PDET

This is a Trust Policy.
For an individual school's Behaviour Blueprint – see the school's Behaviour Policy (Appendix 1) on their website

Statement of Behaviour Principles
And Behaviour Policy

Date	Revision & Amendment Details	By Whom
April 2023	Review and Approval	Education Committee
April 2024	Principles reviewed and agreed (review of full policy due August 2024)	Education Committee
September 2025	Review and Approval	Education Committee

Peterborough Diocese Education Trust's Statement of Behaviour Principles

Peterborough Diocese Education Trust's (the Trust) vision is:

'For every child, within our Trust, to experience an excellent education and to realise their God-given potential to flourish.'

Good behaviour in each school is central to high quality education. By providing a calm, safe and supportive environment based on the following principles, children can learn and flourish. Therefore, underpinned by our Christian values of wisdom, respect, belonging, service and hope, the Trust is committed to creating a positive, inclusive 'culture of certainty' where all children can learn and flourish in safety, with dignity and respect.

Central to this culture are the following guiding principles:

- Visible positive consistency; visible kindness: All adults in school act with one voice and one message. Behaviour practices and routines, based on values, are simple, highly effective and utterly consistent
- High Expectations: All children are encouraged to 'go over and above' the minimum standard of behaviour leading to the raising of expectations
- Putting relationships first: All adults engage in 'Deliberate botheredness' (daily acts of kindness / care) and positive recognition promoting strong relationships between staff, children and their parents / carers fostering connection, inclusion and respect for all members of the school community
- Understanding emotions: All adults have the belief that everyone can learn to self-manage / self-regulate their own emotions and behaviour
- Focussing on Wellbeing: A strong emphasis is placed upon the emotional health and well-being of all members of the school community leading to better outcomes for all – e.g. staff retention, child attendance and attainment, positive home-school relationships.

Such a culture will ensure our children:

- Understand what good behaviour looks like
- Understand how they should treat other people and how they should expect to be treated
- Understand that they have the right to feel safe; valued and respected; and learn free from the disruption of others
- Take on moral responsibilities; care for each other; demonstrate good manners; show consideration; take responsibility for their actions; show self-discipline; are trustworthy young people who show respect and love for each other
- Develop positive attitudes to learning which include a commitment to learning, resilience and taking pride in achievements.

Therefore, our school communities will:

- Demonstrate visible positive consistency; visible kindness - underpinned by Christian values, embracing positive, non-discriminatory relationships
- Have high expectations for behaviour - rewarding for 'going over and above' and using that language consistently
- Show 'deliberate botheredness' consistently; daily acts of kindness / care and positive recognition for all children
- Teach good behaviour explicitly
- Respond to misbehaviour / dysregulation promptly, predictably and with confidence using scripted language, where appropriate, to maintain a calm, safe learning environment
- Use positive and negative consequences effectively and consistently, in line with this policy
- Provide additional support to those children who find self-regulation difficult by adopting an Emotion Coaching approach
- Have a collective understanding of the Trust's behaviour approach.

This Statement of Behaviour Principles is reviewed and approved by the Trust every year.

Signed:

Ruth Walker-Green, CEO

Andrew Scarborough, Chair of the Board

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1. Purpose and Aims

This policy sets out the Trust's approach to behaviour encompassing expectations in line with the overarching behaviour principles above. (Further detail in relation to each school's individual behaviour approach (Behaviour Blueprint) is set out in *Appendix 1.)*

This policy aims to ensure that each school in the Trust:

Culture

- Demonstrates visible positive consistency and visible kindness
- Puts relationships first
- Promotes self-esteem, self-discipline, dignity, respect, kindness and positive, inclusive relationships based on consistency, predictability, fairness and trust between all members of the school community
- Recognises that behaviour is a form of communication of an emotional need (whether conscious or unconscious)
- Teaches good behaviour
- Sets clear, consistent routines and communicates high expectations for good behaviour across all aspects of school life, not just in the classroom
- Defines misbehaviour, including all types of bullying, child-on-child abuse (online and off line) and discriminatory behaviour and ensures such misbehaviour is dealt with quickly, consistently and effectively
- Provides a consistent, predictable and fair approach in response to good behaviour and misbehaviour / dysregulation with measures in place to ensure:
  - strategies and scripted interventions are effective in improving behaviour and self-regulation
  - additional support is provided for those children who need it in order to reach the expected standard of behaviour
  - reasonable adjustments are made for those children with a disability as required, in order to help them to meet expected behaviour standards.

