REEDLEY COMMUNITY PRIMARY SCHOOL

BEHAVIOUR POLICY

Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain. (Mission statement)

1. STATEMENT

At Reedley, staff seek to promote a happy, caring and secure learning environment through high standards of behaviour. Every child has the right to learn, and every staff member has the right to work in a secure and positive environment. All staff are responsible for implementing positive behaviour management throughout the school. This applies to all adults, teaching and non-teaching, who work with or come into contact with the children in the school. If a child displays unacceptable behaviour, school staff support the child, to help them learn how to behave in an acceptable way. A sanction may occur if appropriate, but there is some education and support for future behaviour. All staff encourage and support good behaviour through a mixture of high expectations, clear procedures and an ethos which promotes discipline and mutual respect between all members of the school community.

2. INTRODUCTION

The purpose of the behaviour policy is to enable all members of the school community to share responsibility for creating an atmosphere, which enables children to manage and self-regulate their own behaviour.
This behaviour policy applies to all pupils at Reedley Primary School, whether in school, on an organised school event or trip or whether pupils are at an alternative setting, whilst still remaining on roll at Reedley School.

3. RULES AND EXPECTATIONS

General school rules have been adopted through consultation with staff and are discussed and displayed in areas around school. These form the basis for classroom rules, which are negotiated and agreed by the children at the start of each year. Acceptance and ownership of these rules (by staff and children) in addition to consistent and fair applications of them are crucial to the success of this policy.

The principles of the school rules are:

- Is it safe?
- Is it kind?
- Is it my best?

These questions are on display in every classroom and are referred to regularly so that children can reflect on their own behaviour – not just when the answer might be no.

Expectations for each class are revisited regularly (at least once each half term). Support is valued and expected from everyone in the school community, to promote the qualities of tolerance, politeness,

good manners and respect for others and their property. Good behaviour is noted and often rewarded. Inappropriate behaviour is addressed and children are supported and encouraged to improve their behaviour.

Reinforcement of roles and responsibilities within the classroom:

- Every child in the class has a job to do to encourage responsibility. These can be reviewed and swapped throughout the year.
- Rules are referred to and reinforced if a child's behaviour is not acceptable.
- The child is encouraged to reflect on their behaviour and to offer alternative actions that could have been taken. The staff member may role play this with the child, to ensure that the child understands.

Education regarding behaviour starts as soon as children arrive at Reedley, whether in Reception or another school year. Children are taught skills such as turn-taking, mutual respect and caring for each other. They learn how to listen to others and to share. Children are given additional support, modelling, supervision, encouragement and praise to support them. From Reception Class upwards, children are taught expectations for being in school, including how to interact with other children. This is reinforced on a regular basis.

4. THE RESPONSIBILITY AND AUTHORITY OF SCHOOL STAFF

Staff have the statutory authority to discipline pupils whose behaviour is unacceptable, who breach the school's behaviour expectations or rules, or who fail to follow a reasonable instruction. This authority is provided by sections 90 and 91 of the Education and Inspections Act 2006. Any disciplinary sanction must be lawful, reasonable and proportionate.

The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants and may be extended to voluntary staff, with authorisation of the headteacher.

School staff can implement this policy at any time the pupil is in school or elsewhere under the charge of a member of staff, including on school visits.

School staff can also implement this policy in certain circumstances when a pupil's misbehaviour occurs outside of school, which includes times when pupils are wearing the school uniform and travelling to and from school. School staff may implement this policy for behaviour that could have repercussions for the orderly running of the school, for behaviour that poses a threat to a pupil or member of the public or that could adversely affect the reputation of the school.

The action depends on whether there is reliable evidence that the incident occurred and the specific actions carried out, for example if this was witnessed by a staff member or by an impartial and reliable witness, such as a police officer.

The circumstances of such an event are considered and appropriate action taken. This usually involves the pupils' parents/carers being informed.

Staff members only deliver the discipline to children when they are under their lawful control. This is usually within the school grounds, but also includes being on a school trip or event or at an alternative setting. Incidents that occur whilst children are travelling to and from school are dealt with once the child is on the school premises. School staff can still speak to the pupils at other times eg if they are out of the school gate with or without a parent/carer.

5. STAFF INTERACTION WITH PUPILS

- Staff are assertive and positive in giving instructions to children – children need to understand what staff mean and that staff stick to things that they say.
- Staff make it clear to the children the standard of behaviour they expect.
- Staff make it clear how good behaviour is rewarded and the consequences for not following the school rules
- Staff are consistent in dealing with children's behaviour, although staff members also take into account children's needs and reasons for the poor behaviour.
- Classroom procedures are based on agreed principles with regular reminders given.
- Staff do not punish the whole class when only a group or an individual have misbehaved.
- When dealing with children, staff give them a fair hearing and allow them to say what happened and how they felt.
- Staff clearly state their expectations of pupils.
- Staff always give the children a good example to follow.
- Staff may give children 'choices'. Such as "You can return to your place and do your work or you can miss a playtime – which do you choose?" Or "Come with me, you can hold my hand or walk beside me, which one do you choose?"
- Staff members form good relationships with parents/carers to ensure that everyone works together in the child's best interests.

If a staff member finds that it is necessary to raise their voice with a class for a large amount of the time, they then ask themselves the following questions and take appropriate measures if necessary:

- *Is the work set at the correct level?*
- *Are the children disruptive because the expectations are too high or too low?*
- *Has the work expected of the children been properly explained?*
- *Is the lesson content stimulating and challenging for the children?*
- *Does the child need support to access the work provided?*
- *Do any of the children need to be on the SEND register with an IEP with specific targets to support their behaviour?*
- *Do I need some training/advice to manage this class?*

Appendix 6 refers to the procedures to be used in school when there is a cause for concern about a child's behaviour. SLT/SENDCO will implement the Wave Approach to behaviour management, ensuring that there is a high quality of teaching in place at all times.

6. DE-ESCALATION

De-escalation techniques are used by staff members whenever a child is failing to meet the required level of behaviour and to prevent further incidents. Support and encouragement are used as well as praise for meeting the correct standard.

If this occurs in the classroom, the staff member may make eye contact with the child or make a silent gesture for the child to get on with their work. If they need to address the child, an effective approach is to 'close the gap'. This means moving nearer to the child, and discretely telling them to continue with their task, so not to distract the other children. Warnings can be given and a specific target. Eg I would like to see these questions finished in the next ten minutes.

The staff member then monitors the progress towards this goal and will praise for compliance.

De-escalation in the playground might take the form of asking children whether the behaviour is their best, kind and safe. The staff member may issue a warning and then join in with the game, or stay close by and offer praise for an improved attitude/conduct.

