

Mere School Behaviour Policy



Policy written by: D Rich

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1. General Principles

An understanding of what is acceptable behaviour is an essential requisite for an effective learning environment. Good behaviour should be based on the over-riding principle of consideration for others. Behavioural standards should be maintained by positive re-enforcement rather than by negative censure, but unacceptable behaviour should always be addressed, with a clear system of negative consequences where a child makes inappropriate choices in terms of their behaviour. The negative consequences should be made clear to all pupils, parents and staff and should be aimed at being restorative rather than being punishment. Children who disclose bullying will always be treated seriously. Staff are aware that a differentiated and graduated response to behaviour is necessary, depending on the pupil exhibiting behaviour/s and their choices.

This policy aims to ensure that our behavioural approach aligns with trauma informed principles, translating into whole school practice, as we recognize that *"relationships and a child or young person's sense of safety and security [are] at the heart of classroom management"* and that ***"there is no more effective neurobiological intervention than a safe relationship, the relationship works to bring the brain back into regulation"*** (Bruce Perry, PhD, MD).

Therefore, while we maintain clear expectations, we hold that *"a relational rather than behavioural framework is more effective in supporting children and young people's behaviour"*.

2. Mere School Vision

Our vision is outlined on our school website by the governors of the school:

- A place where pupils are safe and they feel safe – emotionally, intellectually and physically.
- A place where learning is the main purpose of all activity. Each pupil's learning is supported and guided and pupils are encouraged to take a positive role in guiding their own learning. Parents are, likewise encouraged to take an active role in their children's learning.
- A place where pupils' achievements both small and large are acknowledged. In the same way, pupils' endeavour is celebrated. The highest standards of educational achievement are the goal for each and every pupil.
- A place of opportunity for a wide variety of children where respect for one another is paramount.
- A place where the opinions of pupils, parents, staff, governors and the local community are sought and contribute to the further development of the school.

This is achieved where there is effective discipline.

The most effective discipline is self-discipline, where children are encouraged to take responsibility for their own behaviour wherever possible, so that they can become independent, thoughtful and responsible for their own actions. We encourage children to be caring individuals who show respect and consideration towards others whatever their race, culture, gender, ability or disability and to treat all property sensibly and responsibly.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way by:

- Raising self-esteem.
- Focusing on learning to learn.
- Helping children to problem solve.
- Managing emotions.
- Developing resilience.
- Encouraging self-motivation.
- Developing social skills.
- Understanding emotions.

This holistic focus on emotional safety and relationship-building is strongly backed by evidence, which shows that *"when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all – e.g. staff retention, pupil attendance and attainment, positive home-school relationships"* (Banerjee, Weare & Farr, 2014). Furthermore, research demonstrates that *"secure teacher–student relationships predict greater knowledge, higher test scores, greater academic motivation, and fewer retentions or special education referrals than insecure teacher–student relationships"* (Bergin & Bergin, 2009).

3. Objectives

- To ensure that all staff implement the Behaviour Policy fairly and consistently. In ensuring fairness, we are guided by the understanding that *"being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)"* (Brighton and Hove Council, 2018).
- To develop a positive ethos where there is belief that appropriate behaviour can be learned.
- To encourage children to be responsible for their own behaviour.
- To help develop a caring attitude to each other, to value, listen to and respect the views of other people.
- To ensure that children understand that there are positive and negative consequences to their actions.
- To develop a consensus of expectations regarding acceptable behaviour (i.e. right and wrong).
- That all staff, children, parents, student teachers and volunteers know the importance of discipline in school.
- To develop a well-disciplined atmosphere in school where effective learning takes place.
- To help keep children safe by ensuring they develop consideration for their own and others' safety.
- To help children understand the importance of politeness and good manners.
- To help children develop responsibility towards others and themselves.
- To develop children's communication skills so that they can express feeling without becoming frustrated.
- To nurture pupils' self- esteem.
- To ensure a differentiated and graduated approach to behaviour management, which is centred on the specific need of the child displaying specific behaviour/s.

4. Partnership with Parents

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We explain the school's Golden Rules on the school website and refer to them in regular newsletters. We expect parents to read the Golden Rules and support them.