Environment

- Creates a calm, safe and supportive environment where children can flourish in safety, with dignity and respect and where:
  - bullying, verbal and physical threats or abuse and intimidation are not accepted
  - everyone is treated respectfully
  - child misbehaviour or dysregulation does not disrupt teaching, learning or school routines; and disruption is not accepted.

Community

- Provides clarity regarding the roles and responsibilities in respect of behaviour of all members of the school's community
- Encourages the involvement of the whole school community in the implementation of this policy.

2. Roles and Responsibilities

2.1 The Headteacher / Principal

The Headteacher / Principal (Headteacher) must act in accordance with the Trust's Statement of Behaviour Principles. This is a core responsibility of a headteacher which cannot be delegated.

The Headteacher is responsible for leading the creation and reinforcement of the behaviour culture set out in this policy, ensuring it permeates through every aspect of school life. Staff should be trained to make sure that they collectively embody this culture, upholding the policy at all times and responding to misbehaviour and dysregulation consistently and fairly.

The Headteacher should also ensure the school's approach to behaviour meets the following national minimum expectation:

- The school has high expectations of children's behaviour, which is commonly understood by staff and children and applied consistently and fairly to help create a calm and safe environment
- Leaders visibly and consistently support all staff in managing child behaviour through following this policy

- Measures are in place: both general and targeted interventions are used to improve child behaviour; and support is provided to all children to help them meet behaviour standards, making reasonable adjustments for children with a disability as required
- Child behaviour does not normally disrupt teaching, learning or school routines. Disruption is not accepted, and proportionate action is taken to restore good standards of behaviour
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which children are safe and feel safe and everyone is treated respectfully; and
- Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

This policy also acknowledges the responsibility held by headteachers for looking after the well-being of all members of the school community, particularly teaching staff, who are often under immense strain as a result of increased significant needs in mainstream schools.

The Headteacher is responsible for the Behaviour Blueprint (*Appendix 1*) of this policy to ensure it reflects their individual school's approach to behaviour, and for its sign off by the School Forum.

2.2 School Leaders

School leaders should be highly visible, with leaders routinely engaging with children, parents / carers and staff on creating and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders are responsible for making sure all staff understand high behavioural expectations and the importance of maintaining them. They should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its expectations and routines and how best to support all children to participate in creating and maintaining the culture of the school.

School leaders should consider any appropriate training which is required for staff to meet their duties and functions within this policy. They should ensure that their staff have adequate training on matters such as how certain special educational needs, disabilities or mental health needs may at times affect a child's behaviour.

School leaders will support staff in responding to behaviour incidents.

2.3 Teachers and Support Staff

Staff are responsible for:

- Implementing the Behaviour Blueprint (*Appendix 1*)
- Demonstrating the school's and the Trust's values at all times
- Modelling positive behaviour
- Teaching good behaviour
- Providing a personalised approach, underpinned by Emotion Coaching, for the specific behavioural needs of particular children
- Recording behaviour incidents.

Staff have an important role in developing a calm and safe environment for children and establishing clear boundaries of good child behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this policy. Staff should also challenge children to 'go over and above' the school's minimum standard of behaviour to raise expectations

All staff should communicate the school expectations, routines and values both explicitly through teaching behaviour and in every interaction with children. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school expectations. Staff should also receive clear guidance about school expectations of their own conduct at the school – *see Staff Code of Conduct*.

2.4 Parents / Carers – Communication and Parental Partnership

The role of parents / carers and a positive partnership with parents / carers are key to building trust, developing a common approach to behaviour expectations and strategies and ultimately, helping schools develop and maintain good behaviour. Therefore, parents / carers should be encouraged to reinforce this policy at home as they have an important role in supporting it.

Where possible, parents / carers should take part in the life of the school and its culture. Parents / carers should be involved in celebrating successes as well as being involved when a child's behaviour is unacceptable. Such participation assists the development of positive relationships in which parents / carers are more likely to be responsive if schools require their support in dealing with difficult issues of misbehaviour or high level dysregulation.

High priority should be given to clear communication within each school. Schools will communicate policy and expectations to parents / carers. Where misbehaviour or dysregulation is causing concern, parents / carers will be informed at an early stage and given an opportunity to discuss the situation. Parental / carer support will be sought in devising a plan of action.

Parents / carers are expected to:

- Enter into a home / school agreement
- Support their child, and work in partnership with the school, to adhere to the school's Child 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.

Where a parent / carer has a concern about the behaviour approach adopted, they should raise this directly with the school whilst continuing to work in partnership with them.

