

Wardley CE Primary School

Behaviour & Relationships Policy



Name of Reviewer	Kari Walker
Date of Approval of Governing Body	November 2025
Signature of Chair	Paul Donovan
Signature of Head	Kari Walker
Date Due for Review	November 2026

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Our School Vision

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

We can do all things through Christ who strengthens us. Phillippians 4:13

Practical ways in which we attempt to carry out our school vision

Through the Christian value of respect:

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

Through the Christian value of friendship:

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

Through the Christian value of trust:

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

Through the Christian value of courage

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

Through the Christian value of perseverance:

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.
- We inspire and innovate and we support others to do the same.

1: Introduction

1.1: Vision

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our school has a holistic approach to education, valuing all learning in and out of the classroom. We take a relational approach which means we focus on building positive relationships between children and staff and children with their peers. This has informed the philosophy behind our Behaviour & Relationships Policy.

1.2: Policy statement

This policy was developed based on guidance provided by the Local Authority and has included input from: members of staff, representatives from the governing body, parents and carers, pupils, our Educational Psychologist. This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to emotions and behaviour.

1.3: Aims

Our school treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and a high level of care. We understand that positive behaviour can be taught and needs to be modelled.

We understand that some behaviours can signal a need for support which we will provide without diluting our expectations.

Policy Aims

- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others, cooperate and to appreciate other ways of thinking and behaving

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members

We hope to achieve these aims through a school behaviour & relationships policy based on rights, responsibilities and respect.

1.5: Key premises of our approach

We follow a set of principles which are rooted in psychological, behavioural and developmental research:

- The social, emotional and mental health needs of all are the key driver of the school.
- Relationships are the key to good behaviour regulation and management.
- Children are not bad or naughty; their behaviour is addressed and not their personality.
- Behaviour is often a form of communication – specifically the communication of an emotional need.
- We focus on the feelings and emotions which drive certain behaviour and see children with behaviour difficulties as vulnerable and in need of support.
- Not all behaviours are a matter of choice.
- Being ‘fair’ is not about getting the same (equality) but about everyone getting what they need (equity).

1.6: Responsibilities

The Behaviour and Relationships Policy at our school is a statement of good practice that contributes to the positive ethos at our school, in line with the school’s mission statement “We can do all things”. The policy promotes high quality learning relationships for all.

At our school we have clear systems and structures to support staff in knowing their pupils well. We have an approach to learning that builds security through recognising strengths in learning and celebrates success leading to good classroom relationships. Our systems and structures make our school personal, providing the scaffolding for good learning and for independence and character building.

Our ethos builds relationships by recognising every child, building self-esteem and self-awareness.

Our curriculum allows each individual to follow a pathway of learning that builds on their interests and strengths and supports their academic aspiration.

Our approach to learning supports recognition and inclusion for all within the local, national and international community.

Our work with the community builds sustainability in relationships and connects our students with relevant learning opportunities as well as supporting the maxim “it takes a village to raise a child”.

We believe that it is everyone’s responsibility to promote, model, teach and regulate the behaviour of our pupils in school. Legal and in-depth responsibilities are outlined in Appendix 1.

1.7: Equality

This policy acknowledges the school’s legal duties under the Equality Act 2010 and in respect of our safeguarding obligations.

1.8: Children with special educational needs or disabilities

The behaviour system and procedures outlined in this document have been designed for all pupils including those with special educational needs and/or disabilities.

2: Expectations

The shared values set out within our Wardley Way drive the high expectations that we have for behaviour, personal development and learning across our school community. We encourage success by supporting everyone to meet these expectations

Value	The expectations of our ‘Wardley Way’.
Respect	• We respect ourselves, others and the environment.
Friendship	• We are supportive and kind to others.
Trust	• We have trust in ourselves and others.
Courage	• We have the courage to stand up for what we think is right.
Perseverance	• We show perseverance in our learning, even when it is challenging.

3: Teaching About Behaviour

We constantly promote our school expectations. We are first and foremost a community of learners. We explicitly teach children about behaviour, and do not presume that all children know, without instruction, how to meet our expectations in all situations.

We strongly believe that all behaviour incidents are a chance for us to support children to develop and grow, and this has informed our response on how we support our children if they do not meet our expectations.

We promote behaviour throughout the school day, both explicitly in wellbeing lessons, and indirectly through the inclusive and positive school ethos outlined in our school values, by embedding our expectations within all aspects of school life.

4: Relationships

Many studies have shown that relationships are the key to behaviour management and regulation. We believe that where learners feel they are valued, they respect adults and flourish.

It is critically important that staff build strong relationships, develop high levels of personal resilience and have high expectations of both learning and behaviour. Staff should attempt to excuse behaviour that does not meet our expectations but should attempt to understand its communicative intent and use all behaviour incidents as an opportunity for growth, learning and change.

Staff follow a shared language and model the behaviours we wish to see in our pupils:

- Positive language.
- Calm Interactions - language, tone and demeanour must show calmness in the adult. Anger is a personal, emotional response which we actively discourage. We do not shout at children. Adults need to cultivate their own resilience and not take offence at whatever a child may say personally about them.
- Tone of Voice - teachers must ensure that the tone of voice is appropriate the incident.
- Banter - as adults, we have the skills to be able to distinguish light-hearted banter from unkindness.
- Body language during behaviour interactions – care should be taken that adults use body language to send positive messages and ensure pupils do not feel threatened, unimportant or ignored.
- Body Language in the classroom – teachers should cultivate their presence by standing when teaching directly as much as possible and using facial expressions to convey a positive atmosphere at all times.
- Non – personal comments – children should never be labelled. The pupil isn't 'naughty'. All discussion should address the behaviour and not the child.
- Ability to Change – all language used by staff should encourage a growth mindset. All pupils can learn and change their behaviours. This must be made explicit in all interactions regarding behaviour.
- 'Deliberate botheredness' – kind words, curiosity, compassion and knowing the children well.
- Celebrating behaviour – examples of children meeting the expectations of our school community.

- Environment - staff must be aware of the classroom environment: the layout, tidiness and sensory stimuli. If we want children to keep the classroom tidy, staff must keep the classroom tidy as well.
- Structure and lesson planning – dysregulated behaviour is more likely to occur when learners lack a sense of purpose, structure or are bored.
- Pre-emptive planning: staff should plan to accommodate pupils' behaviour triggers. This is two-fold: staff need to identify triggers and then plan to mitigate these triggers occurring in the first place as much as possible.

