



Poulton-le-Sands C.E. Primary School Behaviour & Wellbeing Policy



Our Vision is central to everything we do:

School Vision

As a sanctuary of Christian love, we forge futures in our community. We inspire a joy of learning and a delight in one another. In faith, we are refined through challenge, growing with God, together.

The light shines in the darkness and the darkness shall not overcome it.

John 1 v.5

Our school behaviour policy, including social, emotional and mental health, is based on our Christian vision; that we inspire a joy of learning and a delight in one another. Everyone must be able to access this joy and delight. We foster an ethos of forgiveness and reconciliation. We encourage skills of empathy and take a restorative approach to behavioural incidents, citing 'So in everything, do to others what you would have them do to you' (Matthew 7:12) and the commandment 'Love your neighbour as you love yourself' (Matthew 22:39) as examples.

We believe that all children have a right to learn, that all teachers have a right to teach and everyone has a right to feel and be safe, we are a 'sanctuary'. Everyone has a right to personal dignity and respect. Our ethos and holistic approaches reach beyond the school grounds, distinguishing us as an important part of our community.

This policy is a document that should be shared, understood and used by the whole community. It operates in conjunction with the following policies:

Health and Safety Policy

Safeguarding Policy

Attendance Policy

Teaching and Learning Policy

Anti-Bullying Policy

Special Education Needs Policy

Key principles underpinning this policy:

- Systematic approaches to behaviour— this recognises that there are a range of systems, in and out of school, that impact on behaviour and mental health
- Humanistic approaches to behaviour — that we not only consider behaviour from an observer but also through the eyes of the person behaving
- That everyone has social, emotional and mental health and that all have the right to be safe, be respected and be treated equally.

- Developing children's emotional literacy through the promotion of positive values is an integral part of children's learning
- To grow together with God, where our basic abilities can develop and improve through hard work, fostering a joy of learning and the ability to be refined through challenge
- Our school serves as a sanctuary which develops co-operation, self-respect and consideration
- Productive relationships are the centre of all that we do. All relationships within the school are respectful and the role of the different staff are understood
- Children know how to behave positively in school and beyond
- Children are encouraged to take responsibility for their own behaviour and their impact on others
- That parents are involved in all aspects of their children's learning and are supported by staff as and when necessary
- That at all available points, children's emotional needs are provided for and that we promote positive behaviours for learning appropriate to age. Additional provision for emotional wellbeing is available as and when necessary.
- Reward and sanctions systems are clear and can be personally designed
- There is a system to combat bullying
- The school has a system for working with outside agencies for support

Exclusion is only used as a last resort

At Poulton-le-Sands CE we acknowledge that:

- All children deserve to attend a school where they feel safe and confident in order to learn.
- All behaviour is communication and we resist the use of stigmatising/ judgmental language when describing the behaviour we are seeking to manage. (See trauma-informed language appendix)
- Traumatic experiences/ damaged attachments and food/home insecurity can create deregulated behavioural responses from the children/young people we are seeking to teach.
- Relationships of trust, opportunities to make choices/ decisions, attunement to individuals i.e. knowledge of that individual, individualised responses, teaching emotional literacy and understanding can help to prevent damaging/ challenging incidents.
- At our school we are proactive in teaching children/ young people what good behaviour in our learning environment is and how individuals can learn how to be successful learners. This is done through discrete PSHE lessons and when appropriate opportunities arise.

When interventions are required, our pupil and family support worker delivers specific programmes for small groups/ individuals e.g. safe touch, how to be a good friend, managing conflict. This may involve our Education Mental Health Practitioner (EMHP) who is in school one half day per week.

A small number of children require personalised behaviour support plans, that are agreed between the child, classroom staff and SLT.