2.5 Children

All children deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity and respect. To achieve this, every child should be made aware of the school's behaviour expectations and their approach to behaviour.

Children should be taught that they have a duty to follow the school behaviour policy and uphold the school's expectations. Children should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the school's behaviour approach.

Every child should be supported to achieve the behaviour expectations and 'go over and above' minimum standards of behaviour including accessing an induction process that familiarises them with the school's behaviour systems.

3. Teaching, Encouraging and Responding to Good Behaviour

Good behaviour needs to be taught. Being taught how to behave well and appropriately is vital for all children to succeed personally. This behaviour should be taught to all children, so that they understand what behaviour is expected and encouraged and what is unacceptable:

- First and foremost, good behaviour will be defined clearly and be explicitly modelled by all adults to children from the first day of entering the school and consistently reinforced and developed throughout their primary years
- Expected behaviours will be defined and made explicit
- Positive recognition will be applied clearly and fairly when expectations are met and exceeded, to reinforce the high expectations of the school's behaviour culture. Consistent positive recognition will develop trusting relationships and create a sense of belonging
- Clear, highly consistent routines (which are simple for everyone to follow and understand) will be used to teach and reinforce the behaviours expected of all children
- Consequences will be implemented when behaviour is unacceptable. These are important and necessary to support the whole school culture
- Adjustments will be made to routines for children with additional needs where appropriate and reasonable, to ensure all children can meet behavioural expectations.

3.1 Positive Consequences

It is important that children are not patronised by providing positive consequences (rewards) that are neither necessary nor wanted. However, positive consequences have a powerful motivational role, particularly for children whose self-discipline or self-regulation is at an early stage. They also help children to see that good behaviour is valued.

The most common positive consequence is praise, informal and formal, public and private, to individuals and groups. It is earned by particularly noteworthy effort.

Examples of positive consequences may include:

- Verbal praise
- Collaborative recognition boards
- Positive notes and positive phone calls
- Whole-class or year group rewards, such as a popular activity.

3.2 High Quality Teaching and Learning

An appropriately structured curriculum and effective teaching and learning are needed for good behaviour as they help to avoid the alienation or disaffection which can lie at the root of misbehaviour. These should be achieved through:

- Planning for the needs of individual children
- Lessons with clear objectives and success steps understood by the children
- The active involvement of children in their own learning
- Teaching methods which encourage enthusiasm and active participation for all. Lessons should aim to develop knowledge and understanding which will enable children to work and play in collaboration with others
- Structured feedback that will be used as a supportive activity, providing feedback to the children on their progress and achievements and that acts as a signal that the child's efforts are valued and that progress matters.

3.3 Effective Classroom Management

Effective classroom management encourages good behaviour. This is achieved through:

- A classroom which provides a welcoming and safe environment
- Good relationships between the teacher, support staff and children
- Clear and highly consistent classroom routines
- An environment which gives clear messages to the children about the extent to which they and their efforts are valued
- Classrooms organised to develop independence and personal initiative. Children should have increasing opportunities to take responsibility for tasks and roles in the classroom and around the school as they get older
- Furniture arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption
- Classroom displays which provide positive recognition.

3.4 Unstructured Times

Playtimes and lunchtimes are the most unstructured part of the school day. By talking and playing with others, and participating in extra-curricular activities, children's social development is greatly enhanced. It is a time, too, when individual children, who are less successful in forming constructive relationships with others, can find it challenging.

Good behaviour at unstructured times should be achieved through:

- Good relationships between adults and children
- Clear, highly consistent routines that are understood by all
- Explicit, high expectations
- The provision of structured tasks to engage the children.

4. Behaviour Causing Concern

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in the school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher / SENCo so that strategies can be discussed and agreed before more formal steps are required.

Schools should have a system in place to ensure relevant members of staff are aware of any child persistently misbehaving, persistently becoming dysregulated or whose behaviour reflects a sudden change from previous patterns of behaviour

The individual school's SENCo will evaluate the child's behaviour to determine whether they have any underlying needs that are not currently being met.

Where a school has serious concerns about a child's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the child's educational needs is required (see guidance *Working Together to Safeguard Children* and the Trust's *Safeguarding / Child Protection Policy*).

The Trust recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, the school's approach to behaviour may be differentiated to cater for the needs of the child.

5. Children with Special Educational Needs and / or Disability (SEND)

The school's overall, whole-school approach to behaviour should ensure that everyone feels they belong in the school community and high expectations are maintained for all children. A good behaviour culture will create a calm environment which will benefit children with SEND, enabling them to learn.