5: Use of Language

It is vital that the language used by staff and pupils encourages good behaviour. It is essential that positive language is used as much as possible. No child should be shamed or made to feel embarrassed in front of others and a child's behaviour should never be pointed out to others as a poor example (Appendix 2).

Positive language	• Focuses on what can be done • Suggests actions or alternatives • Sounds helpful and encouraging • Stresses positive actions • Is non-confrontational
Negative language	• Focuses on what can't be done • Offers no options or teaching points • Can shame pupils • Damages relationships • Is confrontational

6: Rewards and Praise

We believe that children can be supported in meeting our school's expectations through positive and specific reinforcement (Appendix 3).

6.1: Praise

We use specific praise to reinforce our expectations. Staff try to find every opportunity to praise children when they are showing appropriate behaviour. We use a Praise in Public model (PIP) with sentence starters like:

"I love how you were responsible when..."

"In our class, we are kind to each other, and you showed this by..."

Staff can also pass on praise about a child to a parent or carer, either in person or through phone calls home.

6.2: Rewards

When rewards are given staff must always ensure the reason is clearly communicated to the child in terms of how they met the school's expectations.

Whole Class Rewards - Marble Jar

The children can be rewarded with marbles for meeting our whole school expectations. These marbles are put into the class jar. Once the class jar is full, the class teacher can organise a special class reward day. The pupils are involved in deciding what class reward they are working towards.

Individual Rewards

Class Dojos are given using the Class Dojo system. Dojos are awarded to children for showing positive behaviours which are specifically linked to 'The Wardley Way'. We award certificates for all children that show the number of Dojos they have earned, based on *Bronze, Silver, Gold, Platinum* and *Diamond* levels.

Every half term, children begin with zero points and aim to achieve the Bronze, Silver, Gold, Platinum or Diamond Dojo certificates. To achieve these awards, the children must earn 35, 70, 100, 150 or 200 points respectively. On a weekly basis as part of our school celebration assembly, children are presented with their certificates accordingly.

Individual pupils are celebrated each week in our Thanksgiving worship for meeting our school expectations. This is shared with the wider school community through the weekly 'Shout Out Sheet'.

Star of the Week. Each week the class teacher chooses a pupil to receive this award for meeting our school expectations.

Headteacher Awards. These certificates from the headteacher are given to children that have been nominated by a member of staff to recognise something special that they have done in relation to the school's expectations.

Jigsaw PSHE stars. Each week the school chooses one of the expectations as its focus. This is linked into the Jigsaw PSHE scheme. All the children who have been seen to excel against this expectation will stand up and receive praise from their teacher.

7: Dealing with Behaviour that does not meet the expectations of our Wardley Way:

7.1: Supporting behaviour

All behaviour that does not meet our expectations of our Wardley Way will lead to an intervention to support the child.

Our first response to any incident must be appropriate to the nature of the behaviour.

Behaviour that does not meet our expectations will be met initially with an attempt to re-focus and re-engage the pupil with positive reminders and discussion.

Behaviour that is unsafe, either to the child themselves or others, will be met with an attempt to de-escalate the situation in order to ensure the safety of all involved as a priority.

7.2: Dealing with different behaviours: an individualised response

The following table shows how each type of incident should be handled. This must be followed by all staff to ensure consistency and fairness across the whole school.

Type of incident	Level 1 Behaviour that does not meet our expectations	Level 2 Hurtful towards self or others. Repeated behaviour that does not meet our expectations.	Level 3 Unsafe Loss of emotional self control: fear, anger, aggression.	Level 4 Bullying & prejudice
Adult response	The adult addresses the behaviour and supports the child to meet our expectations.	The adult addresses the behaviour and supports the child to stop their hurtful or repeated behaviour.	The adult addresses the behaviour and supports the child through de-escalation strategies to stop their unsafe behaviour.	The adult addresses the behaviour and supports the child through de-escalation strategies to stop bullying & prejudice.
Strategies to support the child	Non-verbal cue. Reminders of the expectations. Positive language. Choice direction.	Clear, private reminder using expectations. Focus on initial behaviour. Listen & investigate.	Non-judgmental de-escalation. Intervention with emotion coaching Listen & investigate.	Non-judgmental de-escalation and or intervention with emotion coaching. Listen & investigate.
Consequences	Not recorded on CPOMS. Intervention and reflections.	Recorded on CPOMS. Recorded intervention - social stories and/or emotion coaching. Reflection. Discussion between class teacher and parents.	Recorded on CPOMS. Recorded intervention, reflection and a restorative meeting. Individual support. Discussion between class teacher, senior leaders and parents.	Recorded on CPOMS. Recorded intervention, reflection and a restorative meeting. Individual support. Discussion between class teacher, senior leaders and parents.

7.3: Time out of the classroom

We are an inclusive school, and we do not, unless there are exceptional circumstances, exclude children from a classroom as a sanction. However, in some circumstances, a child may be directed to learn in a different room.

7.4 De-escalation – a strategy in maintaining relationships

There will be occasions where people may experience anxiety or other feelings that may trigger certain behaviours. This is usually as an expression of an unmet need or not getting their desired outcome in a situation. Our aim as a school is to employ strategies to avoid a person reaching their peak. We use a

wide range of strategies to achieve this. This is dependent on the age of the child, circumstance, cognitive ability, needs of the individual etc. Interventions are tailor-made to the person involved. See Appendix 4 for the range of strategies that could be employed by any adult in school

Staff are trained in de-escalation, safe guides and holds. There are many ways to de-escalate unsafe and dysregulated behaviour and we will only use physical interventions with children if it is absolutely necessary to prevent serious harm to a child themselves or others (See Appendix 5 and the policy).

7.5: Emotion Coaching

Based on the research by American psychologist John Gottman, Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and to teach the child about more effective responses when experiencing negative emotions.

Dysregulated behaviours are not condoned, but when the child is calmer, incidents are discussed in a more rational, mutually respectful and positive manner. All staff have been trained to use emotion coaching.

7.6: Investigation

When an incident occurs, it is essential that pupils get the opportunity to give their view of events. We always listen to the children and adults involved and incidents are investigated thoroughly. Appendix 6 outlines the procedures we use when investigating incidents, gives information on screening, searching and confiscation and sets out how we address behaviour outside of school.

7.7: Logical Consequences

Our understanding of the term consequence is that it is a result or effect of an action undertaken by an individual. We believe that consequences should be logical and linked to the action (Appendix 7). Therefore, the consequence will be determined through the restorative conversation that takes place with those involved.