7. STRATEGIES FOR DEALING WITH CHALLENGING BEHAVIOUR

Staff take steps to minimise the likelihood of incidents occurring, such as providing a quiet place for a child to work in the classroom or anticipating and addressing potential issues before they escalate.
Staff take into account the circumstances surrounding the behaviour and work to educate children, helping them to understand their actions and make more positive choices in the future.
Sanctions may be given but will vary according to the circumstances, as we recognise that a 'one size fits all' approach does not meet the needs of every child.

Recording Incidents

Staff must record significant incidents on CPOMS (Child Protection Online Monitoring System). Key information recorded should include:
Date and location of the incident.
Actions taken and consequences given.
Names of any other children involved.
Contact with parents/carers and their response.
Members of the school leadership team must be copied into all relevant posts, along with any staff who work with the child.
Records should usually be completed on the same day as the incident and must be recorded within 24 hours.

Managing Behaviour Within the Classroom

Class teachers are responsible for the health, safety and welfare of all pupils in their class. Therefore, children are not routinely 'sent out' of class for poor behaviour.
If a child needs to go to another classroom following a severe incident, or needs to meet with the Headteacher or Deputy Headteacher, the member of staff must arrange appropriate supervision to ensure the child reaches their destination safely and that the receiving adult is aware they are coming.
Staff should not send children to another classroom, as this can cause disruption to the receiving class, unless this has been agreed by the Headteacher or Deputy Headteacher. This approach is intended to minimise disruption to teaching and learning across the school.
The behaviour of the class is the responsibility of the class teacher.

Additional Support for Pupils Experiencing Ongoing Difficulties with Self-Regulation

Where a pupil is experiencing ongoing difficulties with self-regulation and has regularly reached Stage 3, despite the class teacher consistently implementing the agreed Wave 1 strategies, a referral should be made to the Behaviour Lead.
The class teacher and Behaviour Lead will meet to discuss the pupil's behaviour, explore possible underlying causes of dysregulation and identify appropriate strategies to support the pupil.
Following this discussion:
A specific SMART target will be agreed with the pupil.
An individual behaviour chart will be introduced to support the pupil in achieving their target.
The Behaviour Lead will monitor the chart and review the pupil's progress.
Further support and strategies will be considered where necessary.
The aim is to provide a consistent, supportive and proactive approach to improving behaviour, addressing individual needs and developing pupils' self-regulation skills.

8. EXTRA SUPPORT

If the members of staff are unable to de-escalate the behaviour and a child is likely to cause significant harm to themselves or to others or significant damage to property, then further support is sought.

These are the procedures to follow to find an appropriate member of staff to support the staff member.
-Ring for headteacher/deputy headteacher. If either of these staff members are available, they come to the area of the school where the child is and take the child for a discussion.

-Ring School Office on 1000 to ask if any members of the school leadership team are available. Say it is a 'Severe incident' and urgent support is needed or ring for the Behaviour Lead or the Pupil Support Manager.

9. SUSPENSIONS/EXCLUSIONS

If a child has broken the school rules by way of a 'severe incident', the headteacher (or Deputy Headteacher in the absence of the Headteacher) may consider whether the child is to be considered for a permanent exclusion. The child's intent and the severity of the incident and injuries caused, are factors to be considered.

An internal exclusion requires the child to spend some time in a supervised alternative learning environment. Parents/carers are informed of the internal exclusion.

A suspension requires the child's parent/carer to keep the child away from school for a designated period of time, and to complete work at home. The parent/carer is provided with a leaflet explaining the suspension process and a letter from the headteacher explaining the reasons for the suspension.

On return to school the child and parents/carers meet with a senior member of staff to discuss the behaviour and to reassure that the behaviour is not repeated. They produce the work they have completed during the suspension period.
If a child is suspended for 6 days or more, in one period of suspension, the school finds an alternative place for them to be educated.
If a severe incident has occurred, staff members report this to the headteacher or deputy, if the headteacher is not available. A permanent exclusion may be considered.

EXCLUSION

A permanent exclusion may be considered if the incident is severe in nature, and this may occur without first having periods of suspension or if a child has received a number of suspensions for the same behaviour, which may seen as a persistent breach of the school behaviour policy.

A permanent exclusion or suspension can be applied to a pupil of Reedley Primary School, whether they are in school, on a school trip or event, or in an alternative setting but remaining on the roll of Reedley School. This is not an exhaustive list and the Headteacher may apply an exclusion for a variety of settings and situations where the child's behaviour fails to meet the acceptable standard.

10. BULLYING

Bullying is defined as 'intentional repetitive negative behaviour, involving an imbalance of power, real or perceived'. This could occur in person or via the use of electronic devices.

If any incidents or allegations of bullying occur, they are reported to the Headteacher immediately.

A record is made of the initial concern and the pupil responsible has their behaviour tracked for at least 5 school days to monitor incidents. A pupil alleging bullying, is given a tracking sheet to monitor incidents over at least 5 school days. Teachers are responsible for assisting pupils to fill in tracking sheets and ensuring that all incidents are accurately recorded. The classteacher liaises with pupils and parents/carers as necessary.

If bullying occurs when pupils are going to and from school or occurs on electronic devices outside of school, school staff may still deal with the incident by informing parents/carers and/or the police.
As with any inappropriate behaviour, if an incident is witnessed by a member of school staff, then a consequence may be issued by school staff, once the child has returned to school.

Cyber-bullying is addressed by ensuring that parents/carers of the victim and the alleged perpetrator are aware of the incident and the impact. They are encouraged to take any evidence to the police.

Sharing Nudes and Semi-Nudes

If a child discloses that nude or semi-nude images, videos or sexually explicit messages involving a child have been created, shared or distributed, this will be treated as a safeguarding concern and managed in accordance with the school's Child Protection and Safeguarding Policy, Keeping Children Safe in Education (KCSIE) and relevant government guidance.

The Designated Safeguarding Lead (DSL) will assess the situation and determine the appropriate course of action, which may include consultation with Children's Social Care, the police and other relevant agencies. Parents/carers will normally be informed unless doing so would place the child at increased risk of harm.

The welfare of all children involved, including any victim, alleged perpetrator and witnesses, will be the school's primary concern. Appropriate support and intervention will be provided, and referrals to specialist services will be made where necessary.

Staff must not view, copy, print, share, save or forward indecent images of children unless there is a clear and lawful reason to do so and guidance has been sought from the DSL. Where a member of staff becomes aware of such material, they must report the incident immediately to the DSL and follow safeguarding procedures. Any device containing the material should be secured and handed to the DSL for appropriate action.

11. USE OF SANCTIONS

Sanctions are listed in the Appendices of this policy.