Roles and Responsibilities

All adults have a role and a responsibility for promoting a high standard of behaviour. Even within nurturing, creative and differentiated lessons, where high levels of engagement are fostered, there can be circumstances of poor behaviour. Classroom staff (teachers and teaching assistants) are responsible for managing behaviour effectively to ensure a good and safe learning environment. They have a key role in acknowledging positive behaviour as well as identifying poor behaviour. Consistency within class and across school, when managing behaviour, is achieved by our Code of Conduct which is displayed in each classroom and across the school (see appendix 1), our behaviour for learning traffic light system (see appendix 2) and by using the list of Encouragement Strategies Staircase (see appendix 4). If behaviour persists and the 'Encouragement Strategies Staircase' is exhausted then the child enters into our behaviour pathway, outlined below and in appendix 5. REDLINE BEHAVIOURS have been clearly identified (appendix 6). On such occasions the child moves directly to Stage 3 of the behaviour pathway.

Things to note...

- It is the class teacher's responsibility to ensure that the necessary contact has been made either face to face or via phone by the staff member responsible before the end of the school day. This may mean chasing up as to whether pupil and family support/ SLT have met this expectation. If not, this may mean doing it yourself (CT) or asking someone to do it on your behalf. SLT may instruct CT to make the contact on certain occasions if they are unable to do so themselves.
- Actions stated at each step are a range of actions rather than a progressive and/or extensive list. Not all actions will happen in every instance at this stage. The child, their chronology, details of the incident will all be taken into account when making a decision about actions to be taken.
- IMPORTANT TO NOTE - All procedural guidelines within this policy form a framework for professional decision making. The context of each situation will differ depending upon personal backgrounds and events and there will be difference in the scale and speed of consequences of behaviour.

If there are any questions about actions taken that you are unsure of ask a member of SLT.

Rewards

The school has a clear system of rewards which are used to encourage good behaviour. For the list of rewards available for use see appendix 3

Behaviour for Learning

The behaviour policy is built around 4 school expectations:

- ★ Love
- ★ Learn
- ★ Light
- ★ Lead

These expectations are broken down with the children, and regularly referred to. For example, “I notice that you are swinging on your chair, is that being a leader? Make a better choice – thank you for listening.”

Each class will focus on a different aspect of behaviour each week and list this on the 'Recognition Board' in the classroom. This will be age and cohort specific so may be about tidying up, sitting nicely, remembering homework etc. Children who are 'caught' modelling the correct behaviours will have their names moved up the recognition board from green to silver to gold and even platinum!

Children can nominate class members they feel deserve recognition for good behaviour. The board resets at the end of each 'session'. The area of focus and length of 'session' e.g. lesson/ morning/ whole day, is at the discretion of the class teacher.

Children who are not following the rules will have a 30 second intervention which is scripted for all staff.

The script is as follows:

- I noticed you are (having trouble getting started / singing in class / hitting Jonny with a ruler)
- It was the rule about(being loving / learning) that you broke
- You have chosen to (eg) stay behind at the end of the lesson
- Do you remember when you got on brilliantly yesterday? That's what I want to see now
- Thank you for listening.

The child is then spoken to at the end of the lesson about the choice that they made.

All staff are responsible for dealing with inappropriate behaviour.

RESTORATIVE APPROACHES

When an incident has occurred where a child has behaved inappropriately the school has adopted a Restorative Approach to help solve the problem. This will help children to take responsibility for their actions, whilst also making them aware of how their behaviour has affected other people. The school adopts a Restorative Approach to questioning.

- What happened/what's happening?
- What were you thinking/feeling at the time?
- What do you feel/think now?
- How have you and others been affected?
- What do you need?
- What do you need to do to put it right?
- Do you feel this has been resolved?
- Have those helping to resolve it acted fairly?

The initial step on our pathway is universal. This includes the everyday behaviour management strategies that apply to all e.g. code of conduct, recognition board, encouragement strategies. Further steps are used when the encouragement strategies and classroom behaviour systems have been exhausted and/ or poor behaviour risks being persistent. In the event of a red line behaviour it is possible to jump to step 3.

See Appendix 5

Conduct Outside the School Gates

Where behaviour is inappropriate when a pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

Or where the above does not apply but the inappropriate behaviour:

- 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.

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

Pastoral Support

We are aware that children attending Poulton-le-Sands experience challenges outside of school that can be barriers to successful learning. These children require an extra level of support.