For example: A child who dysregulates and lashes out when they lost a game on the playground would be involved in a restorative conversation (including the harmed if appropriate and consent is given). A logical consequence here might be to have a graduated return to break times.

There may be occasions where the consequence of an action could be exclusion from school on a fixed term basis. This is to allow school the time to review practice and put in place the plans necessary to minimise the chances of this happening again. If this were to happen, the child would have this explained to them so that their sense of belonging is not harmed.

8: Restorative practice

We use restorative practice and informal mediation approaches to enable children to repair and maintain any relationships that they have damaged, and to support pupils to learn from the behaviours they have displayed. Restorative practice also gives power to anyone affected by the behaviour in a controlled, safe and supportive environment. More information can be found in Appendix 8.

8.1: Reflection – a learning opportunity

This is an opportunity for a member of staff to discuss a behaviour incident with a child after the incident has occurred. A short or longer reflection will be completed at a suitable time after an incident, chosen to cause as little disruption to learning time as possible. This may take place during the lesson when there is an opportunity to take the child aside or during an appropriate time when the child can be spoken to privately. We will also endeavor for this to not take up the whole of breaktime so that the child gets some free time and fresh air.

All reflections will focus on the school's expectations. The discussion, focusing on the expectations, is the most important part of the process. This is a critical time for staff to explore triggers and teach appropriate behaviour. Staff should aim to foster a curious, non-judgemental and empathic attitude towards the behaviour, and to treat the reflection as a learning opportunity, not to punish, embarrass or humiliate (Appendix 9, Appendix 10, Appendix 11)

8.2: Monitoring

All behaviour incidents will be recorded on the school's CPOMS system using the appropriate behaviour level under the category of 'Inappropriate behaviour'. This data is used to monitor and analyse behaviour incidents in the school and provide evidence for self-evaluation and the development of school systems. Monitoring reports are produced every term and are shared with the Senior Leadership Team and Governors.

8.3: Apologies

It is crucial that any negative behaviour is resolved with all parties, no matter whether this is with peers or adults. We expect that all relevant behaviour incidents will result in a restorative conversation between the perpetrator and whomever was impacted by the action. This must include an apology and an acceptance of the apology.

If a child needs to apologise to an adult, the adult will model gracious acceptance and will accept the apology without following it with any comment except a thank you. Apologies should only take place when all parties are ready to meet. The facilitating adult must ensure this is the case before initiating the restorative meeting.

The apology will be scripted before it is made and guided by the adult dealing with the negative behaviour. It will take the form of:

I am sorry for..... with a clear outline of what the negative behaviour was or/and the impact on the other person

This script will be practised and the adult facilitator can prompt if necessary.

8.3: Group restoration

Sometimes, pupils will need to be brought together to discuss an incident, or a number of incidents in order to resolve any conflict. This will be mediated by a suitable adult in school, who will ensure that all parties get to be heard and will mediate an outcome.

9: Individual support

Occasionally, children may need intervention or other support to help them develop their ability to be respectful, responsible and resilient. They may need help to:

- Self-regulate
- Socialise
- Learn appropriately
- Keep themselves and/or others safe

We will always seek to work with parents if pupils' behaviour needs intervention. There is a wide range of support available within school, via our behaviour partners or through referral to outside agencies. A behaviour support plan may be drawn up and monitored by the inclusion leader. Examples of support include:

Internal support	External agency support
• Regular parent/teacher meetings • Check in chats with the pupil • Circle of friends or peer mentoring • Behaviour support plan • Trigger avoidance measures • Behaviour contracts • Personalised learning programmes • Drawing for talking therapist	• Primary Inclusion Team • Learning Support Service • CAMHS including iCAMHS • IReach • Educational Psychology • Early Help • Youth Justice Service

10: Bullying & intolerance

All incidents perceived to be bullying, or of an intolerant nature (e.g. racist, homophobic, disability-phobic etc) are dealt with by a member of the Senior Leadership Team. We do not tolerate bullying or intolerance of any kind in our school, and these incidents are all logged and analysed separately to other behaviour incidents. There is a separate policy which outlines the school's response to bullying.

11: Suspension and exclusion

Our school has a culture of inclusion, and we will do everything we can in order not to suspend or exclude pupils. We believe that all pupils deserve to be treated

with respect and taught the values which will support them to develop into rounded, happy citizens.

However, there may be occasions where a child's behaviour needs a more serious consequence, where pupils' behaviour is putting themselves or others in danger, or we may believe that our school is not the right setting for a pupil where another school would provide a better level of support and care than we can currently provide. We will always attempt to keep a child in our school, but may need to seek a managed move to another school, respite and intervention from the Pupil Referral Unit, or may need to suspend a pupil for a fixed period of time or exclude permanently. This will only happen under exceptional circumstances, and is always a final resort. Information about the exclusion process can be found in Appendix 12.

12: Staff Wellbeing and reflection

At Wardley CE Primary School, we understand the importance of providing emotional support for staff in order to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout. Self-care is extremely important and our school's Well-being Lead, Mrs R Mitchel, has a wealth of knowledge in this area and can be spoken to by all staff members if they require any support.

We will also provide training in behaviour management, de-escalation, emotion coaching and other techniques which we expect staff to use as outlined in this policy through CPD sessions, one-to-one coaching and through the professional development system.

We will support staff with behaviour management whenever this is needed, and senior leaders will monitor and give feedback on behaviour management and the management of behaviour incidents around school.

Staff are encouraged to develop their understanding of behaviour management and should pro-actively seek to broaden their knowledge of current research and behaviour management techniques. Self-reflection after a behaviour incident, or supervision from a colleague is essential to enable staff to improve professionally in this area. Staff are encouraged to speak to senior leaders for advice and support after any incident, or generally when looking at this area of the teachers' standards (see below).

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Further information about staff support, including malicious allegations from pupils can be found in Appendix 13.

PART TWO APPENDICES

Appendix 1 Roles and Responsibilities

Staff:

All adults who work in the school have a responsibility to implement this behaviour policy and to deal with inappropriate behaviour in all parts of the school and grounds. Any member of staff dealing with a behaviour incident should ensure that the class teacher is made aware of the incident at the earliest possible opportunity. They must also contribute to the positive learning environment and ethos in school using the whole school approaches to recognizing and praising good behaviour.