It is important that staff do not reach the ultimate sanction too soon so that the school is forced into a position of taking extreme measures through lack of alternatives. Likewise, it is important that all staff avoid threats and statements, which leave themselves, or senior staff little room for manoeuvre. Any sanctions employed should be appropriate and fair and employed in a graded manner wherever possible, according to circumstances and the needs of the child.

Any behaviour which is deemed to be of a serious nature requires immediate action by a member of staff at the appropriate level. If behaviour is not addressed, then the member of staff is condoning the behaviour and it is likely to occur again.

Removal from the classroom may be used as a response to serious misbehaviour. This is used by Headteacher and Deputy Headteacher, although other staff members have permission to ask a child to leave the classroom too along with a staff member.
The child is always informed why they are being asked to leave the classroom and for how long this is for.
The child is always taken to a safe and appropriate place and is given a task to carry out. This may include time in a safe space to support self-regulation. Any such space must be safe and not feel threatening or intimidating to the pupil. Seclusion is not used as a punishment. Any use of a safe space or restrictive intervention will be managed in accordance with the school's Restrictive Interventions and Use of Reasonable Force Policy.

The staff member accompanying the child always ensures that they are reintegrated into the class appropriately.
Children are also asked to leave the classroom by a senior staff member on occasions to prevent an incident from occurring.

Where removal from the classroom has taken place, school staff assess whether underlying factors have influenced the disruptive behaviour and whether any other strategies need to be implemented.

School staff do not use traffic light system or other forms of displaying children's names if they have not adhered to the school rules or those who have exceeded them.
This is recorded privately by staff members and dealt with appropriately. Staff actions/consequences are also recorded and retained for future reference.

12. USE OF POSITIVE REWARDS

There are various rewards in place to reward children for following school rules for their work and behaviour – see the appendix for details.

Teachers may also introduce class rewards with specific treats, as long as they do not take up a disproportionate amount of curriculum time and as long as they have a positive effect on behaviour.

Staff keep a record of rewards issued, to ensure that the systems are operated in a fair way, which allow all children to achieve. If, when they monitor their lists, they find that a child has not received rewards, then the reasons need to be explored. The child may need some support, praise and encouragement to ensure that they are able to achieve success in this area.

13. COMMUNICATION WITH PARENTS/CARERS

If a class teacher becomes dissatisfied with a child's general or specific behaviour, parents/carers are contacted at the class teacher's request to discuss the issues and agree methods to help the child behave appropriately. It reinforces the relationship with parents/carers if staff also contact parents/carers when positive behaviour is used.

14. REFERRALS FOR BEHAVIOUR SUPPORT AND SPECIAL EDUCATIONAL NEEDS

If teachers feel that, despite following the agreed behaviour procedures, meeting with parents/carers and establishing individual behaviour targets, a pupil's behaviour is not improving, a Cause for Concern Sheet should be completed and passed to the Headteacher via CPOMS.
The Wave Approach (Appendix 6) will be implemented to identify the level of support required and ensure appropriate interventions are put in place.
Where pupils demonstrate ongoing behavioural difficulties or require additional support, teachers should make referrals to both the SENDCo and the Behaviour Lead, where appropriate.
This will ensure that behavioural needs and any potential underlying special educational needs are considered together, allowing a consistent and joined-up approach to identifying and meeting pupils' needs.
The class teacher should discuss concerns with the SENDCo, as the pupil may need to be placed on the school's SEND register if additional support is required.
A range of further support and interventions may be considered for pupils who require additional help with behaviour management. These may include:
Working with a designated member of staff.
Having an individual behaviour record book.
Being given an IEP (Individual Education Plan).
Additional individualised behaviour support and interventions.
A referral to an external agency, where appropriate.
Referrals to external agencies are made by members of the school leadership team.
The aim is to ensure that pupils receive appropriate, timely and consistent support, with a focus on understanding the reasons behind their behaviour, addressing individual needs and developing positive behaviour and self-regulation skills.

15. HANDLING OF CHILDREN

See Policy on Restrictive Practice and Physical Intervention for full details.

All incidents involving restrictive intervention, restraint, seclusion or reasonable force will be recorded and reported in accordance with the school's Restrictive Interventions and Use of Reasonable Force Policy

All teachers and teaching assistants are authorised to use reasonable force to prevent a pupil from endangering him/herself or others or causing significant damage to property. The child needs to be warned verbally about what is going to happen prior to the reasonable force being implemented. Staff members need to remain calm and in control and preferably only perform an action with the backup of another staff member present.

Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent harm

Physical intervention may involve staff :

- Physically interposing themselves between pupils
- Blocking a pupil's path
- Escorting a pupil
- Shepherding a pupil away
- Removing other pupils from the area / classroom

Any incident involving restrictive intervention, restraint, seclusion or reasonable force will be managed, recorded and reported in accordance with the school's Restrictive Interventions and Use of Reasonable Force Policy. Following any intervention, the welfare of the pupil will be assessed, including a check for any injuries or visible marks. Appropriate first aid will be provided where required, and parents/carers will be informed in line with the school's procedures

16. SEARCHING PUPILS

If school staff suspect that a pupil from Reedley School may have a prohibited item in school, then they may choose to conduct a search in the following manner. Prohibited items include: knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been, or is likely to be used to commit an offence, cause injury or damage to property or any item banned by the school.

Members of the school leadership team are informed prior to action taking place and following the search.

- At least two members of staff conduct the search
- The pupil is informed of the search
- The pupil is asked if they have such an item in their possession and asked to produce it by placing it on a table
- The pupil is asked to empty out all their pockets of clothes they are wearing onto a table and to show that their pockets are empty
- School staff may search the pupil's tray, bag and pockets of any item of clothing that the child is not wearing
- Reedley Primary School does not routinely conduct physical searches of pupils. Any search will be carried out in accordance with current DfE Searching, Screening and Confiscation guidance.
- If a child refuses to comply with any of the above procedures, then the parent/carer is contacted and asked to come into the school immediately. If the parent/carer is not available, then the child is supervised until contact is made.
- Parents/carers are informed and asked to come into school if any prohibited items are found and the police may be informed

The law states that headteachers and authorised staff members may use force as is reasonable, given the circumstances, when conducting a search without consent for knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been, or is likely to be used to commit an offence, cause injury or damage to property or any item banned by the school. This is not an exhaustive list. The above procedure is always used first, but the Headteacher, Deputy Headteacher or other staff member authorised by the Headteacher or Deputy Headteacher may use reasonable force if it is deemed necessary.

The law protects school staff from liability for damage to, or loss of, any confiscated items, provided that the school staff have acted lawfully.

Weapons, knives and extreme or child pornography are handed to the police. The headteacher decides if and when to return any other items.

