Behaviour Policy

The John Harrox Primary School

Approved by:	[Governing Body]	Date: [18/09/2023]
Last reviewed on:	[18/09/2023]	
Next review due by:	[September 2024]	

Contents

1. Aims

This policy aims to:

> Provide a consistent approach to behaviour management

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

> Outline how pupils are expected to behave

> Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

> Outline our system of rewards and sanctions

2. Legislation, statutory and non-statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

> Behaviour and discipline in schools

> Searching, screening and confiscation at school

> The Equality Act 2010

> Keeping Children Safe in Education

> Use of reasonable force in schools

> Supporting pupils with medical conditions at school
> Use of reasonable force in schools

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

> Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

> Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

> DfE guidance explaining that maintained schools must publish their behaviour policy online

> DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

Misbehaviour is defined as:

> Disruption in lessons, in corridors, between lessons and at break and lunchtimes

> Non-completion of classwork

> Demonstration of poor attitude

Serious misbehaviour is defined as:

> Repeated breaches of the school code of conduct

> Swearing and offensive language

> Any form of bullying

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
    - Items that may cause distraction and prevent learning

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, sexual gestures, unwanted physical attention, inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Our school's approach to preventing and addressing bullying is set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing body of The John Harrox Primary School is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body of The John Harrox Primary School will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1).

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Teaching and support staff

Staff are responsible for:

> To follow the behaviour and reward policy (stickers etc)
> Ensuring QUALITY FIRST TEACHING which challenge and inspire, meeting the needs of all learners.
> Implementing the behaviour policy consistently and fairly having a positive approach when discussing and managing behaviours
> Modelling positive behaviour by being the ambassadors of our 5 C's ethos
> Build an excellent rapport with all children, building positive, caring relationships
> To seek to understand, empathise with and support pupils with behavioural difficulties
> Teaching about desired behaviours using our Jigsaw PSHE programme
> Providing a personalised approach to the specific behavioural needs of particular pupils
> Maintaining confidentiality
> Recording behaviour incidents using the school's CPOMS system.

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Dinner Supervisors

Supervisors are expected to:

> To follow the behaviour and reward policy (stickers etc)
> To deal positively with children and take concerns raised seriously
> To liaise with teaching staff regarding lunchtime behaviour
> Modelling positive behaviour by being the ambassadors of our 5 C's ethos
> Build an excellent rapport with all children, building positive, caring relationships
> To seek to understand, empathise with and support pupils with behavioural difficulties

5.5 Parents

Parents are expected to:

> Support their child in adhering to the pupil code of conduct

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

At The John Harrox Primary School, it is expected that each child will uphold the values of The 5Cs (Conscientious, Courteous, Considerate, Caring and Cooperative)

Pupils are therefore expected to:

> Maintain the ethos of the 5 C's school values

> Take responsibility and ownership for their own behaviour

> Behave in an orderly and self-controlled way

> Show respect to members of staff and each other

> In class, make it possible for all pupils to learn

> Move quietly around the school

> Treat the school buildings and school property with respect

> Wear the correct uniform at all times

> Use technology safely and within the guidance of an adult

> Be aware of the rewards and accept sanctions when given

> Refrain from behaving in a way that brings the school into disrepute, including when outside school

Children can demonstrate the 5 C's in many ways:

Conscientious – Work their hardest all of the time, remaining on task, taking care and pride in their work.

Courteous- Listen to and follow instructions given by adults and follow rules. Say please, thank you, excuse me. Waiting to speak.

Considerate – Thinking of the needs of others and being inclusive, thinking about the needs of our environment, thinking about how their attitude and behaviour impacts on others

Caring – Looking after one another and saying sorry when it is needed. Keep the school smart by taking care of equipment and belongings

Co-operative- Choose games at playtimes that do not hurt others and invite everyone to play.

