour that requires the immediate attention of a staff member

3. Sexual abuse and discrimination

3.1. The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence.

The school’s procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

3.2. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

-  Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
-  Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
-  Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
-  Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
-  Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
-  Taking, displaying, or pressuring individuals into taking photos of a sexual nature
-  Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
-  Purposefully cornering or hindering an individual’s normal movements
-  Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 -  Accessing, downloading or uploading pornography
 -  Sharing pornography via the internet or email
 -  Creating or maintaining websites with sexual content
 -  Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

- 3.3. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.
- 3.4. Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.
- 3.5. The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

4. Items banned from the school premises

- 4.1. The following items are banned from the school premises:

-  Fire lighting equipment: Matches, lighters, etc.
-  Drugs and smoking equipment: Cigarettes; Tobacco ; Cigarette papers ; Electronic cigarettes (e-cigs) ; Alcohol
-  Solvents
-  Any form of illegal drugs
-  Any other drugs, except medicines covered by the prescribed medicines procedure
-  Weapons and other dangerous implements or substances:
 - Knives
 - Razors
 - Catapults
 - Guns (including replicas and BB guns)
 - Laser pens
 - Knuckle dusters and studded arm bands
 - Whips or similar items
 - Pepper sprays and gas canisters
 - Fireworks
 - Dangerous chemicals

Other items:

-  Liquid correction fluid
-  Chewing gum
-  Caffeinated energy drinks
-  Offensive materials (i.e. pornographic, homophobic, racist, etc.)
-  Aerosols including deodorant and hair spray
-  Stolen items
-  Any item that the member of staff reasonably suspects has been, or is likely to used to commit an offence; cause personal injury to; or damage to property of; any person (including the pupil).
-  An article specified in regulations

- 4.2. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search.
- 4.3. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 4.4. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

- 4.5. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 4.6. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- 4.7. The school is not liable for any damage to, or loss of, any confiscated item.
- 4.8. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- 4.9. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- 4.10. Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- 4.11. The headteacher will always be notified when any item is confiscated.
- 4.12. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy 2023 when conducting searches and confiscating items.

5. Effective classroom management

- 5.1. The school understands that well-managed classrooms:

-  Start the year by introducing the behaviour curriculum with clear sets of rules and routines that are understood by all pupils. This will be revisited half termly.

- 5.2. Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school Pupil Code of Conduct which requires pupils to:

-  Conduct themselves around the school premises in a safe, sensible and respectful manner.
-  Arrive to lessons on time and fully prepared.
-  Follow reasonable instructions given by staff.
-  Behave in a reasonable and polite manner towards all staff and pupils.
-  Show respect for the opinions and beliefs of others.
-  Complete classwork as requested.
-  Hand in homework at the time requested.
-  Report unacceptable behaviour.
-  Show respect for the school environment.

- 5.3. Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school behaviour curriculum sets out **the behaviour principles** to effective behaviour management which contribute to preventing behaviour problems, these are as follows:

-  Our school rules
-  Behaviour principles
-  Praise
-  Rewards

School rules

- 5.4. Teachers explicitly teach the full Asmall Behaviour Curriculum content on an annual basis which define what is acceptable behaviour and consequences if rules are not adhered to.
- 5.5. Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.
- 5.6. Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

Behaviour Principles

- 5.7. The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine. The 'Asmall Way' Behaviour Curriculum outlines all the behaviour principles.
- 5.8. Teachers explicitly teach the behaviour principles at the beginning of the academic year and do ongoing revision of the content.

- 5.9. School behaviour principles include expectations for the following:

-  Moving around school
-  Classroom routines
-  Speaking in class
-  Completing work in books
-  Manners
-  Playtime behaviour
-  Lunchtime
-  Preventing bullying
-  School uniform
-  Jewellery
-  End of the day routine
-  Attendance and punctuality
-  Behaviour outside of school
-  Lunchtime

- 5.10. Staff model school behaviour principles for pupils to ensure they understand it.
- 5.11. Behaviour principles and visual timetables are displayed alongside the classroom rules on the wall so that they are clearly visible to pupils.
- 5.12. Staff explain the rationale behind the behaviour principles to help pupils understand why it is needed, as well as the consequences that will be imposed if a pupil does not adhere to the routine.
- 5.13. Staff ensure that the behaviour principles remains consistent and are practised throughout the year to create a more productive and enjoyable environment.