School staff may examine data on electronic devices where there is a good reason to do so and where authorised under DfE Searching, Screening and Confiscation guidance. Any examination of an electronic device will be conducted by authorised staff and only where necessary and proportionate.

17. PROTECTED CHARACTERISTICS AND DISCRIMINATORY INCIDENTS

Any racist, transphobic, homophobic or other discriminatory incidents must be reported to the Behaviour Lead. In their absence, the Headteacher must be notified.
This includes any discriminatory, prejudice-related or hate incident relating to race, religion, disability, sex, sexual orientation, gender reassignment or any other protected characteristic.
Children who use racist, transphobic, homophobic or other discriminatory language will have a discussion with a member of staff to help them understand the impact and inappropriateness of their behaviour.
The Behaviour Lead will monitor all reported incidents, ensuring that appropriate support is provided to both the perpetrator and the victim. This will include:
Monitoring incidents and identifying any patterns of behaviour.
Ensuring incidents are recorded and investigated appropriately.
Ensuring that the procedures outlined within the Behaviour Policy are followed consistently.
Ensuring completed monitoring sheets are uploaded to CPOMS.
The Headteacher will closely monitor these incidents and report any relevant findings to governors.
This will help ensure that all incidents are dealt with effectively, fairly and consistently, in line with the school's commitment to equality, inclusion and safeguarding.
Further details of the procedures are outlined in Appendix 4.

18. SUPERVISION OF PUPILS

Staff members collect their class promptly after playtimes and lunchtime.

As children move around the school, classteachers ensure that the children are appropriately supervised. Staff walk the children to the playground; walk them to the dinner hall, to PE and to the door at the end of the day. The line of children is controlled to ensure that the staff member can see as many pupils as possible. Teachers create Reedley Expectation procedures for different aspects of school life and share these regularly with the children. These are followed consistently by all staff members and are available for all supply staff and volunteers. An example of this is in Appendix 7.

The staff member accompanying the children ensures that they are positioned appropriately to minimise distractions throughout assembly times. Teachers may devise a 'lining up order' for the pupils to ensure that children who could cause distractions are separated from each other.

19. PLAYTIME

PLAYGROUND RULES

Again, the underlying principles of behaviour apply:

- Is it safe?
- Is it kind?
- Is it my best?

More specifically,

- We line up sensibly, giving everyone enough space in the line
- We put our hand on a door and hold it until the next person takes it from us
- We use and carry equipment sensibly
- We help other children
- We look after equipment
- All children have access to playground equipment at playtime.

Staff on duty supervise the children and engage them in games, as appropriate.

20. LUNCHTIME

The provision of equipment for outdoor and indoor playtimes ensures that children are occupied as much as possible at these times and are therefore less likely to cause problems with inappropriate behaviour.
Teachers retain responsibility of children until transfer over to staff in the hall takes place. All staff have a responsibility to respond to any incidents, which they may see. In order to begin lunchtime in an orderly manner, teachers are expected to maintain a high profile at the beginning of lunchtime and to deliver their children to the hall in a calm and orderly manner.
EYFS and KS1 teachers escort their children to the dinner hall and remain with them until 11:40am.

Staff supervising outside are responsible for providing games and activities in the agreed areas, ensuring they are in the right place at the right time to provide appropriate supervision.
A child causing significant concern or a child exhibiting improved behaviour needs to be reported to the Headteacher or Deputy Headteacher so that appropriate action can be taken.

Misbehaviour on the playground:

- The child is 'asked' politely to stop their poor behaviour
- If the poor behaviour continues the child walks beside the adult on duty for 5 minutes
- If the poor behaviour continues, staff take the child in question to a senior member of staff.

Dining Room rules:

Again, our underlying principles apply:

- Is it safe?
- Is it kind?
- Is it my best?

More specifically, staff ensure that the following rules apply:

- We carry our trays with both hands and we look where we are going
- When we are told to line up, we walk smartly and sensibly
- We follow the route around the hall given to us by school staff
- We talk to the people close to us
- We put our hand up if we need help
- We use the hand sanitiser before touching food
- We help other children
- KS2 children do not go to the toilet during the lunchtime apart from in exceptional circumstances
- We use good table manners:

-we hold our knife and fork properly
-we eat with our mouths closed
-we don't touch other peoples' food
-we eat our lunch
-we take our litter home or clean our tray

Staff are responsible for ensuring that the children that they are supervising maintain good order.
They monitor and support food consumption, although children are never forced to eat anything that they do not wish to.

21. SAFEGUARDING

School staff consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff follow the schools' Safeguarding Policy. The concerns are shared with the DSL and recorded on CPOMS. They also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school considers whether a multiagency assessment is necessary.

22. CHILDREN WITH SEND

School staff recognise that some behaviours are more likely to be associated with particular types of SEND, such as children with speech, language and communication needs who may not be able to understand a verbal instruction. School staff recognise their additional needs may need to be considered in relation to a pupil's specific needs, even though not every incident of poor behaviour will be connected to their needs.
Staff recognise that pupils' behaviour must be managed effectively, whether or not they have additional needs. When a pupil is identified as having SEND, staff assess, plan, deliver and then review the impact of the support being provided. This takes place on an ongoing basis.

Staff recognise that they have a duty under the Equality Act 2010 to take steps to avoid any substantial disadvantage to a disabled pupil caused by the school's policy or practise.
Staff also recognise that under the Children and Families Act 2014, relevant settings have a duty to use their best endeavours to meet the needs of those with SEND.
Children with an EHCP have provision as set out in their plan.

Where a child has SEND related to behaviour, a member of school staff will meet with the parent/carer to discuss the need.
If a behaviour contract or support plan is set up, then parents/carers will have input into this.
As part of this process, staff and parents will consider the likely triggers of misbehaviour and support will be put in place from school to prevent these from occurring.

These may include:

- Short, planned movement breaks/sensory circuits for pupils whose SEND means that they find it difficult to sit still for long.
- Seating plans are adjusted to allow pupils with visual or hearing impairments to sit in sight of the teacher and the whiteboard.
- Adjustment of school uniform requirements for children with sensory issues or severe eczema.
- Training for staff in understanding conditions such as autism (This is not an exhaustive list)

If a child has broken the school rules, staff consider whether their additional needs have contributed to the misbehaviour and, if so, whether it is appropriate and lawful to sanction the pupil.
School staff consider the Equality Act 2010 and ensure that any sanctions are lawful.

School staff always consider whether any reasonable adjustments need to be made to a sanction in response to any disability that the pupil may have. School staff also seek to understand the underlying causes of behaviour and whether additional support is needed. This does not necessarily mean that a disabled child will be exempt from sanctions.

This policy should be read alongside the Supporting Pupils with Medical Conditions Policy.