This may include:

- Access to our Pupil & Family support worker
- Regular time to talk/ work with our Pupil and Family Support Worker or another trusted adult
- Additional classroom/ playground support
- Regular home-school liaison
- Referral to EMHP
- Refer to Wellbeing and Early Help services
- Educational Psychologists
- CAMHS referral

There is a pastoral support group meeting each week when all CPOMS entries are discussed. This may lead to implementation of above services or beginning the behaviour pathway.

Individual Behaviour Plan

There may, on occasion, be individual pupils who exhibit repetitive challenging behaviours that relate to areas of need outlined in the SEND Code of Practice.

- Communication and interaction.
- Cognition and learning, Social, emotional and mental health.
- Sensory and/or physical.

On these occasions an Individual Behaviour Plan is opened. This is a monitoring and intervention process that begins to track strategies and their effectiveness for the individual addressing their

specific difficulties. The plan is created by the classroom staff who know the children best along with Pupil and Family Support and/ or SENDCo (shared via CPOMs to relevant parties). Regular meetings are scheduled to update details and assess strategy effectiveness.

Where these events involve harm to the child in question or other children, damage to property, a risk assessment will be conducted and implemented. External specialist support and advice will be sought and staff training provided if necessary.

The plan will be very specific with short term, achievable targets and will focus on ONE behaviour change at a time (which behaviour do we need to change first?). It is vital that the child is helped to be successful. Strategies may include:

- Alternative break time and lunch time activities
- Gradual reintegration to classroom and/ or playground
- Personalised, regular rewards e.g iPad time/ time outside

Child-on-Child Abuse

Child on child abuse can occur on a wide spectrum of behaviour. Examples of what constitutes peer on peer abuse include, but are not limited to;

- Bullying / cyber bullying.
- Sexual violence / assault.
- Sexual harassment.
- Physical abuse – this can be online whereby the abuse is encouraged or threatened.

For all instances of child on child abuse, we will always:

- Listen to the victim/victims involved in the incident.
- Take an accurate record of the events.
- Reassure the victim/victims that they have done the right thing by reporting the incident.
- Ensure that the incident is investigated quickly and efficiently.
- Take the appropriate disciplinary action against the perpetrator.
- Ensure that the perpetrator is re-educated so that they can learn from the incident.

Preventing Bullying

We aim to make Poulton-le-Sands C.E. Primary School a safe and happy place to work. Bullying, in any form and by any person, will not be tolerated in school. Claims of bullying will be listened to earnestly and action will be taken in line with the school behaviour pathway. Bullying behaviour is viewed seriously and is dealt with promptly. There is no such thing as acceptable bullying.

For further information please refer to our school Anti-bullying Policy

No problem is too small for you to help with.

Both our children have thrived in your care. Parent Questionnaire

Positive Physical Intervention

Restrictive physical interventions must only be used as a last resort in order to keep everyone in school safe.

It must be noted that we always seek to avoid injury to pupils and staff, but it is possible that bruising or scratching may occur accidentally and these are not necessarily a failure of professional technique, but a regrettable and infrequent side effect of ensuring that pupils remain safe.

Types of incidents

Incidents fall into three broad categories:

- a) where action is necessary in self-defence or because there is an imminent risk of injury;
- b) where there is a developing risk of injury, or significant damage to property;
- c) where a pupil is behaving in a way that is compromising good order or discipline;

Examples of situations which fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor in a way which he or she might have or cause an accident likely to injure him or herself or others;
- pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson.

Acceptable measures of physical intervention

The use of any degree of force can only be deemed reasonable if:

- a. it is warranted by the particular circumstances of the incident;
- b. it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- c. it is carried out as the minimum to achieve the desired result;
- d. the age, understanding and gender of the pupil are taken into account;
- e. it is likely to achieve the desired result.

Wherever possible assistance should be sought from another member of staff before intervening.

Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming themselves, others or property.

Force is usually used either to control or restrain. It must never be used as a punishment; this is **always** unlawful.

This form of physical intervention may involve staff:

- physically interposing themselves between pupils;
- blocking a pupil's path;
- escorting a pupil;
- herding a pupil away.

In extreme circumstances, trained staff may need to use more restrictive holds.

Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used.

Wherever reasonable force is used, staff must keep talking to the pupil.

Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

Whenever physical restraint has been used a recording form must be completed. These are kept with the other safeguarding forms in the staff room.

Exclusion

It may be necessary to exclude a child from Poulton-le-Sands C.E School although we firmly believe that this should only be carried out if all other strategies have failed. Usually, a child who may be at risk of exclusion will already have been identified by the school and will have their own Individual Behaviour Plan (IBP). This is not always the case, however, and a single, sudden, dangerous act of behaviour can warrant an exclusion.

The decision to exclude is taken by the headteacher and this may be for lunchtimes, a fixed term or permanent exclusion. The headteacher will take into account the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community. The following are examples of behaviour which will not be tolerated and warrant possible exclusion:

- Extreme or violent physical abuse to a member of staff or another child
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach

The child's parent will be informed in writing of the reasons for the exclusion, length of exclusion, steps taken to avoid exclusion and how to appeal the decision. Work arrangements will be made so that the child does not fall behind their classmates and a full re- induction plan will be put in place and explained to the child at the first possible opportunity on their return to school. **Parents** have the right to make representations to the governing body (or discipline committee) about an exclusion and **the governing body** must review the exclusion decision in certain circumstances, which include all permanent exclusion. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

As stated earlier one strategy that may be used is for the child to work outside the classroom for a limited time. This may be outside the headteacher's office. This is part of a plan to reintegrate successfully back into the classroom. This is not an exclusion from school and does not come under the above.

Malicious Accusations

Disciplinary actions will be taken against pupils who are found to have made malicious accusations against school staff. Concerned staff would be supported by trades union involvement if necessary. Pastoral and SLT may both be involved in a case by case analysis of the incident and reach a suitable disciplinary action, which may well be in line with whole school sanctions.

Criminal Law:

It is important to bear in mind that some types of harassing or threatening behaviour – or

communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The confiscated item will usually be returned to the parents unless included below.
2. Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

Monitoring

Logs are kept of inappropriate behaviour using CPOMs. If SLT need to be immediately informed staff will 'alert' them to the incident, otherwise it will not be seen until the weekly pastoral meeting. Each half-term behaviour incidents are analysed so that patterns can be identified and addressed. This may be done individually with the child or staff member concerned or via a class/ whole school strategy.

The Equality Act 2010 requires public bodies to have due regard to the need to: Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.

Schools are now required to comply with the Equality Duty. The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Consultation, Monitoring and Evaluation

Our school is a community of Governors, teachers, teaching assistants, lunchtime staff, parents, pupils and other adults. It is the function of this school community, through a system of relationships, rules, rewards and sanctions to encourage and develop self-discipline within our children.

Our policy has been developed in consultation with the school community. It will be monitored in accordance with the school's annual cycle of monitoring and evaluations shared with the governing body through the headteacher's report and school record of self-evaluation.

The policy will be reviewed annually with all staff at the start of each academic year with mid-year reviews where monitoring indicated that this is required. The next review is September 2025.

Following the annual review of the policy, parents will be advised on any adaptations or changes. Parental email and school website will also be utilised to ensure the principles of the behaviour policy remain high profile for the whole school community.

Date reviewed: September 2025

Signed:

Mrs Laura T. Gardner
Acting Headteacher

Next review date: September 2026



Poulton-le-Sands C.E. Primary School

As a sanctuary of Christian love, we forge futures in our community. We inspire a joy of learning and a delight in one another. In faith, we are refined through challenge, growing with God, together.

★Love

★Learn

★Light

★Lead

The light shines in the darkness and the darkness shall not overcome it.

John 1 v.5





We implement our Christian values of compassion, trust, friendship, thankfulness, forgiveness, peace and hope.

Examples of classroom sanctions:

- kept back for a short time at end of session to discuss the choice they made (see script below)
- Reduced or missed playtime
- Rota to separate children at playtimes
- Work to be repeated when unacceptable
- Removal of privileges after 3 warnings
- Separate children within the class
- Informal discussion with parent
- Use of red and yellow card system



Recognition Board

Each classroom/ learning area has a board with pale blue backing paper, a rainbow border and the title ***Love Learn Light Lead.***

Each session the teacher chooses a different aspect of behaviour as a focus. This will be age and cohort specific.