7. Behaviour Management

We aim to ensure there is a consistent, restorative approach to supporting behaviour in school which meets the needs of individuals. We recognise that behaviour is always driven by emotion and therefore aim to support the child with regulating their emotion before reflecting on their behaviour and the impact it has had on others.
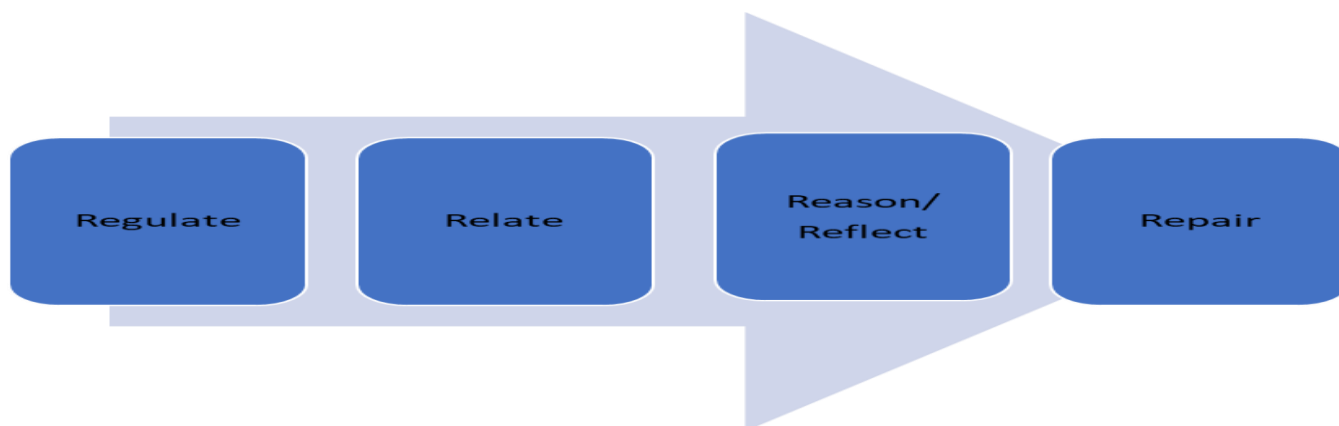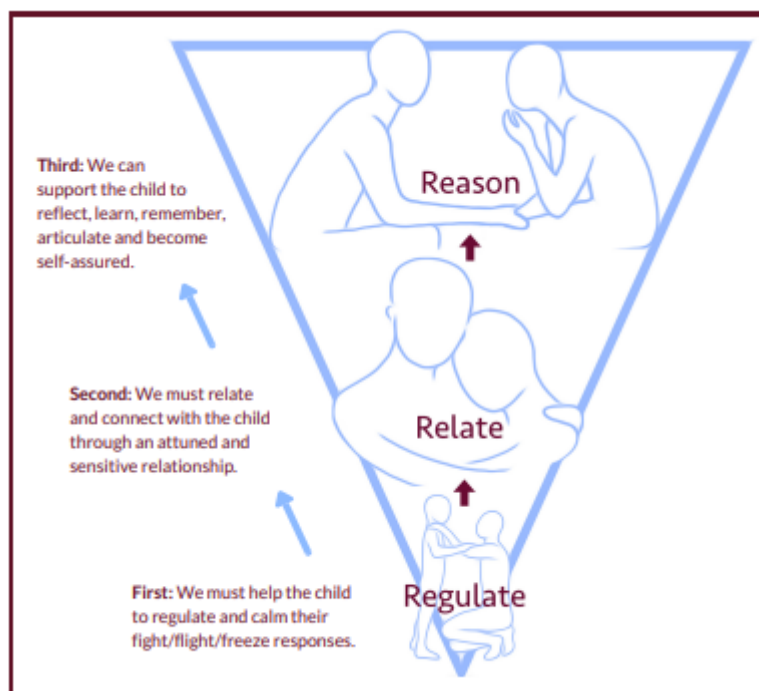
Those affected are supported to:

Regulate their emotions 'Every time we regulate together with a child or young person, we teach our pupil that it's possible to shift states, sensations and feelings by engaging with something on a sensory level. That all important life-changing message that it's possible to learn how to soothe, quieten and calm the alarm system in each one of us, so that we can then use our social engagement system.' L Bomber 2020.

Relate to another person 'Every time we relate through quality moments together with a child or young person we teach them that connection is paramount, that relationships are necessary in order to live well. That relationships can be safe and positive, and can bring safety and comfort, love and joy. The message of health and wellbeing.' L Bomber 2020.

Reason about their behaviour 'Every time we reason together with a child or young person, we teach them to pause, reflect and consider something in the higher part of their brain, their thinking and cognitive brain. The message that it's possible to override the emotional limbic brain from time to time, to extend ourselves outside what is known and familiar, to tap into our exploratory system, be curious, interested, excited: to settle to learn.' L Bomber 2020.