A pupil's behaviour may be affected by:

- diabetes
- epilepsy
- chronic pain
- medication
- anxiety linked to health conditions

23. PUPIL WELLBEING

School staff also consider whether misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, from harm. Where this is the case, as set out in Part 1 of Keeping Children Safe in Education, school staff follow the Reedley School's Child Protection Policy and report concerns to the DSL.

Alternative arrangements for sanctions are considered on a case by case basis for any pupil where school staff believe an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. School staff have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

Following a sanction, school staff always consider whether pupils need support in understanding and improving their behaviour and meeting the behaviour expectations of the school going forward.
Staff need to be confident that children understand the behaviour and any consequences and are aware of how they will conduct themselves in the future in a more positive manner.
They may have a behaviour chart so that this can be monitored and they may be given a nominated member of staff to act as a mentor to support them with this process.

If the child has a social worker, including if they have a Child in Need plan, are on a Child Protection plan or are Looked After, then their social worker will always be informed at the earliest opportunity, if the child is at risk of suspension or permanent exclusion.

24. WELLBEING OF STAFF MEMBERS

Staff approach the behaviour lead, if they need support after dealing with a specific incident or in dealing with on-going behaviour incidents. If the staff member needs further support, they approach the headteacher. This can be for advice on how to deal with further behaviour incidents or to provide emotional and wellbeing support for themselves. There is an external supervision service, which provides further advice and wellbeing support for staff members. Requests to access this are made through the headteacher. The staff wellbeing team also discuss ways to support with the emotional wellbeing of staff.

25. Behaviour Curriculum

At Reedley Primary School, we believe that children should be taught how to behave, just as they are taught how to read, write and develop new skills.

We recognise that positive behaviour is not something that all children automatically know or understand. It needs to be explicitly taught, modelled, practised and consistently reinforced.

We have developed a behaviour curriculum that reflects the ethos of our school and the specific needs of our children. It sets out clear expectations and teaches pupils the knowledge, skills and behaviours they need to be successful learners and positive members of our school community.

We are committed to creating a calm, safe and positive learning environment where every child understands our expectations, shows respect for themselves and others, and learns to take responsibility for their choices.

Through a consistent, supportive and proactive approach, we teach children the skills they need to manage their emotions, regulate their behaviour and make positive choices. This enables every child to feel safe, valued and ready to learn.

The curriculum focus will be introduced to pupils during the Friday Celebration Assembly in the preceding week.

Each week, teachers will focus on:

- One area of the Behaviour Curriculum.
- One of the Reedley Behaviour Procedures.

Teachers will deliver three lessons throughout the week, explicitly teaching the chosen behaviour characteristic and procedure. These will also form the focus for positive recognition and rewards, including stickers, Praise Pad entries and team points.

The Behaviour Lead will work alongside the School Council to monitor both the delivery and impact of the Behaviour Curriculum. School Council representatives will be supported to:

- Monitor how consistently the agreed behaviour procedures are being followed across the school.
- Talk to pupils about their understanding of the Behaviour Curriculum.

- Gather feedback from pupils about the impact of the curriculum on behaviour within their classrooms and across the school.

Where teachers identify that pupils require more in-depth teaching of a particular behaviour characteristic, additional lessons developed by the Behaviour Lead will be available for use within the classroom.

The Behaviour Curriculum will be reviewed and updated each half-term to ensure that it remains relevant and responsive to the needs of the school community.

The table below provides an overview of the behaviour curriculum and procedures that we will be focusing on in the lead-up to Christmas. The teachers version outlines the key expectations, strategies and approaches that we will be embedding consistently across the school to support positive behaviour and create a calm, purposeful learning environment.

This policy is reviewed annually.

Policy author: Sarah Bell
Date: Revised Nov 2026
Governor Ratification: Date: Nov 2026
To be reviewed: September 2027

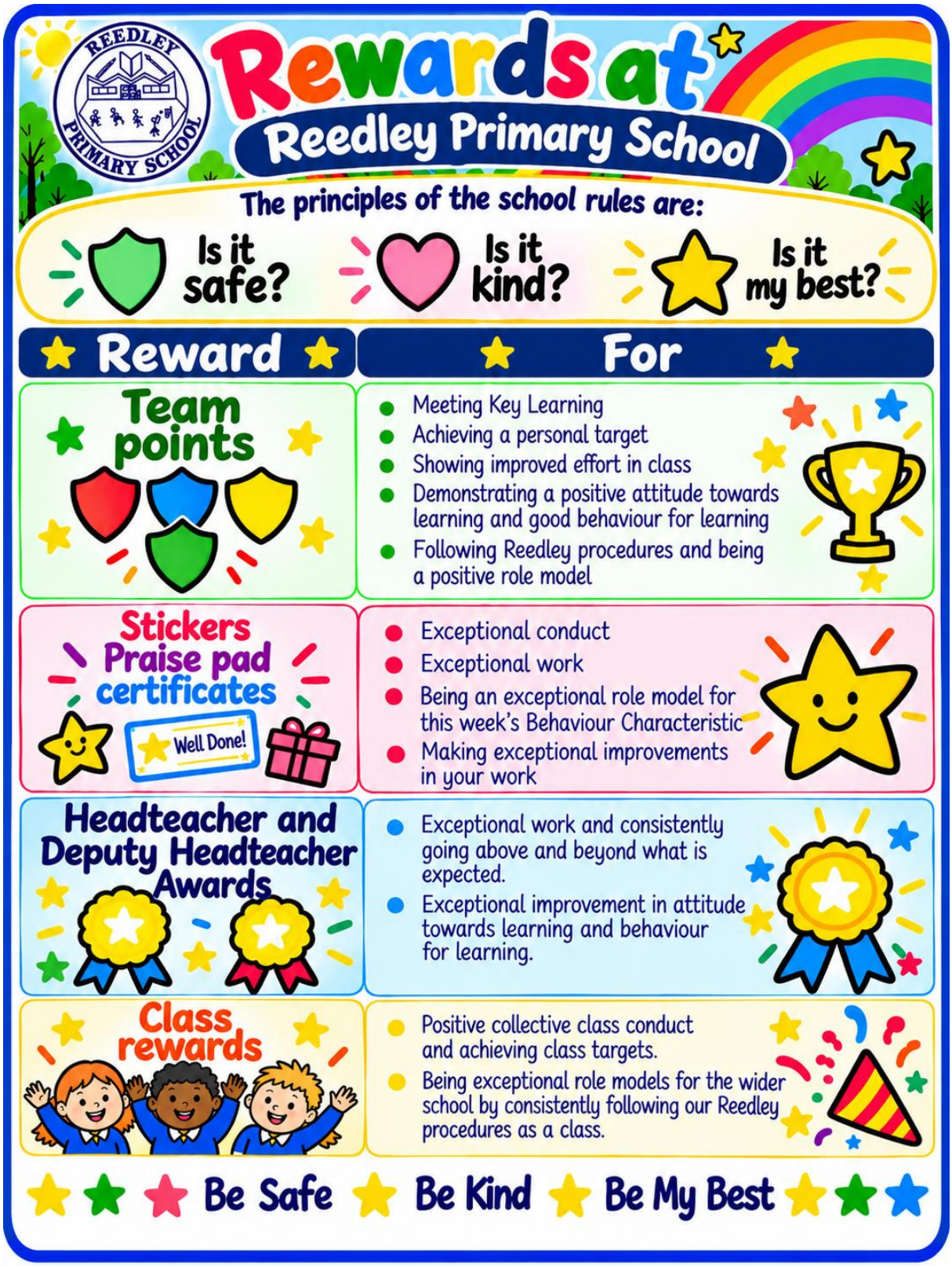
Appendix 1
Behaviour procedures - sanctions
SLT refers to members of the school leadership team