We try to build a supportive dialogue between the home and the school and we inform parents if we have concerns about their child's welfare or behaviour. We respond promptly to concerns. If the school has to use reasonable sanctions to help a child improve their behaviour, we expect parents to support the actions of the school. In doing so, *"Mere School values parents/carers as experts in their own child/young person's life."* and strives to build meaningful partners in support.

5. Positive Behaviour

The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter antisocial behaviour.

Pupils will be taught appropriate behaviour (e.g. respect for themselves and others, empathy, fairness and care for others) through a range of curriculum activities.

We will endeavour to create a playground environment where there are a range of activities and opportunities so that children will be actively involved in making choices about what they do.

We believe that by providing a stimulating environment children will be more likely to engage in positive behaviour.

We will encourage good behaviour by outlining our expectations as 'Golden Rules.'

Golden Rules

- We are kind and helpful.
- We work hard.
- We are gentle.
- We are honest.
- We listen.
- We look after property.

These rules are phrased positively, highlighting expectations and are clearly displayed around the school. If children are seen to be following the Golden Rules all week, then they are entitled to a 'Golden Time' session on a Friday afternoon.

Class Charters

In addition to the Golden Rules, 'Class Charters' are written by the class teachers and the pupils of each class of children at the start of the new school year and are based on the rights and responsibilities of all members of the class, including adults. All individuals involved will be expected to sign their agreement which has the purpose of maintaining the well-being of the people in the class, thus ensuring that the class remains a happy and safe environment.

Examples of Class Charter rules:

- Listen when someone is speaking to you.
- Put your hand up to ask a question during carpet times.
- Keep your hands and feet to yourself.
- Share and take turns with equipment.

There will be additional rules for some other activities; for example Circle Time, which some teachers use to promote the Class Charter, to discuss feelings of pupils and to solve whole-class issues.

Examples of Circle Time Rules:

- Only one person speaks at a time.
- We listen to the person who is speaking.
- We respect the views of others.
- We keep feet and hands still.

In our positive approaches, we are mindful that *"Recognising, validating and attuning to children and young people take precedent over other means of discipline – 'connection before correction'" and therefore "A relational approach to discipline should be prioritised – this will still include discussing consequences and using problem solving skills as opportunities for learning."*

6. Management Strategies and Techniques

Management strategies are broadly based on Learning Theory Principles where it is considered that a child's inappropriate behaviour is the result of not learning appropriate behaviours;

- Positive reinforcement of appropriate behaviour.
- Tactical ignoring of low-level, inappropriate behaviour.
- Modelling of appropriate responses and behaviour by staff, parents and peers.
- Prompting and encouraging.
- Setting boundaries.
- Providing structure and routine where the child learns to predict events and the consequences of his/her actions.
- Providing a high level of consistency between all adults who work with the children.
- Positive expectations.
- Praise/positive reinforcement.
- Providing 'think' time or time out.
- Talking through the good choices the child could have made instead.
- Setting small, achievable tasks to increase confidence and self-esteem.
- Using clear, simple language and direction.
- Reminding and prompting and encouraging – verbal, physical and gestural to make good choices.
- House points/sticker/certificates/rewards and sharing time.

To supplement these strategies, we understand that *"discipline within an educational setting should represent an opportunity to teach, nurture, provide boundaries and problem solve."* Reflecting this, we

recognise that ***"Behaviour that challenges is not seen as a choice, but as being a communication of an unmet need."***

Consequently, staff using a trauma informed approach *"strive to understand the function behind a behaviour, rather than using rewards and consequences to promote/discourage behaviour that is desirable/undesirable to the member of staff."*

7. Positive Approaches

Some examples of positive approaches may include:

Circle Time

Circle Time can be employed to involve children in taking responsibility for the solving of whole-class problems and issues.

Circle Time aims to develop pupils into independent, sensible and caring individuals. Children need to listen and be listened to. They also need to understand others, whilst recognising their own strengths and weaknesses.

Circle Time has a role in developing self-esteem. Circle time is a positive activity where children:

- Listen to each other.
- Learn the importance of taking turns.
- Help each other with behavioural issues.
- Raise issues of concern in a safe place.
- Celebrate achievements.
- Discuss and make class decisions.