Repair our relationships 'Every time we repair a relationship together with a child or young person we teach them that there is usually an exit strategy. That it's usually possible to put things right and that we are often made stronger as a result of difficulties. So there is no reason to panic or be afraid of ourselves or of each other. The message of hope.' L Bomber 2020

After regulation has occurred, those affected are supported to discuss:

> What has happened

> At what point things started to go wrong and at what point a better choice could have been made. What the impact has been on those involved i.e who has been affected and in what ways they have been affected. Children are encouraged to take ownership for their actions and reflect upon the impact it had on others, the reaction of others or the feelings of others.

> What needs to happen to put things right or to make things better in the future. Children are encouraged to make the decisions about appropriate actions that are needed to 'Repair' things. This may include apologising, missing privileges or break times etc but the child must be encouraged to take ownership of these next steps.

7.1 List of rewards – When things go right

Positive behaviour will be rewarded with:

> Explicit praise for good behaviour – 'I really like …'

> Being moved on the behaviour ladder to 'Excellent attitude' or 'Role model'.

> Awarding of House Points

> 5 C's stickers leading to 5 C's badges

> Letters or phone calls home to parents – if a child consistently exhibits outstanding behaviour

> Special responsibilities/privileges

7.1 List of sanctions – When things go wrong

The school may use one or more of the following sanctions in response to unacceptable behaviour:

> A visual prompt

> A verbal warning

> Being moved on the behaviour ladder to 'Think about your choices' and then 'Time to reflect' Children must be allowed to return to 'Ready to learn' once regulation and reasoning has taken place and expected behaviours are then modelled.

- Reseating a pupil within class to Regulate, before allowing them to Relate and Reason with the adult in order for then return to their work.
- Sending the pupil out of the class for a short period of time in order to Regulate – Relate – Reason/Reflect – Repair. This could be to an agreed quiet area or with another adult. This can be applied at lunchtime with children being asked to reflect and make better choices or to have time out from a situation.
- Expecting work to be completed at home, or at break or lunchtime if work is not completed in lessons due to inappropriate behaviours.
- Referring the pupil to a senior member of staff. Staff should utilise the hierarchy of SLT within the school including key stage leaders, deputy headteacher and headteacher.
- Letters or phone calls home to parents by the class teacher for repeated incidents of misbehaviour. This maybe escalated to involve members of the SLT.
- Agreeing a behaviour contract
- Using a behaviour incentive 'sticker' chart
- Using an Individual Behaviour Plan
- In extreme circumstances temporary or permanent exclusion may be needed

We may use the Den in response to serious or persistent breaches of this policy. Pupils may move to the Den during lessons if they are disruptive. Here they will be supported to Regulate – Relate – Reason/Reflect – Repair before completing set work or returning to class.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

The school uses the **Brooks Traffic Light Tool** to identify, understand and respond to sexual behaviours. This provides examples of green, orange and red light behaviours for selected year groups and assists all professionals in deciding if sexual behaviours are age appropriate. It helps professionals to take into account the developmental age and ability of the child and others involved as well as the location, frequency and nature of the behaviour. All behaviour is considered in context.

The LCSP threshold for sexual harassment and violence is used to guide the decision making as to how a behaviour or incident should be managed.

See appendix 3.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

> Taking part in any school-organised or school-related activity (e.g. school trips)

> Travelling to or from school

> Wearing school uniform

> In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

> Could have repercussions for the orderly running of the school

> Poses a threat to another pupil or member of the public

> Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

> Create and maintain a stimulating and organised environment that encourages pupils to have a sense of pride in their school

> Provide attractive, organised and supportive displays which celebrate achievement and give children a sense of ownership of their environment.

> Display the class charter within class

> Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons

- Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally

- Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh

- Having a plan for dealing with low-level disruption

- Using positive reinforcement

In each class there is a Learning Ladder to help children exhibit desired behaviours for learning.

Each morning children all begin on the 'Ready to learn' section of the learning ladder. The aim is for all children to remain here or move up.

There will be 5 sections to the ladder:

Role Model

Excellent Attitude

Ready to Learn

Think about your choices

Time out to reflect

If children are placed on 'Think about your choices', they need to do just that. Think about what behaviours are not appropriate – regulate and amend them so that they are 'Ready to learn' again.

If children are on 'Time out to reflect' they may need to go out of class, sit on their own somewhere in class or see the learning mentor. They must be spoken to and helped to Regulate – Relate – Reason/Reflect – Repair.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

> Hurting themselves or others

> Causing disorder

> Damaging property

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed.

- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Incidents of physical restraint must:

> **Always be used as a last resort**

> Be applied using the minimum amount of force and for the minimum amount of time possible

> Be used in a way that maintains the safety and dignity of all concerned

> Never be used as a form of punishment

> Be recorded on CPOMS and reported to parents

A number of staff in school have received Team Teach training.

8.3 Confiscation

Items that are detrimental to school discipline will be removed from a child or placed in their personal tray. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Mobile phones must be handed in to the school office at the start of the school day and returned at the end of the school day.

Any items that could be considered an offensive weapon will be removed from a child and handed to parents.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. At this point the Behaviour Support Model Internal Pathway (appendix 4) will be followed alongside the Lincolnshire Ladder of Behavioural Intervention Lincs Ladder of Behavioural Intervention.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on identifying and supporting behaviours. Some staff receive Team Teach training which aims to equip everyone to manage distressed behaviours and conflicts safely and respectfully. Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

> Child protection and safeguarding policy

> SEND Policy

> Anti Bullying Policy

Appendix 1: written statement of behaviour principles

Introduction

Section 88 of the Education and Inspections Act 2006 requires governing bodies and management committees of maintained schools to have regard to the statutory guidance from the secretary of state for Education in making and reviewing a written statement of behaviour. The Governing Body has a duty to produce, and review, a written statement of general principles to guide the Head teacher in determining measures to promote good behaviour and discipline amongst pupils.

Schools are required to have a Behaviour Policy which includes the school rules. It is the responsibility of the Head teacher along with the staff in the school to produce our school's Whole School Behaviour Policy and the duty of the Governing Body to provide the Head teacher with a clear written statement of the principles around which the Whole School Behaviour Policy will be formed and follow. The Statement of Behaviour Principles will be reviewed regularly as indicated on the title page to take account of any legislative or other changes which may affect the content or relevance of this document.

Principles

Right to feel safe at all times:

All young people and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues; staff and parents or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be dealt with in accordance with the sanctions laid out in the Whole School Behaviour Policy.

High standards of behaviour:

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable all its young people to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption.
The Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become acceptable members of the wider community.

Inclusivity and Equality:

The John Harrox Primary School is an inclusive school. All members of the school community should be free from discrimination of any description. The Whole School Behaviour Policy must emphasise that bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable and attracts a zero tolerance attitude. The Policy must therefore include an anti-bullying statement which is clear, concise and is understood by all members of the school community. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

School Rules:

The Whole School Behaviour Policy must include details of the school rules. These should set out the expected standards of behaviour, shared with and explained to all pupils. The Governors expect that any school rules are applied consistently across the whole school by staff and others to whom this authority has been given. School rules which are clear and explained to all staff will ensure that staff have the confidence to apply the rules appropriately and where necessary, give rewards for good behaviour and the appropriate level of sanction for inappropriate or unacceptable behaviour.

Rewards:

The Governors expect the Whole School Behaviour Policy to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole school. The rewards system will encourage good behaviour in the classroom and elsewhere in the school. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions:

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers. Like rewards, sanctions must be consistently applied across the whole school. The range of

sanctions must be described in the Whole School Behaviour Policy so that all concerned are aware of and understand how and when the sanctions will be applied. The Whole School Behaviour Policy should also explain how and when exclusions (both fixed-term and permanent) will be used as a sanction. The Governors, however, believe that the exclusion sanction should only be used as a last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Head teacher may inform the police, where necessary
and appropriate, if there is evidence of a criminal act or it is thought that one may take place. It is
important that sanctions are monitored for their proper use, consistency and effective impact.

Home/School Agreement:
The Home/School Agreement should mirror the statements made in the Whole School Behaviour Policy so that parents/carers are encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school. The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour must be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

Power to Search Pupils:
The Governors expect the Whole School Behaviour Policy to clearly explain to staff and others with
authority their powers in relation to searching pupils for items which are 'prohibited' and/or banned in accordance with the school rules.

The use of Reasonable Force:
The Governors expect the Whole School Behaviour Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact in order to control inappropriate behaviour including removing disruptive pupils from classrooms or preventing them from leaving. A definition of 'reasonable force' should be included which should also explain how and under what circumstances pupils may be restrained. The Governors expect that appropriate and 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques. Mention should also be made of the need for individual pupil 'Behaviour Management Plans' which may specify particular physical intervention techniques for the pupil concerned.