Praise

- 5.14. The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.
- 5.15. When giving praise, teachers ensure:

-  They define the behaviour that is being rewarded.
-  The praise is given immediately following the desired behaviour.
-  The way in which the praise is given is varied.
-  Praise is related to effort, rather than only work produced.
-  Perseverance and independence are encouraged.

- 5.16. Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.
- 5.17. Praise that is given is always sincere and is never followed with immediate criticism.
- 5.18. Staff encourage pupils to praise one another, and praise another pupil to the staff, if they see them modelling good behaviour.

Rewards

- 5.19. The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

-  **Immediate** – immediately rewarded following good behaviour.
-  **Consistent** – consistently rewarded to maintain the behaviour.
-  **Achievable** – keeping rewards achievable to maintain attention and motivation.
-  **Fair** – making sure all pupils are fairly rewarded

- 5.20. The school uses three different categories of rewards – these are:

-  **Social** – praise and recognition, e.g. a positive phone call or email home.
-  **Physical** – material rewards, e.g. tokens, stickers or certificates.
-  **Activity** – activity-based rewards, e.g. extra play, free time.

- 5.21. Staff may implement different types rewards as they see fit with approval from the headteacher; however, as a general rule, the following rewards are used:

-  ClassDojo
-  Certificates
-  Stickers
-  Free time
-  Positions of responsibility, e.g. buddy, ambassadors, school council, sports council etc.
-  Class celebrations
-  Lucky dips
-  Good News Text home
-  Extra breaktime (Golden tickets)
-  Golden table
-  Welfare Manners Award Cup.

6. Positive relationships and approach

- 6.1. Positive staff-pupil relationships are key to combatting dysregulated behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

6.2. Staff will enforce a number of strategies to establish positive relationships with their pupils – these may include:

-  Welcoming pupils as they enter the classroom.
-  Ensuring pupils understand what is expected of them.
-  Creating a positive environment where every pupil feels comfortable and respected.
-  Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
-  Engaging with pupils during lunchtime and break time.
-  Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

6.3. Within the classroom, staff establish clear expectations for manners and respect for pupils – this includes:

-  Acknowledging and giving praise when a pupil demonstrates good manners.
-  Encouraging pupils to treat others with respect by modelling the desired behaviour.
-  Informing pupils of the importance of treating others the same way they like to be treated.
-  Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
-  Establishing a politeness policy to help pupils understand basic manners and respect.
-  Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.

6.4. The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMHWP-related behavioural issues.

6.5. The school aims to promote resilience as part of a whole-school approach, using the following methods:

-  **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
-  **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
-  **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

6.6. Positive mental wellbeing will be promoted through:

-  Teaching in health education and PSHE / SRE
-  Counselling
-  Positive classroom management
-  Developing social skills
-  Working with parents
-  Peer support

6.7. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMHWP Policy outlines the specific procedures that will be used to assess these pupils for any SEMHWP difficulties that could affect their behaviour. We currently have two SEMHWP practitioner working in school.

7. The classroom environment

7.1. In order to prevent dysregulated behaviour, the school understands that a well structured environment is paramount.

7.2. Teachers employ strategic seating arrangements to prevent dysregulated behaviour and enable it to be noticed early – this includes:

-  Seating those who frequently model poor behaviour closest to, and facing, the teacher.
-  Seating those who frequently model poor behaviour away from each other.
-  Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
-  Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

- 7.3. Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.
- 7.4. Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

8. Understanding behaviour

- 8.1. All staff have the 'Zones of Regulation' colours on their lanyards to ask children where they are placed throughout the day. This will help staff to identify the following:

-  What appears to be the underlying cause of the pupil's behaviour?
-  Where and when does the pupil display this behaviour?
-  What are the triggers of the behaviour?
-  What acceptable behaviour can the pupil use to ensure their needs are met?
-  What strategies can be implemented for behaviour change?
-  How can the pupil's progress be monitored?