Feelings Box/Emotions Barometer/Feelings Chart

A 'Feelings Box' is another method that teachers can use for pupils to use at certain times of the week (as identified by the teacher) as a means of communicating any issues that may arise. Pupils should be encouraged to post anonymously or not by means of paper through a slot. The only person who is allowed to open the Feelings Box and read the contents is the class teacher. This should be done once per week at the teacher's discretion either during class Circle Time or privately. Issues can then be dealt with as a class (if necessary) or individually or by using 'mini-circles.'

An Emotions Barometer or Feelings Chart can be clearly on display in each class where appropriate to help the children understand and manage emotions.

Giving Responsibilities to the Children

This helps children to take pride in their school, and to have a sense of shared expectations and ownership. All classes have a rota of responsibilities. Examples may be: register monitors, light monitors, cloakroom monitors, etc.

Silent Corridors

This helps children to travel around the school in a respectful way. It ensures that children are walking calmly between rooms and that they are ready to enter the assembly hall or any classroom in the school in an appropriate manner.

Furthermore, we use *"Emotion coaching (through ELSA Support) to provide co-regulation and to support a child or young person to understand their emotions."* (Gus, Rose & Gilbert, 2015) as an integral positive approach to supporting emotional growth.

8. The Mere School Warning System

At Mere School, staff implement a warning system which is represented by different colour-coded cards. At the start of each session, all of the children's names are displayed within a green card to show that they are behaving within the expectations of the class teacher.

If a child makes a poor choice, then this results in the class teacher (or the child) giving the child a verbal warning. If this poor choice persists then the class teacher or the child will move the child's name from the green card onto a yellow card, to show the child that the choice they have just made was a poor one.

If the child in question then persists with their poor choice and their behaviour does not change, then their name is moved to the red card.

If a child's name appears on the red or yellow card, then a fair and relevant sanction will be placed upon the child, with the sole purpose of reducing the opportunity for their behaviour to be repeated in future. The child in question will be sanctioned by the staff member in charge, as appropriate to the behaviour shown.

The child might be removed from the classroom and sent to another staff member to discuss any poor choices that have been made in the session. A graduated and differentiated response to the behaviour might include minutes of Golden Time and/or the next break time being removed from the child at the teacher's discretion and in accordance with the severity of the behaviour shown by the child and the child's age. If a red card is issued, then a reflection sheet will need to be filled in by the child as a precursor to, or as part of, a restorative conversation. This discussion may involve implementation of the ABC method (see below).

Detailed below are a few examples of when yellow and red warnings may be issued:

Examples of poor choices = yellow warning	Examples of poor choices = red warning
Low level disruptive behaviour that negatively impacts on learning.	Continuing poor choices following a yellow warning.
Constantly talking whilst others are talking.	Physical activity with the intention to harm another person.
Rudeness or lack of manners.	A lack of respect shown towards school staff or visitors.
Any behaviour which shows a disregard for the school's Golden Rules.	Swearing.

Implementing the Mere School Warning System

- The phrases 'good choices' and 'poor choices' will be used by all members of staff.
- Members of staff will not refer to children as 'naughty children.'
- A visual display of the warning system will be visible in every classroom of the school.

- Younger children are taught to recognise the meaning of different looks from adults. A look may be enough to help a child make a good choice about their behaviour.
- As far as possible the child should be encouraged to think for him/herself about what the good choice would be.
- The class teacher may report the poor behaviour choices to pupil's parents if and when appropriate.
- If unacceptable behaviour continues, even after the above system has been followed (either on the same day or regularly over a period of time) then the Head teacher or Deputy Head teacher should be involved. Temporary removal of the child from the class will be considered. If the behaviour persists over days and weeks, it will also be appropriate to involve the SENDCo (see below).
- In cases of particularly poor behaviour (e.g. physically hurting another child) then it will be appropriate to bypass some of the earlier steps above. The stage of the behaviour system that is implemented should reflect the circumstances of the incident and the age of the child.
- Parents may be notified about significant or persistent poor behaviour when appropriate.