Reedley Primary School

Behaviour Consequence Sheet

Stage of behaviour	Behaviours	Strategies and Consequences
Stage 1 Low level disruption 	• Talking in class • Not following instructions • Not getting work started promptly • Distracting others • Minor 'off task' behaviour	Verbal warnings and de-escalation techniques used. **Step 1 - Non-verbal reinforcement** • Eye contact. • A gentle hand signal. • Adult standing nearby. • Pointing to the board or learning task. • A quiet reminder gesture. } Give the child 3 warnings (in your head) **Step 2 - Have a private word** • Reinforce rules. • I've noticed that... • It was our rule about being ready/listening/trying your best/being safe/being kind that you have broken. • You have chosen to... • Remember last week's lesson/yesterday's lesson when you... (produce an example of when the child showed the correct behaviour). • Let's make a good choice moving forward. **When back on track reinforce positive praise.**
Stage 2 Repeated low-level disruption or moderate behaviour 	• Persistent stage 1 behaviour • Refusal to follow instructions • Refusal to complete the work set • Disrespectful towards peers or staff • Inappropriate language • Low level physical behaviour	**Step 1** • Give the child a discreet warning and remind them of the task and expectations. • Does the child need to be moved to somewhere else in the classroom? Do they need more adult support to complete. the task? **Step 2** • Reflection sheet completed 1:1 with an adult. • **Record on CPOMs.**
Stage 3 Serious or repeated behaviours 	• Persistent stage 2 behaviour • Aggressive and threatening behaviour towards others • Bullying or discriminatory behaviour/remarks	• Referral to the Behaviour Lead. • Referral to SLT. • **Monitoring form for discriminatory language.** • **Monitoring form for bullying incidents.** • Phone call home. • Potential internal isolation. • Child misses playtimes and/or lunchtimes (to be determined by SLT). • **Record on CPOMs.**
Stage 4 Extreme or dangerous behaviour 	• Persistent stage 3 behaviour • Causing significant and intentional harm to another child or a member of staff. • Causing significant and intentional damage to school and/or others property.	• Child misses playtimes and/or lunchtimes (to be determined by SLT). • **Monitoring form for discriminatory language.** • **Behaviour monitoring form.** • **Monitoring form for bullying incidents.** • Phone call home. • Potential internal isolation. • Potential fixed term exclusion. • HT to determine whether the child is able to take part in organised events that are taking place within a few days of the incident. • **Record on CPOMs.**

Appendix 2 - Behaviour procedures - rewards



Appendix 3

Possible Strategies for De-escalating/Minimising Challenging Behaviour

1.	Behaviour Management Plan established / re-visited. Meeting to take place with parent/carer to support with this.
2.	Increased frequency of 1:1 chats and reflection sessions with classteacher or TA, to reinforce expectations and to set specific short-term goals. Good examples of this are first thing in the morning and before/after playtimes.
3.	Individual monitoring sheet used. This is always completed immediately and with the child present. This can be completed once per lesson or more regularly if required.
4.	Special seating arrangements classroom/dining room
5.	Post school telephone call home to give positive feedback
6.	Change to the morning routine, to break the cycle of coming into school
7.	Timeout table used in class
8.	Alternative/adapted tasks given
9.	TA support in class
10.	Planned withdrawal
11.	Rewards negotiated for completion of tasks
12.	Adjusted timetable
13.	Specific time with external professional

These can be added to, depending on the child's needs.

Appendix 4

Procedures for dealing with discrimination incidents in school

Reedley School welcomes the diversity of cultures, backgrounds, protected characteristics and personal circumstances, faiths and beliefs and celebrates the home languages, dialects and accents of all pupils, staff and others associated with the school.

Definition of racism and discrimination

Racism takes many forms and can happen in many places. It includes prejudice, discrimination or hatred directed at someone because of their colour, ethnicity or national origin. This may be an act of abuse or harassment, whether verbal or physical.
Discrimination can also occur, and this is when people are treated differently because of the particular beliefs they hold about a religion or based on a disability or other protected characteristics and personal circumstances that they or their family have made.

Reedley School is an anti-racist and anti-discrimination establishment and is committed to:
- addressing racism and discrimination
- ensuring action to support victims of racism and discrimination
- ensuring existing school policies address inappropriate behaviour around racism and other discriminatory practices
- recording and reporting racist incidents.

Curriculum: Staff at Reedley School use the curriculum to teach tolerance and opportunities across all subjects to support pupils in valuing cultural diversity and understanding.
We are committed to identifying cultural awareness issues across the curriculum, and to maximising opportunities both within and outside the classroom to promote greater understanding and to lead pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities, according to their maturity.
More specifically, there are regular opportunities available through Personal, Social and Health Education (PSHE) to prepare pupils to meet their responsibilities as citizens in a multi-cultural society. Within this context, staff will continue to teach pupils the difference between right and wrong and the need to respect one another as well as themselves.
We will seek to promote racial harmony, prepare pupils for living in a diverse and increasingly inter-dependant society and specifically to address racism, sexism and other forms of discrimination, including religious beliefs.
The RE curriculum is also key in enabling pupils to gain insights into the origins and practices of their own cultures, and into those of the wider community, as understanding can often prevent discrimination issues.
Various trips and visitors into school over different year groups, allow first-hand experience of different cultures and beliefs.
All staff are expected to respect the rights of others and to respect those with differing beliefs. Expressing a personal view in an unprofessional way would be inappropriate.
Behaviour Policy : Racial and discrimination issues are referred to in the School's Behaviour policy.