The Senior Leadership Team

All senior leaders will:

- Have a strategic overview of the behaviour system and must lead the development of policy within school to secure and promote positive behaviour and deal with inappropriate behaviour.
- Ensure that all members of staff are introduced to the behaviour policy.
- Monitor implementation of the policy, review its impact and address issues that arise, offering appropriate support to members of staff who need to improve their practice.
- Support and offer advice to other staff members in dealing with challenging behaviour and developing strategies to deal with this.
- Provide training and induction to new staff and anyone who may need it to enable effective professional development in behaviour management to take place.

Governors

Governors must formulate an agreed set of principles by which behaviour should be managed in the school and must review this regularly. They have a duty to ensure that parents are aware of the behaviour policy, are told about it

annually, and that it is available both on the website and as a paper copy if requested. They are responsible for holding the Headteacher to account for the behaviour of pupils in the school.

Pupils

Pupils have a responsibility to follow the expectations set out by the school and to ensure that they follow the expectations set out in the Wardley Way. We expect pupils to reflect on their behaviour and engage in restorative practices to support their own development and learning.

Parents & Carers

We endeavour to inform parents about behaviour issues that may arise in school, and will work with them to ensure any difficulties are addressed. Parents should promote appropriate behaviour with their children and support school when incidents occur.

Appendix 2 Positive Language Examples

Pupil behaviour	Negative response	Positive response
Pupils calling out in class	<i>Stop calling out.</i>	<i>Please put your hand up to answer a question</i>
Pupils talking over the teacher.	<i>Stop talking</i>	<i>Thank you for being respectful and listening when I am speaking.</i>
Pupils chatting during lesson.	<i>You shouldn't be talking.</i>	<i>Let's get on with our work quietly so we can learn well.</i>
Individuals continuing to chat.	<i>Who is still talking?</i>	<i>Looking at me and listening please, Jack, Sarah, Sam. Wait for silence</i>
Pupil involved in some activity not related to the lesson, eg doodling, fiddling	<i>Why are you doing that? Stop fiddling/messing/drawing.</i>	<i>I would like you toand then you can...." Thank you for getting on with....</i>
Pupil speaks to you in a rude or aggressive manner.	<i>Don't you dare talk to me like that</i>	<i>STAY CALM Remember to show respect</i>
I can't do it	<i>Yes you can, try harder.</i>	<i>OK, you might not have mastered this yet, which bits can I help you with?</i>
I don't want to do this, it's boring	<i>You can't..... until you've finished.</i>	<i>When you finish ... you can.....</i>
Pupil making slow progress addressing task.	<i>Get on with it.</i>	<i>I'll come back and see how you're getting on in 5 minutes.</i>

Pupil throws paper	<i>What do you think you're doing. Stop being stupid and pick it up.</i>	<i>Throwing things around the classroom could stop others from learning, or hurt someone. Thank you for picking it up. Turn away.</i>
Pupil charging down the corridor	<i>Stop charging down the corridor.</i>	<i>Walk, thank you.</i>
Pupil with untucked shirt and wearing a baseball cap.	<i>Tuck your shirt in and take that hat off.</i>	<i>Maria; thank you for sorting out your uniform... give take up time and use visual cues to remind if not done - with a smile!</i>

Appendix 3 Positive Behaviour Strategies

Wellbeing curriculum:

Through our wellbeing curriculum, we teach:

- Appropriate and inappropriate behaviours
- Emotional literacy and understanding
- Self-control and self-restraint
- Emotional responses and how the brain works
- Social development and understanding
- Empathy, kindness and assertiveness
- About bullying, intolerance and protected characteristics
- Growth mindset

British Values:

British Values are promoted across the school in all subjects and are referred to often. British Values are promoted within our collective worship and in many other ways

Collective worship:

Collective worship in school promotes positive behaviour through our Christian values, songs, stories, discussion and prayer/reflection. We are inclusive and encourage all pupils to take part. Behaving positively is promoted in every act of worship.

Collaborative learning:

The use of collaborative learning strategies supports a positive ethos. Pupils are highly engaged, work together and are taught how to include all class members in their activities. Many structures teach patience and support.

Class charter:

Class charters are generated at the start of each academic year. Class charters are always worded positively to encourage behaviours e.g. we will. The class

charters are then signed by the class members and a copy is displayed in the classroom.

Process praise:

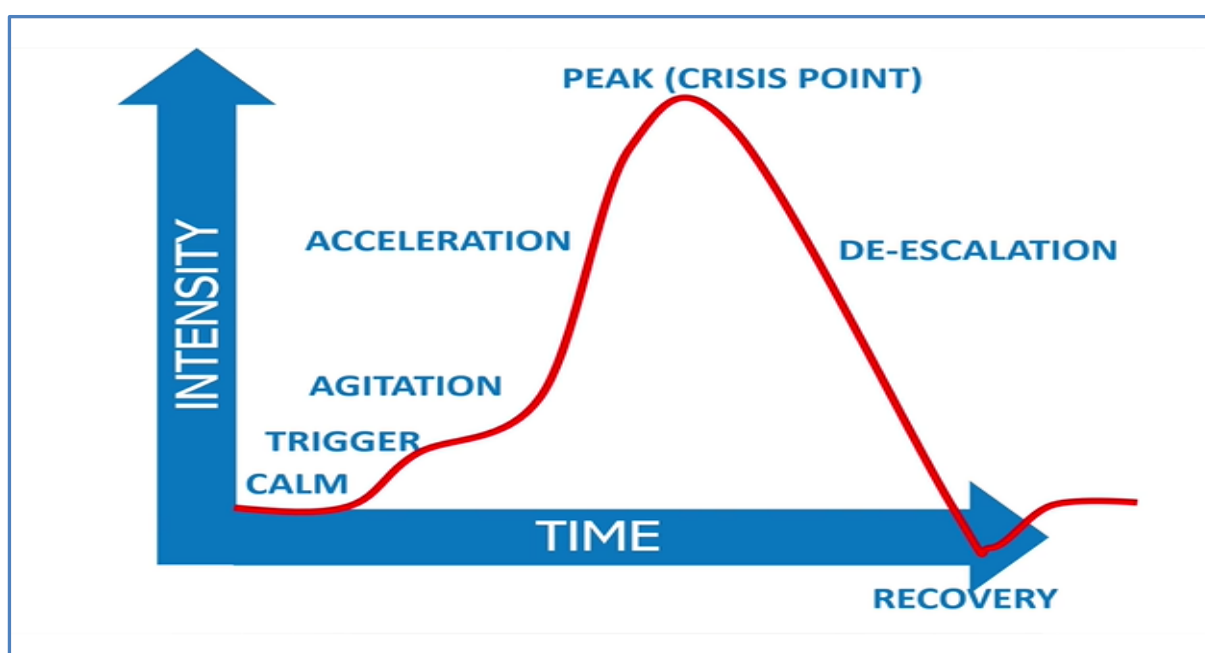
Praise should be directed at the effort, not at the child. Pupils should not be referred to as clever as this has been proven to have a negative impact on self-esteem. Care must be taken to ensure that negative beliefs are not supported unwittingly e.g. “well done – you aren’t good at maths, so it’s great you’ve got all these right”.