8.2. At Asmall, we follow the Zones of Regulation Curriculum, which helps to develop self-awareness, emotional regulation and social thinking. It explicitly teaches the children how to learn about their regulation system and how they can adjust it using four colours as a visual representation. Children will gain the ability to differentiate between their internal emotions, sensory needs and thinking patterns. They explore a variety of tools (sensory supports, calming techniques and thinking strategies) that they can use to regulate what Zone they are in.

The Zones of Regulation curriculum teaches children how to better understand how being in different zones impacts others' thoughts and feelings around them. In addition, the Zones curriculum helps students gain an increased vocabulary of emotional terms, skills in reading facial expressions, insight on events that trigger their behaviour and problem solving skills.

9. De-escalation strategies

- 9.1. Where negative behaviour is present, staff members will implement de-escalation strategies (emotional coaching) to diffuse the situation – this includes the following:

-  Appearing calm and using a modulated, low tone of voice
-  Using simple, direct language
-  Avoiding being defensive, e.g. if comments or insults are directed at the staff member
-  Providing adequate personal space and not blocking a pupil's escape route
-  Showing open, accepting body language, e.g. not standing with their arms crossed
-  Reassuring the pupil and creating an outcome goal
-  Identifying any points of agreement to build a rapport
-  Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened

-  Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”

9.2 Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil’s SEND. If it is deemed that a pupil’s SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

Measures the school will implement where appropriate include, but are not limited to, the following:

-  Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
-  Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
-  Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
-  Training for staff in understanding autism and other conditions
-  Providing safe spaces within or away from the main classroom, where pupils whose SEND means they find it difficult to remain in their classroom for full sessions

9.3. Team Teach

Team Teach is an accredited, award-winning provider of positive behaviour management training, equipping individuals to deal with challenging situations or behaviours in ways that lead to desirable outcomes and positive relationships. We have level 2 trained members of staff who have a deeper understanding of behaviour and how to divert, defuse and de-escalate situations. The ethos of this approach is 95% positive behavioural support however, staff are trained, in the most extreme circumstances, if either a child is at risk or putting others in risk, that they can safely use guides, escorts and holds. If there is a child who has repeated incidents, they will then have a Positive Behaviour Plan created and written with themselves, parents and SLT in order to prevent further occurrences.

10. Intervention

10.1. All members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

10.2. Physical restraint may be appropriate in the following situations:

-  A pupil attacks a member of staff or another pupil
-  A pupil tries to, or does, conduct deliberate damage or vandalism to property
-  A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
-  A pupil is running on a corridor in a way that may cause an accident or injury to themselves or others
-  A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
-  A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
-  A pupil is behaving a way that is seriously compromising good order and discipline
-  A pupil persistently refuses to obey an order to leave the classroom
-  Any articles that have been used, or could be used, to commit an offence or harm

- 10.3. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.
- 10.4. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.
- 10.5. Though members of staff can search for all the items listed in this policy, reasonable force will only be used, if necessary, to search for the items listed in this policy.
- 10.6. Any physical intervention used will be conducted in line with the Physical Restraint and Use of Reasonable Force Policy.
- 10.7. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.
- 10.8. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.
- 10.9. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.
- 10.10. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

11. Managing behaviour

- 11.1. Instances of dysregulated behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts the following process for handling challenging incidents.
- 11.2. Class teachers will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.
- 11.3. After an initial incident of dysregulated behaviour, the following steps are implemented:
-  1st verbal reminder (positive reinforcement)
 -  2nd verbal reminder (remind the child of the first verbal, give the 2nd positive instruction): Refer to the school values and school rules.
 -  The pupil is sent to the head of key stage (if possible), or in their absence, the most senior member of staff.
 -  A member of SLT investigates and implements social coaching and decides whether or not it constitutes as challenging behaviour.
 -  If a member of SLT deems the behaviour to be challenging, they will record the incident on CPOMS.
 -  The teacher/SLT will inform the pupil's parents and invite them to discuss the incident or discuss over the phone
 -  Victims of any dysregulated behaviour will be offered the opportunity for counselling from an appropriate member of staff and parents informed.

Where a pupil's misbehaviour is causing significant disruption or it is deemed serious enough by a staff member, the following procedures will be followed:

-  The next stage would be involving the deputy head/headteacher. They will investigate the incident and the child will have restorative reflection time where actions can be recorded.
-  Where deemed necessary after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, either the pupil or the class will be removed from the situation.
 - The pupil will be moved to a room that is:
 - In an appropriate area of the school
 - Suitable to and refocus
 - Supervised by paid members of staff
-  The Headteacher or Deputy Headteacher will inform the pupil's parents on the same day, following a decision to remove their child from the classroom, and invite them in to discuss the incident.