Behaviour will often need to be considered in relation to a child's SEND, although it does not follow that every incident of inappropriate behaviour will be connected to their SEND. Being 'fair' is not about everyone accessing the same resourcing and strategies (equality) but about everyone accessing what they need (equity).

Initial interventions to address underlying factors leading to misbehaviour or dysregulation should include an assessment of whether appropriate provision is in place to support any SEND that a child may have. The 'graduated response' will be used to assess, plan, deliver and then review the needs of the child and the impact of the support being provided.

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 high / significant needs are identified in a child, the school will liaise with external agencies and plan support programmes for that child. They will work with parents / carers to create the plan and review it on a regular basis. If the child has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

6. Responding to Misbehaviour and / or Dysregulation

6.1 Aims

When a staff member becomes aware of misbehaviour and / or dysregulation, they should respond consistently, predictably, promptly and assertively in accordance with this behaviour policy. It is important that staff across the school respond in a fair, and proportionate manner so children know with certainty that misbehaviour and dysregulation will always be addressed appropriately and consistently.

The aims of any response to misbehaviour and/or dysregulation should be to maintain the culture of the school, in which all children can learn and thrive, and to prevent further recurrence.

To achieve these aims, a response to behaviour may have various purposes. These include

- Improvement: to support children to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Children will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the expectations. Children should be supported to understand such expectations. This may be via consequences, emotion coaching, restorative conversations or targeted pastoral support
- Deterrence: consequences can often be effective deterrents for a specific child or a general deterrent for all children at the school
- Protection: to keep children safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, suspension may be immediate or after an assessment of risk.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred.

6.2 Emotion Coaching

The effective use of Emotion Coaching, as part of the school's overall behaviour approach, enables a more consistent, inclusive approach, particularly when addressing the needs of children with social, emotional and mental health needs (SEMH).

Emotion Coaching focuses on the development of emotional regulation through supportive relationships (with a particular focus on empathy, connection, attunement, trust and co-regulation) empowering staff to respond in a way that is empathetic but boundaried, firm but kind

Central to Emotion Coaching are the following principles:

- Understanding that behaviour is a form of communication: The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly.
- Taking a non-judgmental and empathetic attitude towards behaviour: All adults are encouraged to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and everyone has a duty to explore this vulnerability and provide appropriate support.
- Understanding that not all behaviours for children are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. Therefore, the language of choice (e.g. 'good choice / bad choice') is not always helpful in these circumstances. Making a 'positive choice' usually requires being in a calm or 'thoughtful' frame of mind to do so. 'Bad choices' (i.e. often meaning 'inappropriate behaviours') can often be the result of feeling very emotionally dysregulated. With support to self-regulate, children with SEMH needs can be helped to behave in more socially acceptable / appropriate ways and to make better 'choices'
- Viewing behaviour systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).
- Encouraging parental engagement and involvement. This is absolutely crucial when addressing and planning support for children's SEMH needs. *"The parent-child connection is the most powerful mental health intervention known to mankind."* (Bessel van der Kolk

Part A: Responding to Minor Misbehaviour and / or Low Level Dysregulation

6.3 Minor Consequences

Most instances of misbehaviour are relatively minor / low level and can be adequately dealt with through minor consequences as part of the school's structured behaviour approach. It is important that the consequence is not out of proportion to the misbehaviour. Issuing a consequence and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

Examples of minor consequences which schools may issue are:

- A verbal reprimand and reminder of the expectations of behaviour
- The loss of unstructured time
- The loss of privileges e.g. the loss of a prized responsibility
- School based community service, such as tidying a classroom
- Directed to work in another classroom with another class.

6.4 Supporting Children following a Minor Consequence

Following the issuing of a minor consequence, strategies will be considered to help all children to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- A restorative discussion with the child, including explaining what they did wrong, the impact of their actions, how they can make the situation better (this may also include advising them to apologise to the relevant person, if appropriate) and how they can behave in a more appropriate way in the future.

Part B: Responding to Major / Persistent Misbehaviour and / or High Level Dysregulation

6.5 Intervention During and Following Major / Persistent Misbehaviour Incidents / High Level Dysregulation

The school should use scripted interventions and additional individualised strategies (e.g. other de-escalation techniques) to help children to manage their behaviour / self-regulate. This is achieved by helping children understand behavioural expectations and by providing support for children who struggle to meet those expectations. Support should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities

Examples of interventions schools can consider include:

- Scripted interventions (as part of the Emotion Coaching approach)
- Targeted structured behaviour programmes
- Mentoring
- Behaviour plans
- Frequent and open engagement with parents
- Engagement with local partners and agencies to address specific challenges such as dysregulation, a lack of resilience and difficulties with peer relationships and social skills

The first priorities for intervention should be to ensure the safety of children and staff and to restore a calm environment.