When implementing this system, staff recognize that a differentiated and graduated approach is necessary, and that *"The language we use and the stories we tell have great significance to all involved. They carry a sense of hope and possibility or can be associated with a sense of pessimism and low expectations, both of which can influence personal outcomes."* and that *"Children and young people who have experienced trauma are also much more likely than others to experience 'toxic shame'... Children and young people who experience toxic shame are likely to find any form of discipline challenging"*. Therefore, staff must approach warnings and discipline in a way that avoids public shame and prioritises privacy and restoration.

An Example of the 'ABC' Approach

A (Antecedent)	B (Behaviour)	C (Consequence)	Outcome Notes
I got angry because someone called me a nasty name.	I hit somebody in the tummy and hurt them.	(Teacher draws sad faces to denote each person who will be sad as a consequence of the poor choice and subsequent behaviour demonstrated).	
I got angry because someone called me a nasty name.	I walked away and calmed myself down by counting to ten and taking deep breaths.	(Teacher draws happy faces to denote each person who would have been happy as a consequence of the good choice).	

Positive Consequences

Positive consequences are used to encourage good choices:

- Smile, thumbs up.
- Specific verbal praise, e.g. 'Well done for...'
- Stickers/certificates/house points.
- Star of the week.

- Visiting another class/teacher, the Head teacher or Deputy Head teacher.
- Class reward system (may differ between classes).

Examples of class rewards earned through the class reward system are:

- Extra playtime.
- Construction.
- Extra Golden/Circle Time.
- Art/craft time.
- Cooking.
- Choosing time.

Golden Time

'Golden Time' is for children who have worked hard and behaved appropriately all week and have followed the 'Golden Rules.' It is a period set aside each week (or each day if appropriate) where children have a 'golden time' because they have behaved well during the week and have worked hard. If 'Golden Time' is truly 'golden' then the majority of pupils will be reluctant to miss it and will take responsibility for their own behaviour accordingly.

Feedback to parents e.g.

- Verbal message (start/end of day).
- Photocopy work and send home.
- Celebrate good behaviour during parent consultations.
- Positive comments in Reading Records.
- Postcards home.
- Invitations to whole-school Celebration Assembly on Fridays.

9. Play Time and Lunch Time Warning System

During morning break time, the children are supervised by school staff.

At lunch time the children are supervised by MDSAs and school staff.

The Head teacher and Deputy Head teacher ensure at least one of them is also on site (or a senior member of staff in their absence).

The warning system is used by school staff at break times. If a child receives a yellow or red warning during play time or lunch time then the child should stand next to an adult for a set length of time or for the rest of the playtime (as appropriate to the child's age and the incident). A restorative conversation should then take place, representing an opportunity for *"Restorative conversations between the child or young person and a key attachment figure within the setting, at a point where the child or young person is calm enough to reflect on triggers, thoughts, feelings and what might help in the future"*. The intended outcome is for the child to reflect on their choices and make a good choice in the future.

The child's teacher should be informed at the end of that playtime of any warning or sanction.

The class teacher will talk with the child in question regarding their future choices.

Wherever possible, confrontation will be avoided. However, if physical intervention or restraint is deemed necessary staff at the school will follow advice in the LEA guidance document; 'The use of Force to Control and Restrain Children' and the school policy.

10. Persistent Poor Choices

In cases of significant inappropriate choices being made by a pupil (e.g. persistent red cards, violent behaviour, bullying, racist comments, use of inappropriate language, rudeness to an adult, theft, disruption of lesson time), class teachers will be encouraged to discuss concerns with the SENDCo.

A course of action will be decided upon which may involve:

- Gathering more evidence about the child's behaviour patterns/difficulties. This may include classroom observations and/or playground observations.
- Talking with parents about behaviour at home (the School/Home Discussion Record is a useful tool for this).
- Requesting advice from external professionals, this may be the Behaviour Support Service, Educational Psychologist, School Nurse or Paediatrician.
- Implementing a specific and more intense behaviour system (to fit alongside the school system) e.g. individual tokens in a jar or stickers on a chart, leading to agreed daily reward time or 'pay back' time involving immediate 'pay back' of time at break time for learning time lost.
- Writing an Individual Education Plan identifying specific behaviour targets.
- Formulating a risk assessment for an individual pupil's behaviour, which outlines actions put in place by staff to mitigate risk factors. Risk factors would include the pupil's own personal safety, or the safety of other pupils and/or staff due to their behaviour in school.
- Regular sessions with a teaching assistant to look at anger management strategies or to follow a social skills program.
- Exclusion (see Exclusion Policy).