Children who are 'caught' modelling the correct behaviours will have their names moved up the recognition board from green to silver to gold and even platinum!

Children can nominate class members they feel deserve recognition for good behaviour. The board resets at the end of each 'session'. The area of focus and length of 'session' e.g. lesson/ morning/ whole day, is at the discretion of the class teacher.

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The script is as follows:

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- It was the rule about(being loving / learning) that you broke
- You have chosen to (eg) stay behind at the end of the lesson
- Do you remember when you got on brilliantly yesterday? That's what I want to see now
- Thank you for listening.

The child is then spoken to at the end of the lesson about the choice that they made. The teacher may also use classroom sanctions listed above.

All staff are responsible for dealing with inappropriate behaviour.



Appendix 3

Rewarding positive behaviour of all children is essential. This list of rewards is not a hierarchy or exhaustive and runs across all steps of the pathway, applying to all children.

GOOD BEHAVIOUR IS REWARDED

- Family points
- Stickers
- Smiles
- Positive praise
- Certificates
- Good work worship
- Star pupils
- Positive comments to parents
- Celebrating good behaviour/success
- Golden time – class based
- Sent to another member of staff to reinforce success and praise
- Sent to SLT member to reinforce success and praise
- Praise sent home – postcards, telephone call, letter, verbal



**Encouragement Strategies Staircase – least intrusive
to most intrusive interventions.**

These strategies to be practiced
in the everyday interactions
within the normal parameters of
the classroom.

Implementing consequence

Partial agreement and or simple choice

Tactical pausing

Use an "I" statement instead of a "You" statement

Ask a 'what' question

Class routines/ responsibilities

Class rules

Simple direction

B. O.D.O. R

Tactical positioning

Non verbal cueing

Tactical ignoring

Blocking

"Work over there, thanks" – repeat and repeat..... and repeat!

"JO – your choice, you've chosen to talk loudly – work over there now thanks"

"Maybe – but..." OR "Work quietly here or you will be choosing to work over there"

Pause – In mid-sentence – scan class – wait for eye contact/ take-up

"Jack – I need you to look this way thanks", "Jill, I find that language offensive"

"What should you be doing?" – repeat and repeat, (ignoring secondary behaviour) never ask "why"

"Jack – what's the routine for entering the classroom?"

Ask about the rule – "Jack – what's the out of seat rule?" "Jill – the agreed rule is to...."

"Jack – finish the map you've been working on thanks" "Jill, the instruction is work quietly, thanks"

"Bleedin' Obvious Description Of Reality" – "There's a lot of noise in this room and not everyone has their books"

Wandering nonchalantly over to the "hotspot" – just to be there!

Eye contact, raised eyebrow – knowing smile – raised hand (open palm) – finger to lips – posture, stance.

Ignoring low level and 'secondary' behaviour – attending to the on-task behaviour when pupil isn't making a bid for attention

The confident teacher/ leader using positive correction – managing "Behaviour for Learning" from the head, not the gut!

Figure 1



Appropriate Language in a Trauma Informed Setting

Inappropriate Term	Suggested Alternatives
Chosen behaviour • Assumes intentionality. • Ignores role of brain architecture in response to trauma. • Pits child against adult.	• Learned behaviour • Deregulated behaviour • Survival response
Aggressive/ confrontational • Focus on risk child poses. • Blame laden. • Judgemental.	• Hyper-vigilant to threat • Mis-reading threat level and responding to perceived threat • Needs help to calm threat response • Is in survival mode • Deregulated • Fight/ flight response triggered • Sensitive to criticism or failure/ low self esteem • Difficulty in taking chances/ risks in learning
Lacking aspiration/ disengaged • Not responding to need of individuals. • Imposing value set of observers. • Blame of those focused-on meeting basic Maslowvian level of need.	• Focused on basic needs • Needs to feel safe/ understood before able to learn • Difficulty in accessing learning • Reluctant to speak publicly – feels exposed to judgement of others • Requires sensory programme/ stimulation
Uncooperative/ disruptive • Assumes intentionality • Blames child • Encourages/ feeds adversarial relationship • Expects child to resolve issue	• Finds it difficult to participate in class routines or meet expectations • Survival brain, withdrawn • Finds it difficult to access learning • Shut down • May benefit from sensory program/ mindfulness activities eg box breathing • Needs time/ assistance to regulate emotional state
Uncommunicative/ truculent • Assumes intentionality • Blames child • Encourages/ feeds adversarial relationship • Expects child to resolve issue	• Unable to communicate effectively • Needs time to calm/ regulate verbal responses • Shut down and locked in behaviour • Requires sensory programme/ stimulation