Following major incidents, in addition to a restorative discussion with the child, follow-up strategies will be considered:

- A phone call with parents / carers, and the Virtual School Head for looked after children, as appropriate
- Inquiries into the child's conduct with staff involved in teaching, supporting or supervising the child in the school
- Inquiries into circumstances outside of the school, including at home, conducted by the DSL or a deputy DSL; or
- Considering whether the behaviour approach being adopted remains appropriate

6.6 Major Consequences

Following some behaviour incidents, in some circumstances, it may be necessary / appropriate for staff to implement major consequences

Alternative arrangements for consequences can be considered on a case-by-case basis for any child where the school believes an alternative arrangement would be more effective for that particular child, based on their knowledge of that child's personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

Schools should consider whether the misbehaviour or dysregulation gives cause to suspect that a child is suffering, or is likely to suffer, harm. Where this may be the case the school should follow the Trust's *Safeguarding / Child Protection Policy* and speak to the Designated Safeguarding Lead (DSL) (or Deputy DSL). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate

Examples of major consequences which schools may impose are

- Removal from a classroom
- Suspension; and
- In the most serious of circumstances, permanent exclusion

In the case of suspensions and permanent exclusion – see the Trust's *Exclusions Policy*

For information on what the law allows regarding 'Sanctions; Misbehaviour Outside of School Premises Searching, Screening and Confiscation' and in relation to SEND – see *Appendix 3*.

6.6.1 Removal from Classrooms as a Major Consequence

Removal is where a child, for serious misbehaviour or dysregulation, is required to spend a limited time out of the classroom at the instruction of a member of staff. (This should be distinguished from the use of a minor consequence whereby a child is directed to work in another classroom, under the supervision of another class teacher for a short period of time, for example, due to continued low level misbehaviour.)

Removal from the classroom should be considered a major consequence. It should only be used when necessary for an individual child and once other behavioural interventions in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal

Removal should also be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for instance, where a child is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response

Removal should be used for the following reasons:

- To maintain the safety of all children and to restore stability following an unreasonably high level of disruption

- To enable children displaying disruptive behaviour to be taken to a place where education can be continued in a managed environment; and
- To allow the child to regain calm in a safe space

The Headteacher will

- Maintain overall strategic oversight of the school's arrangements for any removals, as set out in this policy
- Make sure the reasons that may lead to an individual child being removed are transparent and known to all staff and the child concerned
- Ensure that the removal location is in an appropriate area of the school, is a suitable place to learn, regulate and / or refocus with the supporting member of staff; and
- Design a clear process for the reintegration of any child into the classroom when appropriate and safe to do so

The school should collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. The school should make data-informed decisions to consider whether frequently removed children may benefit from additional and alternative approaches.

Separately, the school should analyse the collected data to identify patterns relating to children sharing any of the protected characteristics and that the removal policy is not having a disproportionate effect on children sharing particular protected characteristics.

When dealing with individual removal cases, Headteachers and teachers should:

- Use Emotion Coaching strategies
- Consider whether any assessment of underlying factors of disruptive behaviour is needed
- Use positive handling strategies if needed (in line with the *Physical Intervention policy*)
- Ensure that children are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a child from leaving a room in order to protect the safety of children and staff from immediate risk, but this would be a safety measure and therefore is not covered by this policy
- Ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with; and
- If a child has a social worker, including if they have a Child in Need Plan, a Child Protection Plan or are looked-after, notify their social worker. If the child is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Children should not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher. These children should be given extensive support, applying Emotion Coaching strategies and targeted pastoral support, aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

6.6.2 Suspension and Permanent Exclusion

All children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and interventions.

See the Trust's *Exclusions Policy*.

For details of misbehaviour / serious misbehaviour – see *Appendix 2*.

7. The Use of Reasonable Force and Positive Handling

In some circumstances, it may be necessary / appropriate for staff to use 'reasonable force' to positively handle a child to safeguard the child or other children / staff and prevent them being a risk to their own or others' safety. (See the Trust's *Physical Intervention Policy*.)

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among children.

Incidents of positive handling 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 in the Bound and Numbered Book and on MyConcern and be reported to parents / carers.