In determining a course of action for children with persistent difficulties, *"It is imperative that schools use reliable, valid and standardised measures to assess children's emotional wellbeing, particularly those who have experienced trauma."* To achieve this, the school may recommend tools such as the *"Strengths and Difficulties Questionnaire (SDQ) (3-16 year olds)"* or the *"Boxall Profile (Primary & Secondary School Students)"*.

11. Guidance for Responding to Children in a Highly Emotional State

When children do not yet respond appropriately at early stages of intervention, they are likely to need adult support to regain control after an explosive or aggressive incident. It is important to remember that at this stage the child will be in a highly emotional state and unable to think rationally. Staff will also find it difficult to respond quickly and appropriately as they too will be functioning at a higher emotional state.

To understand this response, we recognize that *"When the human brain experiences a stressor, there is a decrease in blood flow to the pre-frontal cortex (PFC), the part of the brain responsible for decision making, planning, impulse control, moral reasoning and sense of self. Instead, the automatic fight or flight response takes over."* Therefore, adults need to provide co-regulation support by keeping themselves regulated: *"Convey*

your calm and regulated state by being confident and contained. Use quiet, calm sounds and tones which are expressive and confident. Reduce language, give short clear directions."

The following offer a practical response to the anger cycle:

DO:

- Remember that the child needs your help to regain control.
- Remain controlled, actively listen, acknowledge the problem and match the general mood of the child with your voice and body movements. The child will then begin to mirror your behaviour and you can slowly modify this to bring the child's mood down.
- Show genuine concern and understanding, offer reassurance and support. You need to be perceived as someone who can offer help. (This can have implications for the involvement of staff that a child sees as mainly a figure of authority).
- Speak firmly and give clear directions, use simple language and possibly use the broken record technique.
- Avoid provocative phrases e.g. 'don't be silly.'
- De-personalise the issue, for example refer to the school rules, etc.
- Use non-threatening body language – intersperse normal eye contact with looking away briefly, turn your body so that it is at a slight angle to the person (this is also safer for you physically).
- Once you are engaged, move into problem solving as a way of moving to a safe place.
- Remember that children in a highly emotional state may not hear anything that is said to them when they are upset or angry. It may be appropriate to use visual cues (e.g. pictures or gestures without contact) to get them to move to a safe place to calm down and to wait until they are calm before talking to them.

DON'T:

- Use physical intervention unless other strategies have been tried and there are significant risks to personal safety.

FOR YOUR SAFETY:

- Locate and move towards exits.
- Send for help – tell the child you are doing this to support them and help them regain control.
- Remove any audience.
- Remove or move away from potential weapons.
- Keep a safe distance – angry people are likely to need at least 3 times as much personal space.

12. Reporting

Incidents where a child has needed to be physically restrained will be logged in the school's Physical Restraint Incident log. This is located in the school office. Incidents of racial/homophobic harassment are reportable on a Racial Harassment Incident Report Form. Incidents of peer-on-peer abuse are also logged and online peer-on-peer incidents are reportable on an Online Incident Report Form. Minor behaviour incidents can also be logged on the Insight Pupil Tracker (under 'Notes') as and when school staff deem it necessary.

13. Exclusion

A decision to exclude a child will be taken only:

- In response to serious breaches of the school's discipline policy and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

Before a child is excluded, in most cases, a range of alternative strategies should be applied. All exclusions take place in line with the schools' Exclusions Policy.

In line with our relational framework, we understand that *"Practices aimed at excluding children or young people on a permanent or fixed term basis... are seen as incompatible with a trauma informed approach to behaviour. These practices tend to be particularly punitive for children and young people who have experienced developmental trauma and can retrigger trauma that was experienced in the past. Any form of exclusion can have a significant detrimental impact on children's relationship with and trust of school staff, and their sense of safety."* Thus, we maintain that **"exclusion may be necessary on very rare occasions, as an absolute last resort."** Where exclusions do occur, restorative strategies should always follow to repair relationships.