Procedures

On hearing a report of a racist incident:
-Staff will consider the circumstances and speak to all parties. A racist incident is any incident which is perceived to be racist by the victim or any other person
(Sometimes comments can be made, especially as young children are curious about things that are different to themselves and ask questions eg regarding skin colour or the wearing of headscarf.)
If no malicious intent was used, then the child may still have a discussion about the appropriateness of their comments.
Where an incident is perceived to be racist, it will be recorded and investigated by the Behaviour Lead using the following procedures:
-Reported to Behaviour Lead (or the Headteacher in the Behaviour Leads absence)
- Parents/carers of both the victim and the alleged perpetrator will be contacted and the matter discussed
-An appropriate consequence will be given to the child for the behaviour
-The alleged perpetrator will have a 1-1 session to discuss the behaviour and to explain the impact that this has had on the victim
-Both the victim and perpetrator will be placed on a monitoring form for at least 5 days
-Other steps may also be taken, and these may include: assigning a staff mentor to the child, putting a system in place where the victim can report incidents discretely to staff, speaking to a whole class or group of children, if staff feel that the issue is more widespread than an individual
-Staff member to monitor the situation for an agreed period of time to record if there are further instances

Appendix 5

Procedures for Dealing with Child-On-Child Abuse Allegations

Types of allegations

There are different ways that a child or young person may be abusive towards others, and they might not realise they are doing so:

- bullying or cyberbullying
- emotional abuse
- online abuse
- physical abuse
- sexting
- sexual abuse

When a child abuses another child, this is known as child-on-child abuse. Child-on-child abuse can occur between children of any age and may take many forms, including bullying (including cyberbullying), physical abuse, emotional abuse, online abuse, sexual violence, sexual harassment, harmful sexual behaviour, and the sharing of nude or semi-nude images and/or videos. School staff recognise that child-on-child abuse is a safeguarding concern and will respond in accordance with the school's Child Protection and Safeguarding Policy. Children who display abusive behaviour towards others may also require support and intervention to address the underlying causes of their behaviour.

Identifying concerns

There are a range of ways concerns might be raised.

- A child or adult might make a direct allegation of abuse by a child or young person.
- A child or adult might tell a staff member that they're uncomfortable with a child or young person's behaviour. They may not realise the behaviour is abusive.
- A member of staff or volunteer might observe behaviour that gives cause for concern and make a report following Reedley School's safeguarding procedures.
- The DSL may be informed that a child or young person is the subject of an investigation.
- A child or young person might tell a member of staff they have harmed someone else or are at risk of doing so.

Talking to a child who tells a staff member that they have behaved abusively

Sometimes a child may inform school staff directly that they have behaved abusively towards someone else.
The staff member will talk to them calmly and remember that they need support.

Staff will:

- Reassure the child that they've done the right thing by informing a trusted adult about it
- Listen carefully to the child and let them tell their whole story. They will not try to investigate or quiz the child, but make sure they understand what the child is saying. Staff will use the TED method – TELL, EXPLAIN, DESCRIBE
- Use non-judgmental language
- Tell them that they have to do what they can to keep them and the other children involved safe
- Never promise to keep what a child tells a secret. Explain that they will need to speak to other people who can help
- Reassure the child that they can get help to change their behaviour and move forward with their life

Talking to a child about allegations against them

If allegations have been made against a child, staff members refer the matter immediately to the DSL, who can advise on the best way to proceed.

Responding to incidents

Sometimes staff might see a child behaving inappropriately and decide to talk to them about this immediately, in order to manage the behaviour. Staff talk to them calmly and explain why their behaviour is unsuitable and what they can do to improve it.

Keeping records

Staff keep accurate and detailed notes on CPOMS regarding any concerns about a child's behaviour, which is shared with the DSL.

Staff include:

- the child's details (name, age)
- the date and time of the incident
- what was happening before the incident took place
- what the child said or did that was a cause for concern (in exact words if possible)
- whether the behaviour appeared spontaneous or premeditated.

Deciding if a concern is a child protection issue

If a child or young person displays inappropriate or harmful behaviour, staff inform the DSL.

The DSL will decide what action to take, in consultation with:

- the headteacher and/or Safeguarding Governor
- any other agencies that may be working with the child
- the local child protection services as necessary

When an allegation is a Child Protection concern

An allegation becomes a child protection concern when:

- the behaviour involves sexual assault or physical assault
- the child who has experienced the abusive behaviour has suffered significant harm
- the behaviour forms part of a pattern of concerning behaviour by the child or young person who is being abusive
- the child carrying out the abuse is displaying sexualised behaviour
- staff are concerned that the child carrying out the abuse may be doing so because they have experienced abuse themselves.

It is also a child protection concern when there's a significant difference of power between the child who is displaying abusive behaviour and the person being abused, for example when:

- there's an age difference of more than two years
- there's a significant difference in terms of size or level of ability
- the child displaying abusive behaviour holds a position of power (such as being a helper, volunteer or informal leader)
- the child being abused is significantly more vulnerable than the other child or young person.

If a young person has been involved in sexting (sharing nude images), there are extra factors to consider.

The DSL can confidentially refer the matter to the LCC Safeguarding Team for further advice.

Reporting concerns

If staff think a child may be in immediate danger, they should contact the DSL immediately.

Sanctions

Where there is evidence that a child from Reedley School has abused another child within at school, then appropriate sanctions will be put in place. This will be determined by the Headteacher. This may be a removal of playtimes or clubs or could include time out, an internal exclusion, suspension or permanent exclusion.

Emotional support

If child-on-child abuse has taken place at Reedley School, it can have an emotional impact on everyone.

The DSL will ensure that children and adults have access to the emotional support they need and know who they can talk to if they are worried about anything. Counselling is available for children and their

parents/carers or a child may be allocated a staff member as a key worker, who will provide 1-1 or group sessions of support.
Staff members will be offered professional supervision.

The DSL will also consider:

- any relevant information from other agencies, such as care plans or multi-agency assessments
- how to manage contact between the alleged victim and alleged perpetrator
- whether the children who experienced the abuse are at risk of bullying or victimisation from others and what prevention measures are needed
- whether the child who is alleged to have carried out the abuse is at risk of any retaliation and what action can be taken to keep them safe.

Telling parents and carers about an allegation made against their child

A child's parents or carers will be told what has happened, as long as it doesn't increase the risk to the child.
Staff will ask the child how they would like their parents or carers to be told. Staff may suggest:

- talking to parents or carers first without the child there, then summarising everything with the child present
- helping the child tell their parents or carers in their own words, with staff present for support.

It's important for parents or carers and children to have the opportunity to talk about what's happened and begin to come to terms with it as a family.
When talking to parents or carers, staff remember that the news their child has behaved abusively may be a shock. Staff will reassure them that support is available to help their child change their behaviour and move forward.