The Power to discipline for behaviour outside the school gates:
The Governors expect the Whole School Behaviour Policy to set out the school's response to non-criminal bad behaviour and bullying which occurs anywhere off he school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any bad behaviour when the child is:

· taking part in any school-organised or school-related activity, or

· travelling to and from school

APPENDIX 2: Sexual harassment and violence in school threshold guidance from LCSP

Sexual Harassment and Violence in Schools & Colleges – Threshold Guidance

	Managed within School/College	Early Help	Social Care or Police Referral
Identification	Pupils/Students identified as individual 'amber' behaviours using the Brook Toolkit to be supported appropriately around the behaviours.	Pupils/Students identified as having multiple or significant 'amber' behaviours using the Brook Toolkit to be supported around the cause of the behaviours.	Pupils/Students identified as having multiple or significant 'red' behaviours using the Brook Toolkit. College/School's with staff trained in the use of the AIM Education Guidelines
Incident	One-off incidents of non-violent incidents where a crime has not been committed.	One-off incidents of non-violent incidents where a crime has not been committed or the police or social care see no role in the incident. The victim and/or perpetrator may need identified support that is not part of the universal offer.	Where a young person has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to children's social care. Where reported incidents of rape, assault by penetration or sexual assault is made, the police should be contacted.
Action/support	School/College to support both the victim and perpetrator with their family through effective pastoral systems. Preventative education to be provided.	On-going targeted support following police or social care involvement for either the victim or perpetrator which may involve access to counselling, targeted youth, youth offending or community action services. Preventative education to be provided.	Social care and police to undertake assessments to decide what actions and statutory interventions need to be undertaken.

For further information please see Keeping Children Safe in Education https://campaignresources.phe.gov.uk/schools/topics/rsse-above/overview

Behaviour Support Model Internal Pathway

If a child exhibits behaviours which need additional support, please follow the guidelines below and ensure that a CFC is completed.

As part of the Lincolnshire Behaviour Ladder we need to build up a picture of how we are supporting children with Communication and Interaction Difficulties and follow specific guidelines before making referrals to Paediatrics or BOSS – this now includes using the 'TOOLKIT for Regulation' whole class

Step 1: A child needs supporting with a sticker chart or similar

- Complete a CFC
- Complete NEW IBP FORMAT BEHAVIOUR – merge target boxes etc if required the main point is to create a chronology of support offered – this should not be a list of 'incidents' if you wish to keep a record it should be separate (see example IBP)
- Complete Pupil Descriptions for Learning Behaviour, Emotional Behaviour & Social Behaviour – update regularly
- Consider adding to SEND register

Step 2: Behaviour becomes more challenging

- Complete Positive handling plan – update regularly
- Complete Pupil Risk Assess template – update regularly
- Complete SDQ (SDQ_English(UK)_t4-17full)
- Complete Boxall Profile – see SENDCo or Learning Mentor
- Consider completing STAR charts to identify triggers for behaviours
- Complete EHA - see SENDCo or Learning Mentor
- Refer to Specialist Teaching Team (STT)
- Add to SEND register
- Consider referral to Paediatric triage
- Complete PIVATs PSED - see SENDCo or Learning Mentor update regularly
- Consider Referral to EP and or BOSS – see SENDCo

Step 3: Behaviour impacting on learning environment/ others learning

- Complete Positive Behaviour_De-escalation Plan – update regularly
- Refer to paediatric triage - see SENDCo
- Complete STAR charts to identify triggers for behaviours
- Referral to EP and or BOSS – see SENDCo

REMEMBER: Log significant incidents on CPOMS and ensure K.Wilson is notified

At The John Harrox Primary School, it is expected that each child will uphold the values of The 5Cs (Conscientious, Courteous, Considerate, Caring and Cooperative)

Pupils are therefore expected to:
> Take responsibility and ownership for their own behaviour
> Behave in an orderly and self-controlled way
> Show respect to members of staff and each other
> In class, make it possible for all pupils to learn
> Move quietly around the school
> Treat the school buildings and school property with respect
> Wear the correct uniform at all times
> Use technology safely and within the guidance of an adult
> Be aware of the rewards and accept sanctions when given
> Refrain from behaving in a way that brings the school into disrepute, including when outside school