Following further incidents of unacceptable behaviour, the following steps will be implemented:

-  The headteacher will consider whether the pupil should be excluded, in line with the school's Exclusion Policy, and will determine the length of this.
-  When the pupil returns to the school, the headteacher, pupil and parents will verbally agree a strategy for identifying instances of challenging behaviour and how to avoid them.
-  Parents will be made aware, in writing, that a further incident could result in permanent exclusion.
-  Where a pupil is identified as having SEMHWD difficulties, but a request for an EHC needs assessment is rejected, or has been approved but the implementation of an EHC plan fails to address the pupil's behaviour, further sanctions, such as exclusion, could be considered.
-  Although unacceptable behaviour does not necessarily mean a pupil has SEND, the school would seek further advice or information to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
-  Where a pupil is identified as having SEMH-related difficulties or Safeguarding issues, support will be put in place if appropriate.
-  Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan or a Positive Behaviour Plan will be created to outline the necessary provisions in place to help the child to improve their behaviour.
-  If very serious adverse behaviour happens: serious violence / extreme bad language / racism / homophobic language / bringing a weapon into school / use of a weapon / threats of violence – this can immediately lead to consideration of fixed term or permanent exclusion.

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

11.4. For discipline to be lawful, the school will ensure that:

-  The discipline to punish a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
-  The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.
-  The decision to discipline a pupil is reasonable and will not discriminate on any grounds e.g. equality, SEND or human rights – as per the Equality Act 2010.

11.5. The school will ensure that all punishments are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMHWD needs and any SEND.

12. Behaviour outside of school premises

- 12.1. Pupils at the school must agree to represent the school in a positive manner.
- 12.2. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 12.3. Staff can follow school behaviour policy procedures for misbehaviour outside of the school premises.
- 12.4. Staff may follow school behaviour policy for misbehaviour off the school premises when the pupil is:
-  Wearing school uniform.
 -  Travelling to or from school.
 -  Taking part in any school-related activity.
 -  In any way identifiable as being a pupil at the school.
- 12.5. Staff may also follow the school behaviour policy for misbehaviour off the school premises that, irrespective of the above:
-  Could negatively affect the reputation of the school.
 -  Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
 -  Could disrupt the orderly running of the school.
- 12.6. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Antibullying Policy.
- 12.7. The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
- 12.8. In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.
- 12.9. Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

13. Staff training

- 13.1. The school recognises that early intervention can prevent dysregulated behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be dysregulated behaviours in the classroom or during breaks and lunchtime.
- 13.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 13.3. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an annual basis.

13.4. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

13.5. Teachers and support staff will receive regular and ongoing training as part of their development.

14. Monitoring and review

14.1. This policy will be reviewed by the headteacher, Sendco and mental health lead on an annual basis, who will make any necessary changes and communicate these to all members of staff.

14.2. This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

14.3. The next scheduled review date for this policy is September 2024.



Dealing with dysregulation

Asmall Steps to support

**** All based upon having consistent, very positive adult / child and child / child relationships: Use of our Zones of Regulation – How are you feeling today? Use of the Zones of Regulation colour zones.**

At Asmall, we understand that some children need a more specific plan. This is a generalised stepped response to help children who are dysregulating, which may appear as poor behaviour. Social coaching, opportunities are in place for children to learn and reflect. However, dependent on the severity of the events, the child may miss out the initial steps and go straight to the Headteacher

- 👤 Trauma informed strategy,
- 👤 1st verbal reminder (positive reinforcement)
- 👤 2nd verbal reminder (remind the child of the first verbal, give the 2nd positive instruction): Refer to the school values and school rules.
- 👤 Support the child to self-regulate using known strategies when the continued dysregulation arises.
- 👤 If dysregulation persists after the second reminder, there is an opportunity for social coaching with the first contact practitioner.
- 👤 Alternatively, they may be given the option to go to the 'comfy corner' where they will be able to use taught skills how to self soothe/prepare for chat.
- 👤 Once social coaching has taken place and the child has regulated they will be asked "Are we ready to reset?"