Support for parents and carers

The DSL will also make sure that the parents and carers are offered appropriate support. This might include:

- therapeutic support to help them come to terms with what's happened
- family therapy to help the whole family move forward
- help to reinforce messages about positive behaviour and support their child to change their behaviour.

Appendix 6

Behaviour Management at Reedley – Wave Approach

Wave 1 Managing Behaviour For All Children	
ESTABLISH EXPECTATIONS All procedures must be made clear to all children, including new children and revisited as often as necessary – every lesson if needed	• Decide on procedures for routines in class and around school (arriving in the morning, entering room after play/lunch/assemblies, lining up to leave room, end playtimes/leaving hall after lunch and assembly, walking around school, water bottles, going to the toilet). Have these displayed using dual coding. • EXPLAIN, PRACTISE, INSIST, PRAISE • Repeat every lesson/day initially until all meet all expectations all the time, at which point, still reinforce everything on a regular basis. • Teach routines to any new children
TEACHER ASSERTIVENESS It is essential that staff build an environment in which children feel they belong and feel safe, and allows them to thrive as individuals and as learners.	• Project non-verbal confidence – all communication that children get from staff, verbal and non-verbal need to communicate warmth and calm authority. • Project voice calmly – voices don't need to be loud but need to reach all parts of the teaching space. • Maintain eye contact and be seen looking around at all learners on a regular basis including when they are doing paired work, independent work, group work and including when staff are working with a group • Be insistent – high expectations are maintained by continual reinforcement in a low key, but insistent, manner. SIGNAL – PAUSE - INSIST
GETTING LEARNING STARTED When everyone is aware of expectations and routines children can arrive, settle and start learning quickly.	• Establish arrival and exit routines – establish these and rehearse them • Reinforce expectations in every lesson • Have familiar starter tasks that children do on arrival as a calming activity • Ensure that the learning is adapted to meet the needs of all learners
TRANSITION PERIODS	• Verbally give the required instructions of what children need to do – on your signal • After explaining a task, check for clarity by sampling a few children • Give an agreed signal to start – monitor – then refocus the class with another signal SIGNAL – PAUSE – INSIST – PRAISE • If not meeting requirements, then reteach using 'EXPLAIN, PRACTISE, INSIST, PRAISE
CLASSROOM ORGANISATION	• Ensure all children can see all teaching prompts and resources (IWB, flipchart, working wall etc). Use cinema seats to ensure children are facing the front. • Allow clear processing time • Use visual cues eg Visual Timetable • Children with SEND needs must have strategies in place eg ear defenders, fidget toys coloured background on board • To establish a calm, safe space, well resourced that all children know how to use, if they need it.

LESSON DISRUPTIONS When behaviour exceeds the agreed respect and safety boundaries, it can interrupt the learning and lead to bad habits.	• Keep checking to monitor that the children are meeting your expectations • Redirect, correct or challenge where behaviour doesn't meet expectations. • Be precise and direct, but maintain dignity and respect. If you tolerate it, you condone it and it becomes the norm. • Be warm, friendly and kind as you reinforce your expectations, giving reflection periods, for staff to discuss the behaviour with the children that need it. Where behaviour needs to be refocused on a regular basis, classteacher has a discussion with parents/carers
If children continuously repeat negative behaviour, there are a number of things for staff to consider	• 1-1 chat to take place (classteacher and child when everyone is calm and not emotional) Do they understand expectations? Can they articulate it to an adult? Is the child aware they have not met expectations? What is their view? Staff need to genuinely listen to what they say and to try to see things from their point of view. Adjustments may need to be made - away from another child, support given Timescale established for improvement – when will I see the behaviour we have discussed? Adult must actively look for improvement and praise accordingly • REFER TO SENTENCE STEMS FOR THIS CONVERSATION
TAKE LEAST INTRUSIVE APPROACH	Choose a strategy to address the situation • Non verbal reinforcement • Private word • Public reinforcement of positives • Reminders with choices and consequences, with a chance to succeed • Reflection/restorative chat – use another staff member to cover class to deliver the chat • Consequence to be given Calmly refocus the learning – not dramatising events
	Wave 1 strategies to be discussed in Pupil Progress Behaviour Meetings x3 a year

WAVE 2

Wave 2 When children need more support meeting classroom expectations	
Referral	Teacher to request informal advice – noted on CPOMS to consider a Wave 2 approach for the child

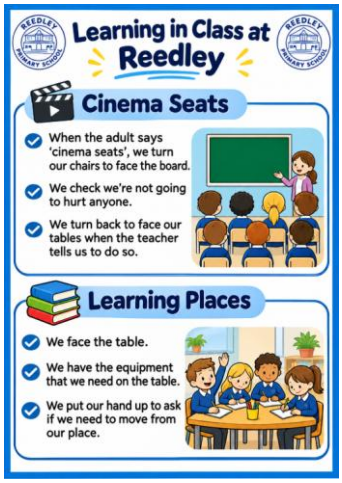
Assessment with strategies	Support will be given from additional member of staff checking that all Wave 1 procedures are firmly embedded as consistent practice Meeting to take place, following assessment to devise next-steps Teachers to carry out appropriate assessment (Boxall, Executive Functioning Checklist) STAR form to analyse incidents in more detail Offer parenting course
Strategies available	Lego therapy, behaviour monitoring chart, daily communication with parents, exclusions including internal, sensory circuits, regulation zones/boxes, daily check-ins, pastoral support/advice for staff (eg friendship groups, ESBA, role play, social stories)

CAUSE FOR CONCERN MUST BE RECORDED IF THE BEHAVIOUR PERSISTS	Staff member to submit a CfC sheet, stating the need.

Wave 3	Another meeting to take place with Behaviour Team to consider next steps
	Strategies to be devised • Meeting with parents, consider behaviour contract. Refer to parenting courses. • Consider referral to: District 13 Behaviour Hub/EP/Children's Champion/Specialist Teacher/SALT/EAL/CFW/MHiST/Counselling/EHCP • Suspension or permanent exclusion from school may be considered • Action plan to be devised and shared with family. Regular meetings in school/home visits (eg each half term or more frequently)

Appendix 7
Reedley Expectation Procedures – examples of the format


Lining Up Outside at Reedley
Walk to your line as soon as you hear the bell.
Face the way you are going.
Leave a space in between people.
Arms by your side.


Learning in Class at Reedley
Cinema Seats
When the adult says 'cinema seats', we turn our chairs to face the board.
We check we're not going to hurt anyone.
We turn back to face our tables when the teacher tells us to do so.
Learning Places
We face the table.
We have the equipment that we need on the table.
We put our hand up to ask if we need to move from our place.