Character for Learning:

We encourage pupils to have a growth mindset which will lead to a positive attitude to learning.

Appendix 4 De-escalation Strategies and Guidance

The Escalation Cycle



Guidance for each stage of the cycle

1: Calm

It is essential that you plan to mitigate any triggers happening as far as possible. You need to know what may cause a child to escalate and try to avoid as much of this as possible. Escalation will be stressful for teachers, as well as the pupil, so make sure you do not have to think on your feet when dealing with an escalating crisis – plan ahead.

Classrooms need to be safe and comfortable. For example: if you know a child struggles with noise, you need to have low volume on any audio and plan calm, quiet activities. Alternatively, pre-warning or pre-teaching can help to alleviate any issues.

Teaching and practising self-soothing activities can be a useful strategy, as well as warning the child and reassuring them just before an activity. Plan for, and ensure you have a bank of, soothing activities: calm boxes, art activities, sorting activities, 'jobs' etc. Think about when, where, what, who and plan accordingly. This pre-emptive action is as important – if not more important – than any response to a crisis.

2: Trigger

After you've noticed warning cues and identified the trigger, you need to intervene. Consider some of the following interventions:

a) Remove or modify the trigger

If the trigger is sensory-related, modify the environment, or accommodate the child. Give a fidget toy; ear defenders or a movement break. A change of environment may be needed, or a redirection to a preferred activity.

b) Increase Opportunities for Success

If the child is feeling frustrated after repeated failures – create opportunities where they will be successful. Ask them to do a task you know they can do and increase the amount of positive reinforcement you are using.

c) Use a Calm Box

Allow the child to take a short break with their break box to do a calming activity. You can include things like colouring books, fidgets, play-doh, puzzles, word searches, etc.

d) Deal with internal problems promptly

Internal problems take a bit of detective work because children often don't know how to express what is happening inside their bodies; they may not even know what it is they are feeling. Check – is the child uncomfortable, too hot or cold, hungry, thirsty, in pain or feeling ill. Intervene as appropriate.

3: Agitation – Last chance to avoid escalation

Once the child reaches a state of agitation, you will see an increase in negative behaviour. If you intervene now, you have about a 30-40% chance of preventing the situation from escalating. During this stage, you will notice behaviours such as:

- Inability to stay on task
- Oppositional
- Whining, complaining, answering back
- Increased stimming and body movements
- Resisting transitions
- Not listening to instructions
- Withdrawal

This is the last point before the fight or flight instinct is going to take over.

a) Answer the question – why?

What purpose does the behaviour have? Understanding why the child is acting a certain way is the key to changing it. You must understand the function to plan a successful last chance intervention.

b) Make immediate environment modifications

Take the child out of the current environment and go somewhere for a break or take a ‘time-in’ – help the child to emotionally regulate (see Appendix 7 below). Deal with any sensory need immediately.

c) Give Reasonable Options/Choices

When a child is frustrated, they often feel like they have lost control of a situation. Offering choices or options can help them feel as though they’ve regained a bit of control. However, the options should be two-fold, not negotiable and clear. Examples could be: “you can finish the maths questions here or at the spare table”; “You can write straight into your book, or use a whiteboard first.”

d) Match the Child’s Language or Stop Talking

The child is becoming overwhelmed – you need to match how they are feeling so they can understand you. If the child speaks to you in two-word phrases, respond in two-word phrases, not full sentences. Then make sure you’re giving them time to process what you’ve said. If you start repeating yourself before they can process what you have said, you will add to the frustration and the instruction will be ignored. Processing time increases as levels of stress increase. While waiting for a response, try counting to 5 in your head, before speaking again.

e) Use Positive Engagements

Look for opportunities to use positive reinforcement. Use anything about the situation which could be positive. Sometimes, humour can be used – but beware that you aren’t reinforcing a negative self-image.

4: Acceleration - escalation will run its course

At this point, the child has lost control of their behaviour. This may include things such as:

- Aggression – to others or to self
- Hitting, kicking, punching
- Running away
- Destructive behaviour
- Screaming

At this point, maintaining everyone’s safety is the most important thing.

a.) Use non-violent crisis intervention skills

Move the rest of the class if this is possible. Remove anything that could potentially be dangerous to yourself or the child. Move away from the situation – give them some space while ensuring their safety. NB: If a child is removed, Team Teach Techniques are used in which staff are fully trained.

b.) Disengage

Just stop talking. At this point, the child cannot process what you are saying. There is no reasoning with them or explaining right now, and they will not be receptive to anything you say.

c.) Use emotion coaching steps 1 & 2

- Name the emotion – I wonder if you're feeling...
- Validate the emotion – anyone would feel ... if; everyone feels angry sometimes...

d.) Beware body language and facial expressions

- Facial Expressions: keep your expression neutral – no frowning, furrowed brow, clenched jaw, eye rolling, smiling, grimacing.
- Body Language: no crossed arms/legs, hands on hips, pacing, finger pointing or large hand gestures. Keep shoulders relaxed and hands to the front.

e.) Respect personal space

Keep at least one metre away from the child – feeling trapped or closed in can make the situation worse.

f.) Distract

Point out something unusual or offer an activity which is pleasurable. Include the child in the distraction – “wow, look at that huge crane across the yard. Have you ever seen anything like that?”

g.) Reflective listening

Show you are listening and repeat back what the child says – “so you are saying that...”; “I’m hearing that...”

h.) Acknowledge their opinion & answer questions

“you’re right, I can’t make you do that”; “I can see that you are feeling it was unfair”. Answer questions calmly and concisely, but do not get drawn into aggressive arguments – use open- ended answers if you need to.

i.) Breathing

If the child has practiced calm breathing or other calming techniques, you can encourage and support this in order to begin the calming process. However, a child who has not extensively practised this before may not be receptive to this technique.

j.) What not to do:

- Make demands: Do not tell the child to stop, get on with their work, calm down etc.
- Make judgements: do not address the behaviour until they are past this stage.
- Yell or shout: keep your voice calm, low and soft. If you are aggressive it will feed their aggression.
- Patronise: ensure you do not talk down to the child, use a ‘baby’ voice or speak to them as if they cannot understand you.
- Say no – offer open-ended responses “we can talk about this when we are calm/later”; “I will have to have a think about that.”
- Respond or react to aggressive statements or personal comments.