When considering using reasonable force / positive handling staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

Positive handling should only be undertaken by staff who have been appropriately trained unless in an emergency situation where there is a risk to the safety of the child or others.

8. Bullying

Everyone has the right to feel welcome, safe and secure. Our aim is to ensure every child learns in a supportive, caring and safe environment without the fear of being bullied.

8.1 Definitions of Bullying (including Discriminatory Language and Prejudice Based Incidents)

Bullying is defined as:

'Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.' (Torfaen definition 2008)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Premeditated and usually forms a pattern of behaviour rather than an isolated incident
- Involves dominance of one child by another, or group of others

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, ridiculing
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Psychological	Deliberate acts which cause fear or anxiety
Discriminatory and Prejudice-based (including racial)	Taunts, graffiti, gestures
Homophobic, biphobic and transphobic	Because of, or focussing on, the issue of sexuality
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Religious	Related to religious beliefs and practices
Cultural	Related to cultural beliefs and practices
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

Derogatory Language: Derogatory or offensive language is not acceptable. This type of language can take any of the forms of bullying listed in the definition of bullying.

Prejudice Based Incidents: A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted.

8.2 Anti-Bullying Approach: Preventing and Responding to Bullying

As a Trust, whilst our Behaviour Principles and Policy allow no place for bullying, it is recognised that bullying can sometimes occur. If bullying arises, the victims must feel confident that the school will address it, in line with this behaviour policy.

All forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and responding to bullying, the Trust can help to create a safe environment where children are able to learn and to fulfil their potential

8.2.1 Roles and Responsibilities

The Headteacher / Principal has overall responsibility for ensuring that the anti-bullying approach is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all children.

All staff have a duty to challenge bullying, report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying

8.2.2 Preventing Bullying

In addition to the creation of a positive, inclusive 'culture of certainty' where all children can learn and flourish in safety, with dignity and respect, a range of specific measures are used to prevent bullying, which includes:

- Adopting a child-friendly approach to ensure that all children understand the anti-bullying approach and know how to report bullying
- Delivering the PSHE Programme of study which includes opportunities for children to learn to value themselves, value others and appreciate and respect difference. It also includes opportunities for children to understand about different types of bullying and what they can do to respond and prevent bullying. PHSE classes also provide regular opportunities to discuss any issues that may arise and for teachers to target specific interventions
- Delivering collective worship which explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying
- Providing a variety of planned activities across the curriculum, where children are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions
- Challenging stereotypes by staff and children across the school
- Implementing peer mediation, buddy systems and other such initiatives offering support to all children
- Continually involving children in developing school-wide anti-bullying initiatives through discussion in the classroom and by consulting the School Council

8.2.3 Responding to Bullying

No one should ever underestimate the fear that a bullied child feels and hence all claims of bullying will be treated seriously:

- All incidents of alleged bullying must be reported to the Headteacher / Principal or a Senior Leader
- The Headteacher / Principal or Senior Leader, with the help of members of staff, will endeavour to investigate the incidents within 24 hours of reporting (this may be longer allowing for weekends / school trips)
- Within 24 hours of reporting (this may be longer allowing for weekends), the Headteacher / Principal / Senior Leader will endeavour to discuss the incident(s) with the victim / alleged victim and make sure they understand that it is not their fault and that they do not have to 'face it on their own'
- The victim / alleged victim and those accused of bullying will be given opportunities to discuss common concerns and express their perception of the incident(s). If necessary, statements will also be taken from witnesses

- The victim / alleged victim will be supported by named staff at the time of the incident, this may be their teacher or designated support staff member
- All staff, teachers, support staff, lunchtime supervisors will be made aware of the incident if deemed appropriate. Extra vigilance and observation will be given during unstructured timesduring the school day
- Support for the children involved will also be given. This may be peer support, class sessions, managed activities, restorative justice solutions or other appropriate forms of support
- Parents / carers of all children involved will be contacted and informed
- All parties will be invited for a review within 4 weeks and feedback sought to ensure that the incident has been resolved.

8.2.4 Recording

Schools should record all bullying incidents, use of derogatory language and prejudice based incidents on MyConcern.

8.2.5 Bullying Outside of School

Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on children's wellbeing beyond the school day. Staff, parents / carers and children must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined above.