Behaviour Pathway

This is used when the encouragement strategies and classroom behaviour systems have been exhausted and/ or poor behaviour risks being persistent.

The actions listed are not a hierarchy or exhaustive. It is not necessary to complete them all within each stage. The child's individual circumstances will guide the action taken. The actions in bold, however, **must** be completed at each stage.

Step 1

These apply to **all** children and form the core of our behaviour management strategy.

Code of Conduct
Recognition Board
Encouragement pyramid
Trauma informed language
Christian Values
Classroom sanctions
Restorative conversations
Informal discussion with parents
Brief record made on CPOMS

Step 2

Parents informed

Enter incidents and actions on CPOMS

Sits with Pupil Family Support worker to discuss behaviours and reset before re-entering classroom. This is for a **minimum of 15 minutes** and can be longer if the child is not yet ready to return to the class.

Possible opportunity for individual behaviour chart/ sticker chart

Individualised rewards

Time limited lunch/ break time rota

Regular parental updates

Supervised toilet visits

Individual place in the classroom

Child and Family Wellbeing/ Early Help referral

Discussion with SENDCo

Step 3

SLT informed meet with child.

Enter all incidents and actions on CPOMS

SLT contact parents

Discussion and writing of Individual Behaviour Plan

Child may work outside of the classroom, with SLT member before reintegration into class.

Individualised approach to school e.g. bespoke work area, designated spaces to be in, altered time table to include regular physical activity.

Meeting with class teacher, pupil, and family support worker, SLT and parents

Possible referral to outside agencies e.g. Educational Psychologist, Stepping Stones Short Stay School

Consider alternative provision and/ or part time timetable

Persistent/ redline behaviours may be discussed by SLT and the headteacher may choose to take over the management of the individual case.

Examples of sanctions:

- Missed playtimes, spent with a senior leader
- Time out of class with a senior leader
- Time out of class and off the playground with a senior leader in order to reintegrate successfully.
- Separate work area away from class
- Regular monitoring by a senior leader
- Parental involvement at the request of senior leader
- Restorative sessions
- Lunchtime, fixed term or permanent exclusions

Red Line behaviour is an instance of behaviour so serious it threatens the safety of children and/ or adults or detrimentally affects the smooth running of the school. A senior leader must be radioed for in the event of these

Persistent refusal to follow an instruction that places them and/ or others in danger

Where a child is persistently refusing to follow an instruction given by an adult e.g. to come in from the playground, leave the classroom, leaves the room/ playground without permission.

Any violent act, aggressive and / or intimidating act towards a child or adult.

Where the act leaves a child with a mark or is dangerous to others; or is shocking in intensity. Any physical assault on an adult.

Please note this does not include age appropriate physical contact e.g. pushing in the line - all staff can reprimand this type of physical behaviour

Bullying and harassment

Acts that are persistent and intentional or conscious abuse or misuse of power, malicious or insulting behaviour towards an individual or group

(see Anti bullying policy for wider definitions)

**RED LINE
BEHAVIOURS**

Vandalism: a significant act of intentional damage or defacing of school property

Theft: the act of taking another's property with the intent to permanently deprive them of what is theirs

Verbal abuse towards others; child or adult

e.g. intended personally towards another "Fuck Off!"
"You're a bitch"

Discriminatory language:

racist, homophobic, misogynistic, anti-transgender language or language that mocks the different abilities or appearances of another individual or group.

*This does **not** apply to inappropriate language e.g. "this place is shit," "my work is a fucking mess" All staff can reprimand this.*