- Loom over the child – if possible, mirror their level. Sit down if you can, get to eye level, sit or lie on the floor if the child is in a safe space.

5. Peak

Continue the same way as you were during the acceleration while focusing on safety.

6. Deceleration to recovery

At this point, the behaviour becomes less and less severe. When the child reaches the state of depletion (sometimes referred to as depression), they will feel drained. During this time, focus on re-establishing a routine and starting anew. Do not nag, blame, punish, or force apologies. The child is recovering from an extremely stressful event and is hyper-vigilant. Any perceived threat, demand or emotional stressor can send the child back into crisis and should be avoided. This can be difficult to judge, as a child can appear to be calm when they are not.

After recovery, when the child has returned to a calm state, the behaviour can be addressed, consequences can be given and restorative practices used to ensure the behaviour has been addressed.

7. Adult self-reflection

It is essential at the end of any episode to reflect on what has happened and try to make sense of all the different aspects.

- What could be done differently next time to prevent the same escalation from occurring?
- What could have been done during the first three phases?
- What can we teach the child in order to grow resilience and support self-soothing?
- Are there any needs which have not been met?

Appendix 5 Restraint & Positive Handling

School acknowledges that a small minority of pupils may from time to time exhibit challenging behaviours that vary both in intensity and duration. It also acknowledges that some pupils' behaviour may be so severe as to require the use of reasonable force (see Section 550A of the Education Act 1996 and July 2002 Guidance on the use of restrictive physical interventions) to ensure both their own and others' physical wellbeing.

We follow the approaches outlined in Team-Teach training which is a structured, non-violent way of dealing with very challenging behaviour. See the Use of Reasonable Force to Control or Restrain Unacceptable Pupil Behaviour Policy for more details. In our school:

- Only those trained in the techniques will intervene in these behaviours.
- At least two team-teach trained members of staff will be in school at any time.
- De-escalation strategies will be used as a first resort.
- Team-teach approved guides, escorts and restraints will only be used if there is a viable risk of harm to either the pupil or to others.

- All physical interventions will be logged as per team-teach guidelines and incidents will be monitored and analysed termly by the Designated Person for Child Protection.

Appendix 6 Procedures for investigating behaviour incidents

Investigations:

Behaviour incidents can be dealt with initially by any member of staff. Senior leaders will advise and support other staff members as appropriate. All incidents must be dealt with on a case by case basis, but the following principles should be followed:

- All behaviour incidents should be investigated as soon as possible after they occur or are brought to the attention of school.
- It should be established whether there is an incident to investigate, or if there has been a misunderstanding. Misunderstandings can be dealt with immediately by explanations and apologies.
- All parties must be asked about the incident separately to ensure fairness. Investigating staff must be calm, supportive and be careful not to 'jump to conclusions'. Questions should be used to clarify what has happened.
- Witnesses should also be asked what they observed; investigating staff must be careful to get accurate information.
- If appropriate, pupils can be brought together to enable a clear picture of what has happened to be formed. This is especially important when accounts differ.
- Staff must not 'take sides' in a disagreement and should remain impartial as much as possible.
- If appropriate, mediation should be used and apologies made.
- If the complaint has been brought by a parent, they must be kept informed about the investigation and outcomes in a timely manner.

Screening, searching and confiscation:

We follow the DfE guidelines which give the legal right to search and confiscate items. We reserve the right to search without consent for items which are

prohibited (see DfE guidance: 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies' February 2014). In addition to the items laid out in the DfE document above, the following items can be searched for:

- Mobile phones, tablets, gaming devices or computers.
- Cameras or other recording devices.
- Chewing gum, fizzy drinks or other food items which do not form part of a packed lunch or morning snack.
- Items which have gone missing during the school day.
- Any item of school property.
- Any other item which should not be on school premises.

Misbehaviour outside school:

Guidance from the DfE (Behaviour and discipline in schools: Advice for headteachers and school staff, February 2014; p9) states that 'Teachers have the power to discipline pupils for misbehaving outside of the school premises'. This includes:

Misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or

- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

If misbehaviour is brought to our attention, we will follow the behaviour systems set out in this policy and those associated with it.

Appendix 7 – Examples of Logical Consequences

1. “You break it, you fix it”

Examples:

- Children are messing near the sinks with the water – they are instructed to clean it up.
- Child A accidentally knocks Child B down on the playground. The teacher prompts Child A to help Child B up, ask if he’s OK, and go with him to get first aid if needed.
- A child hasn’t produced work to their expected standard. The child does the work again to the expected standard.
- A friendship/relationship is broken because of an action – peer to peer or child to staff – child writes a letter of recognition of behaviour to the person who was affected.
- People being left out –teacher to discuss actions with the children.

2. Loss of privilege

- Child A insists on using the paint brush in a way that damages its bristles. The teacher tells Child A that they cannot use this now

during choice time until they have reviewed correct use of the brush and shown the teacher that they know how to use it without damaging it.

- Child A's class job for the week is to take the lunch sheet to the kitchen, but as they do so, they wander around school to avoid being in class for too long. The teacher tells the Child A that they have lost the privilege of taking the lunch sheet for the week and gives that responsibility to another child. Later, the teacher checks in with the Child to make sure they remember and understand the expectations.
- Child A isn't playing football fairly. The child is playing too rough or spoiling the game. The child isn't allowed to play football for the day. The teacher checks with the child later to make sure they remember the expectations.
- A child or a group of children are playing too rough at playtime – they are instructed to stand out for 10 minutes until they have calmed down. Before re-joining playtime, the teacher makes sure the children remember and understand the expectations.
- A child has repeatedly broken the rules or not followed instructions – loss of playtime/ time off treat day.
- When the children are playing on the equipment, because it is their day, other children are going in their area and getting in the way. Consequence - stand out for 10 minutes or miss their equipment time.
- A child is being too noisy at lunch time. Staff ask the child to quieten down and discuss why this is necessary. Child continues to be too noisy. Consequence – child sits on their own.

3. Positive time out/space to calm down and recover self-control

- Child A disrupts a maths lesson by continually calling out. The teacher sends them to the time-out place – this may be another classroom. In the time the child spends there, they calm down using self-calming techniques the class has learned, and then returns to their regular seat within a reasonable time-frame.