Guidance for children and adults in relation to bullying can be found in – *Appendix 4*

9. Alternative Provision

Some children with significant needs relating to behaviour, will access alternative provision if this is deemed appropriate to meet such needs. This will take place following necessary support and advice from a range of professionals and in consultation with parents / carers. If alternative provision is accessed by a child, the school will ensure that this provision is suitable and safe and whether the alternative provision is a registered provider. Where a school is using an unregistered provider, the school must have an adequate quality assurance process in place. The school will continue to take responsibility for children who access alternative provision - *see Alternative provision - GOV.UK and also see Trust documents for schools to use when checking potential Alternative provision- Trust forms / templates for utilisation*.

10. Managed Moves and Off-site Directions

A managed move is used to initiate a process which leads to the transfer of a child to another mainstream school permanently. If a temporary move needs to occur to improve a child's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the government's publication '*Suspension and Permanent Exclusion' guidance*) should be used. Managed moves should only occur when it is in the child's best interests.

11. Reintegration

The school should have a strategy for reintegrating children following removal from the classroom or return from another setting under off-site direction or suspension. This will involve a reintegration meeting between the school, child (if appropriate), parents / carers and, if relevant, other agencies to discuss a reintegration plan. Schools should consider what support is needed to help the child return to mainstream education and meet the expected standards of behaviour

12. Transition Arrangement

To ensure a smooth transition to the next academic year, children 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 child behaviour issues may be transferred to relevant staff at the start of the term or year

Information on behaviour issues may also be shared with new settings for those children transferring to other schools

13. Malicious Allegations

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will implement a consequence.

(Refer to the Trust's *Allegations / Concerns Policy in relation to Adults* for the Trust's policy / statement of procedures for dealing with allegations of abuse against staff or for more information on responding to allegations of abuse.)

The Headteacher will also consider the pastoral needs of staff accused of misconduct

14. Monitoring and Evaluating School Behaviou

The school should have a clear monitoring and evaluation cycle of their behaviour culture. It should also have strong and effective systems for data capture, enabling analysis of all components of the behaviour culture. The school is encouraged to collect data regarding:

- Perceptions and experiences of the school's / Trust's behaviour culture by key stakeholders
- Attendance
- Behaviour incidents, including bullying and removal from the classroom
- Suspensions and permanent exclusion
- Off-site directions and managed moves
- Incidents of searching, screening and confiscation

The school leaders and staff should analyse data with an objective lens and from multiple perspectives: at school level, class / key stage level and individual staff and child level. The school leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help the school ensure that it is meeting its duties under the Equality Act 2010.

15. Monitoring Arrangements of the Polic

This Behaviour Policy will be reviewed by the Trust (and *Appendix 1* prepared by the Headteacher and shared with the School Forum) every year

16. Legislation and Statutory Requirement

This policy is based on the following relevant legislation and advice / guidance from the Department for Education (DfE):

- *Behaviour in Schools*
- *The Equality Act 2010: Advice for Schools*
- *Use of Reasonable Force in Schools*
- *Supporting Children with Medical Conditions at School*
- *Special Educational Needs and Disability (SEND) Code of Practice*
- Part 3 of the Schedule to the *Education (Independent School Standards) Regulations 2014;* paragraph 7 which outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 which requires the school to have a written behaviour policy and paragraph 10 which requires the school to have an anti-bullying strategy
- *DfE guidance* explaining that schools should publish their behaviour policy and anti-bullying strategy online.

This policy complies with the Trust's funding agreement and articles of association.

17. Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Physical Intervention Policy
- Safeguarding / Child Protection Policy
- Allegations / Concerns in relation to Adults Policy
- SEND Policy
- Equalities Statement.
- Appendix 1 – Behaviour Blueprint

Appendix 1 – Blueprint

William Law CE Primary School
Our Behaviour Blueprint: The William Law Way

Our Behaviour Blueprint is underpinned by the principle:

Visible Positive Consistency; Visible Kindness

We create:

A Culture of Certainty

Our 3 expectations are: Learning Respectfully, Living Safely, Loving Kindly
Our visible consistencies are: Eyes on Me, Handsfree, On Task, Correct Sitting, Respectful Movement and Manners

- We reward for kindness, respect and effort and use that language CONSISTENTLY
- We give first attention to those children who are doing the right thing
- We show 'Deliberate botheredness' CONSISTENTLY through daily acts of care and positive recognition for all children
- We use a collaborative Recognition Board CONSISTENTLY: throughout lessons, with one regular classroom focus and one whole school focus with the aim that all children have their name added across the day. Adults are actively seeking pupils making the right choice.
- We use the following Positive Consequences CONSISTENTLY:
    - Verbal Praise
    - House Points
    - Postcards Home
    - Achievement Certificates
    - Recognition Boards
    -
- We use the following negative consequences (minor) with immediacy and CONSISTENCY:
    - a non-verbal reminder e.g. look
    - a quiet word
    - a verbal warning
    - a second verbal intervention (following an agreed micro-script)
    - In-class micro reflection time
    - time out of the lesson to calm down
    -
- We have restorative conversations (based on our restore questions)