If the dysregulated behaviour persists:

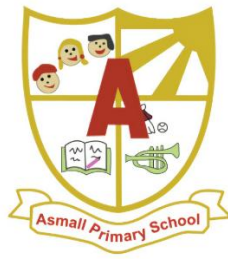
- 👤 The child will have an opportunity to see a 'change of face' using a fizzy brain card.
"I can see that you are" "You look like you need some change" " "
- 👤 In the first instance, this would be the Head of Key Stage.
- 👤 There will be opportunity for social coaching with the second contact practitioner.
- 👤 Once social coaching has taken place and the child has regulated they will be asked "Are we ready to reset?" and return to class.
- 👤 Parents/Carers will be informed at the end of the day or by dojo, a phone call or face to face meeting. Details of behaviour incident will be recorded on CPOMS.

Following repeated incidents of dysregulated behaviour or where the behaviour is causing significant disruption:

- 👤 The next stage would be involving the deputy head/headteacher.
- 👤 The child will have a restorative reflection time where actions can be recorded.
- 👤 There will be opportunity for social coaching with the Headteacher/ Deputy Headteacher.
- 👤 Parents/Carers will be contacted and informed and a meeting arranged.
- 👤 Details of behaviour incident will be recorded on CPOMS.

If adverse dysregulated behaviour persists:

- 👤 The headteacher will consider whether the pupil should be excluded, in line with the school's Exclusion Policy, and will determine the length of this, alongside alternative options such as a managed move or off-site direction.
- 👤 Those children who need an additional daily support in regulating, an Individual Positive Behaviour Plan will be followed (to be signed by the child, parent and class teacher)



Rewards

Very importantly – we focus upon children’s wellbeing, praise and rewards that encourage motivation through incentives. All based upon having consistent, very positive adult / child and child / child relationships: Use of our Zones of Regulation – How are you feeling today? Use of the Zones of Regulation colour zones.

-  All staff use Class Dojo points throughout the day as our reward system. Staff will be mindful that all children should have the opportunity to gain points fairly.
-  Every child has their Dojo monster and is fully aware of their points because the monsters and running totals are on screen in class daily.
-  For every 20 points a child will receive a sticker and for every 100 points they can wear their own clothes at the end of that week.
-  At the end of every half term the class teacher will award the Dojo Hero certificate which is an invite to the ‘golden table’ at lunchtime. The award is chosen for those who show our school values. The Dojo Hero will get the opportunity to invite a friend to join them.
-  1 child per class, per week receives the Star of the Week certificate in assembly. This must be shared on Class Dojo and with permission school social media.
-  Good News Dojo Messages will be used throughout the week as an immediate reward for whatever the teacher has judged is good news to share (Each adult will send a minimum of 2 dojos a week).
-  Children will be sent to a member of the Leadership and Management Team to share their good work or great progress to receive Class dojos and stickers and this acts as an incentive to others.

Legal framework

1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

-  Education Act 2002
-  Education Act 2011
-  Equality Act 2010
-  Educations and Inspections Act 2006
-  Health Act 2009
-  The School Information (England) Regulations 2008
-  DfE (2022) 'Behaviour in schools'
-  DfE (2025) 'Keeping Children Safe in Education'
-  DfE (2018) 'Mental health and behaviour in schools'
-  DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
-  DfE (2021) Sexual violence and sexual harassment between children in schools and colleges.
-  DfE (2013) 'Use of reasonable force'
-  Voyeurism (Offences) Act 2019
-  DfE (2022) 'Searching, screening and confiscation: advice for schools.'
-  PACE Code C Act 2019

- 1.2. This policy operates in conjunction with the following school policies:

- **Pupil Code of Conduct**
- **Anti-Bullying Policy**
- **Social, Emotional and Mental Health Well Being (SEMHWB) Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Child Protection and Safeguarding Policy**
- **Child-on-child Abuse Police**
- **Smoke-free Policy**
- **Exclusion Policy**
- **Drug and Alcohol Policy**
- **Physical Intervention Policy**
- **Complaints Procedures Policy**
- **Searching, Screening and Confiscation Policy**