Appendix 8 Restorative approaches

What are Restorative Approaches?

A restorative approach offers schools an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues. The table below compares different ways of thinking and responding in authoritarian and restorative models of discipline.

Authoritarian Approaches	Restorative Approaches
The focus is on:	
<i>Rule-breaking</i>	<i>Harm done to individuals</i>
<i>Blame or guilt</i>	<i>Responsibility and problem-solving</i>
<i>Adversarial processes</i>	<i>Dialogue and negotiation</i>
<i>Punishment to deter</i>	<i>Repair, apology and reparation</i>
<i>Impersonal processes</i>	<i>Interpersonal processes</i>

and, as a result;

<i>The needs of those affected are often ignored</i>	<i>The needs of those affected are addressed</i>
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<i>The unmet needs behind the behaviour are ignored</i>	<i>The unmet needs behind the behaviour are addressed</i>
<i>Accountability = being punished</i>	<i>Accountability = putting things right</i>

What is a restorative response to harm or conflict?

Those affected are invited to share:

1. What has happened,
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected,
3. What needs to happen to put things right or to make things better in the future.

This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

To facilitate such a process requires the ability to:

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.

This learning framework can be used in a wide range of contexts:

- A one-way conversation, with one person listening and asking questions and the other talking;
- A two-way conversation, with both people taking turns to ask and answer questions;
- A small meeting when one impartial person - a facilitator - poses questions to two people who have had a difficulty, or where harm has been done, and who want to repair their relationship;
- A larger, facilitated meeting involving children, parents/carers, colleagues or others who have an important role to play (sometimes called a 'Restorative Conversation');
- A facilitated circle involving part or all of a class or large group.

What is being restored?

This depends on the context and on the needs of those involved. What is being restored is often something between the people involved such as:

- Effective communication;
- Relationship, and even friendship;
- Empathy and understanding for the other's perspective;
- Respect;
- Understanding the impact of one's own behaviour on others;
- Reparation for material loss or damage.

However, something may also be restored within an individual – for example:

- A sense of security;
- Self-confidence;
- Self-respect;
- Dignity.

Overall, the process often results in the restoration of someone's sense of belonging to a community (e.g. class, school, peer group or family)

What are the key elements of Restorative Approaches?

Restorative Approaches are value-based and needs-led. They can be seen as part of a broader ethos or culture that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish. Restorative Approaches build upon the basic principles and values of humanistic psychology:

- Genuineness - honesty, openness, sincerity.
- Positive regard for all individuals - valuing the person for who they are.
- Empathic understanding – being able to understand another's experience.
- Individual responsibility and shared accountability.
- Self-actualisation - the human capacity for positive growth.
- Optimistic perspectives on personal development - that people can learn and can change for the better.

Such principles and values not only underpin the more formal Restorative Approaches described above, but they can also be practised in our informal, day-to-day interaction with others. Adults who do this, 'model' effective ways of building and maintaining emotionally healthy relationships, and promote helpful, pro-social attitudes.

Why are Restorative Approaches helpful?

Staff, children and parents/carers who work restoratively report that this way of working leads to:

- A more respectful climate;
- A shift away from sanction-based responses that aim to 'manage' behaviour, toward a more relational approach;
- Better relationships amongst children and staff;
- People being more honest and willing to accept responsibility;
- People feeling more supported when things go wrong;
- A calmer, quieter and more productive learning environment.

This appendix is based on an article produced as a result of an international seminar series funded by the Economic and Social Research Council and organised by Cambridge, Edinburgh and Nottingham Universities in the UK in 2010 and 2011. The authors were Richard Hendry, Belinda Hopkins and Brian Steele.

Appendix 9 Scripted Reflection

Step 1: *What has happened?*

Step 2: *What were you thinking at the time?*

Step 3: *What have you thought since?*

Step 4: *How did this make people feel?*

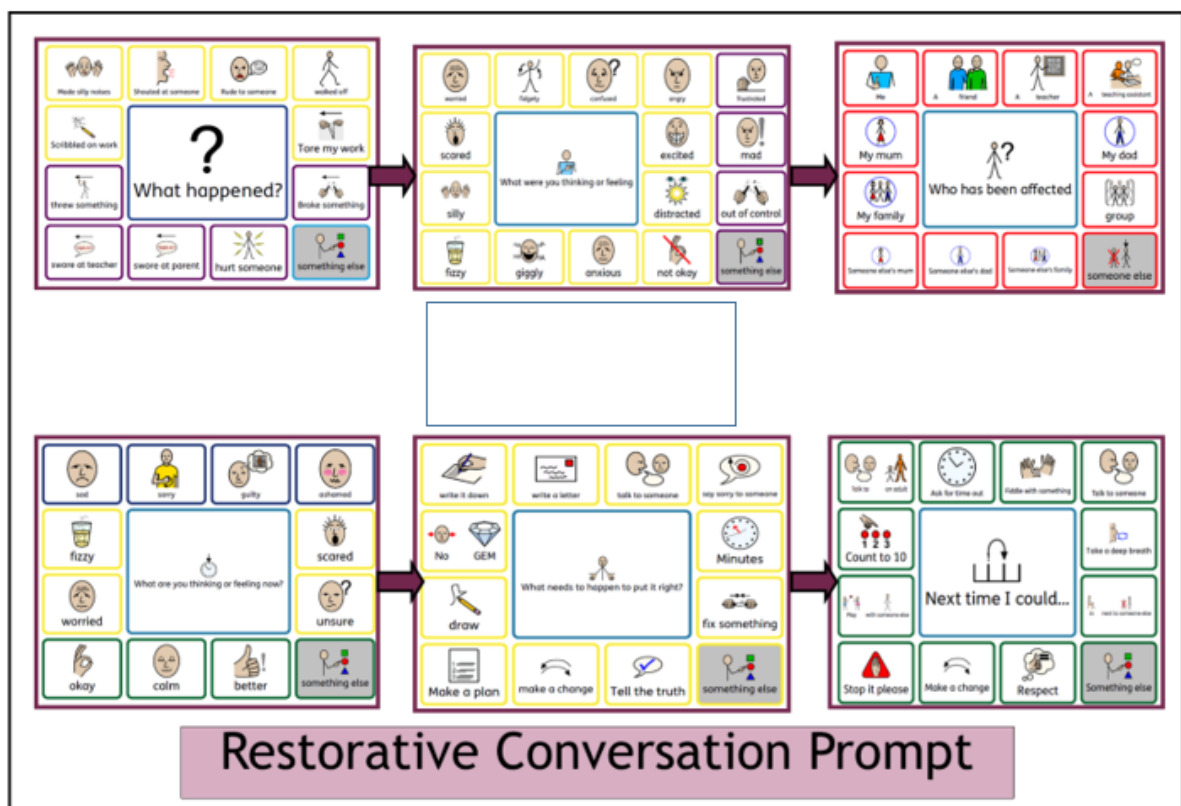
Step 5: *Who has been affected by what happened?*