14. Bullying

We create a supportive climate in the school which values self-esteem and self-confidence. We make it clear that peer to peer bullying (including cyber bullying) will not be tolerated. In order to promote an Anti-Bullying ethos in our school, we have an Anti-bullying Policy, and an Anti-bullying Charter drawn up by children in the School Council. The Charter is displayed in shared areas around the school such as the hall, classrooms and staff areas. Each year, in the Autumn Term, all classes are involved in activities during Anti-bullying Week. Anti-bullying Week has the sole purpose of educating children as to the true definition of bullying and what we can all do as staff and pupils to report it where we see it, and to prevent it.

15. Physical Intervention

The staff at Mere School will try to avoid using physical intervention whenever possible. However, there are some situations where it may be necessary in order to:

- Keep children in a place of safety.
- Stop children hurting themselves or others.
- Stop children from seriously disturbing others.

It is helpful to distinguish between:

- Planned intervention, in which staff employ (where necessary) pre-arranged strategies and methods which are based upon a risk assessment and recorded in care plans. Training is given to staff if this is necessary.
- Emergency or unplanned use of force which occurs in response to unforeseen events.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

These judgments have to be made at the time, taking due account of all the circumstances, including any known history of other events involving the individual to be controlled. The minimum necessary force should be used, and the techniques deployed should be those with which the staff involved are familiar and able to use safely. Where possible, there should be careful planning of responses to individual children known to be at risk of self-harm, or of harming others.

Before using physical intervention, staff will have used the schools warning system to promote desired behaviour. If the behaviour continues in a way that would lead to the above mentioned situations then the following methods will be employed;

- Hold the child's hand to keep him/her beside you.
- Hold the child's hand to lead him/her away from the situation.
- If needed, ask for assistance from a member of staff so that two adults can be positioned either side of the child, thus making it easier to move them where they are required to go.

This must be done as sympathetically as possible, but sometimes gentle force is not enough and it is necessary to hold a child firmly to ensure their safety and the safety of others. Situations that warrant restraint or use of force will be recorded on the Wiltshire County Council Report on the use of force to control or restrain form and the parents will be informed of this by way a telephone call from a member of staff and a copy of the form will be sent home.

Refer to the school's Policy on the Use of Physical Restraint.

16. Children with Special Educational Needs

Some children with Special Educational Needs may find following instructions or certain situations difficult. In this circumstance it may be necessary for a physical prompt, which may include holding a child's hand when it is not deemed age-appropriate. Parents will not always be informed of the use of a physical prompt.

When dealing with children with severe behavioural challenges, the school will put into place and implement a care plan with the sole intention of keeping the respective child safe. Parents will be consulted in this circumstance.

17. Violence and Aggression towards Staff

Nobody should have to endure violence and aggression as a normal part of their work. All such incidents will be reported and investigated. A log of minor incidents will be kept. Parents and Wiltshire Local Authority will be informed of more serious occurrences when necessary. Local Authority logs are kept in the school office. All behaviour logs/records referred to in this policy are located in the school office.

To support staff well-being following stressful incidents, we acknowledge that *"When supporting children and young people who may have experienced trauma, it is important to manage our own personal and professional stress:*

✓ *Recognise that change can happen slowly.*

✓ *Trust that our simple compassionate gestures are important elements of helping young people in healing and surviving.*

✓ *Knowing your limits & taking a time out when required" as part of our commitment to staff care and safety.*

18. Monitoring and Evaluation

The SENDCo, Head teacher and Deputy head teacher evaluate the effectiveness of this policy on a regular basis, taking into consideration lesson observations, playground behaviour, feedback from parents and support staff, as well as scrutiny of records. This ongoing evaluation identifies areas of possible improvement where needed, and these are included in the SDP (School Development Plan) as targets for development.

19. School Visits and Trips

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers have the right to exclude pupils from school trips and visits during the process of risk assessment, if the teacher and/or risk assessor deems that there is a risk to the safety and/or enjoyment and learning of the other members of the group.

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