Step 6: *How have they been affected?*

Step 7: *What needs to be done to make things right?*

Step 8: *How can we do things differently in the future?*

Appendix 10 – Prompt Cards for Restorative Conversation



Appendix 11 Reflection Recording Sheet

Reflection Recording Sheet		
Pupil:	Adult:	Date:
Steps	Pupil Responses	
Step 1: <i>What has happened?</i>		
Step 2: <i>What were you thinking at the time?</i>		
Step 3: <i>What have you thought since?</i>		
Step 4: <i>How did this make people feel?</i>		

Step 5: <i>Who has been affected by what happened?</i>	
Step 6: <i>How have they been affected?</i>	
Step 7: <i>What needs to be done to make things right?</i>	
Step 8: <i>How can we do things differently in the future?</i>	
Notes:	

Appendix 12 Suspensions and Exclusions

Please note, there are two types of exclusions:

- Suspension or fixed term exclusions.
- Exclusion or permanent exclusion

Wardley CE Primary School follows the guidance from the DfE below:

<https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>

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

- In response to a serious breach of the school's Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and the decision to exclude can only be taken by the Headteacher.

Exclusion, whether for a fixed term or permanent may be used for any unacceptable conduct as outlined in the behaviour policy- particularly those which are:

- Unsafe and pre-meditated
- Unacceptable behaviour which has previously been reported and for which interventions have not been successful in modifying the pupil's behaviour.

The Headteacher will try to avoid using the extreme sanction of an exclusion but may decide that a Pastoral Support Plan should be drawn up to try to avoid the sanction of an exclusion in the future. This will be discussed with the parents of the pupil who is at risk of exclusion, but the headteacher's decision will be final. Pupils may be asked to move class, or work in a different class for some time, depending on the circumstances of the behaviour/s.

Under no circumstances will the Headteacher suspend or exclude a pupil because of the wishes of other parents.

All decisions about exclusion will be made objectively taking into account all of the legislation and guidance, and will be based on the Headteacher's experience. The Headteacher will require some thinking time after discussing an exclusion with parents but will ensure that the decision will be made within one day of any incident and the parents of the child to be excluded or suspended will be kept informed.

Exclusion/suspension procedure

Most suspensions are of a fixed term nature and are of short duration (usually between one and three days). The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

- The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term suspensions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination.
- The Governors have established arrangements to review fixed term suspensions which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations.

Following suspension/exclusion, parents are contacted immediately where possible. A letter will be sent by post or email, or given directly to the parent, giving details of the suspension/exclusion and the date any suspension ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

A return to school meeting will be held following the expiry of a fixed term suspension and this will involve a Senior leader and other staff where appropriate. During this meeting a Pastoral Support Plan will be drawn up, which will include a review date. During the course of a fixed term suspension where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/carers. Records relating to suspensions/exclusions will be stored confidentially.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which could include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him").
- Arson.
- Behaviour which poses a significant risk to the child's own, or others', safety.

Please note, however, that this is a decision for the Headteacher, and these offences will not automatically lead to a permanent exclusion. The school may involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.

General factors the school considers before deciding to suspend or exclude

Permanent exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. However, the decision to suspend may be taken more quickly. Before deciding whether to exclude or suspend a pupil, the Headteacher will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations considering the Behaviour Policy, Equal Opportunity and Race Equality Policies.
- Ensure The DfE guidance on behaviour, exclusions and SEND and appropriate legislation is being followed.
- Allow the pupil to give her/his version of events.
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).

The Headteacher must be satisfied that on the balance of probabilities the pupil did what they are alleged to have done when deciding on a suspension or exclusion.

The number of days in a suspension reflects the Headteacher's professional opinion of what is warranted having taken all of the evidence and guidance into account.

Alternatives to permanent exclusion

If it is clear that the child needs respite from the school community, or would benefit from intensive emotional and behavioural support which cannot be provided at Wardley CE Primary School, a number of alternatives to exclusion can be explored, such as:

- A placement at A Pupil Referral Unit or other alternative provision – either temporarily, as respite or permanently.
- A managed move to another local school.
- Short respite placement at another local school.

Appendix 13 Supporting staff

1. Dealing with Challenging Behaviour:

All staff receive advice and training on behaviour management on induction and throughout their time at school. We believe that positive behaviour management is fundamental to providing a safe, secure learning environment, and as such, every staff member is aware of and will support any other colleague with behaviour management.

Staff who are having difficulty with a class, group or individual are encouraged to speak to a member of the Senior Leadership Team for advice and support. Coaching will often be used as a tool to support staff members and team teaching, observations, modelled teaching and other methods can all be used to support any staff member with their management of behaviour. If necessary, a support plan can be used.

2. Right to a safe working environment & malicious allegation:

There is a range of legislation to protect teachers against work-related harassment, malicious allegations and defamation. Any bullying or harassment of staff by pupils (including cyberbullying) will not be tolerated, whether this occurs on or off the school premises or during term times. The Headteacher will use their professional judgement to deal with any problems arising in the following ways:

- Pupils will be spoken to and dealt with in line with the behaviour policy.
- Parents will be informed and the school will seek to work with parents to change the behaviour of the pupil/s.
- The pupil may be permanently removed from a particular class in order to safeguard the staff member, or other children.
- Where a person threatens or assaults a member of staff, police can be informed and formal complaints made.
- In extreme cases, exclusion may be used.

Please note: Any person causing a nuisance or disturbance on school premises may be removed and prosecuted. Local authorities and governing bodies have legal powers to prohibit access to school premises.

3. Pastoral care for school staff accused of misconduct

All staff accused of misconduct will be supported in line with the policies for misconduct which are adopted from the Salford LA exemplar policy. Any accusations against staff with regards to behaviour will be dealt with in line with the misconduct policies set out by Salford LA and adopted by this school's Governing Board. Pupils who are found to have made malicious accusations against school staff will be subject to the same restorative practice as outlined above. This will be dealt with by the Headteacher or Deputy Headteacher. Each incident will be judged on a case by case basis, taking all facts into account.