Appendix 2 – Misbehaviour and Serious Misbehaviour

Definitions

Misbehaviour / Inappropriate Behaviour is defined as but not limited to:

- Non-compliant behaviour (to adult requests)
- Low level disruption in lessons and at unstructured times
- Non-completion of classwork
- Rudeness to adults and other children
- Poor language

Serious Misbehaviour / Serious Inappropriate Behaviour is defined as, but not limited to:

- Persistent non-compliant behaviour (to adult requests)
- High level disruption in lessons and at unstructured times
- Repeated breach of the school rules
- Threatening and / or intimidating behaviour
- Verbal aggression
- Swearing
- Any form of bullying (see *Section 8*)
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexting
- Physical aggression and / or violence
- Vandalism
- Theft
- Smoking and / or vaping
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers and vapes
  - Fireworks
  - Pornographic images
- Having 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 child)

Appendix 3 – The LA

1. Sanctions

Teachers can sanction children whose conduct falls below the standard which could reasonably be expected of them. This means that if a child misbehaves, doesn't meet the behaviour expectations or fails to follow a reasonable instruction, the teacher can apply a sanction for that child.

Staff can issue sanctions any time children are in the school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a child's misbehaviour occurs outside of the school (see *Section 2* below)

A sanction will be lawful if it satisfies the following three conditions:

- The decision to sanction a child is made by a paid member of school staff (but not one who the Headteacher has decided should not do so) or an unpaid member of staff authorised by the Headteacher
- The decision to sanction the child and the sanction itself are made on the school premises or while the child is under the lawful charge of the member of staff; and
- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the child's age, any special educational needs or disability they may have, and any religious requirements affecting them

The Headteacher may limit the power to apply particular sanctions, or to sanction particular children, to certain staff and / or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip

Corporal punishment by school staff is illegal in all circumstances

2. Misbehaviour Outside the School Premises

Schools have the power to sanction children for misbehaviour outside the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction children for includes misbehaviour:

- When taking part in any school-organised or school-related activity
- When travelling to or from the school
- When wearing school uniform
- When in some other way identifiable as a child at the school
- That could have repercussions for the orderly running of the school
- That poses a threat to another child; or
- That could adversely affect the reputation of the school.

3. Searching, Screening and Confiscation

Any prohibited items found in a child's possession will be confiscated. These items will not be returned to children. Headteachers and authorised school staff may use reasonable force given the circumstances when conducting a search for prohibited items (knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm).

Any item which is harmful or detrimental to school discipline will also be confiscated. These items will be returned to children / parents / carers after discussion with senior leaders and parents / carers, if appropriate. Force may not be used to search for non-prohibited items.

Detailed guidance for schools can be found in the government's publication '*Searching, screening and confiscation in schools - GOV.UK*'

4. The Law in relation to SEN

The law requires the school to balance a number of duties where a child has SEND that at times affects their behaviour. In particular the school has a duty to

- Take such steps as is reasonable to avoid any substantial disadvantage to a disabled child caused by the school's policies or practices (Equality Act 2010)

- Use their ‘best endeavours’ to meet the needs of those with SEND (Children and Families Act 2014); and
- If a child has an Education, Health and Care plan, ensure the provisions set out in that plan are secured and that the school co-operates with the local authority and other bodies

Appendix 4 - Guidance for Children and Adults in Relation to Bullying

Guidance for Children

Bullying is not accepted in our school. Therefore, do not take part in any kind of bullying and watch out for signs of bullying among others.

Never be a bystander to incidents of bullying - instead be inspired by our school's ethos of visible kindness and offer support to the person being bullied and encourage them to report it.

If you feel you are being bullied:

- Remember it is not your fault
- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel
- Remember all bullying is wrong, and you do not have to stay silent about it
- Tell an adult or somebody you trust about what has happened straight away. Adults in school have a responsibility to give you help and support around bullying
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.

When you are talking to an adult about possible bullying be clear about

- What has happened
- Who was involved
- Where it happened
- How often it has happened
- Who saw what was happening
- What you have done about it already.

If you feel you have experienced bullying by mobile phone, text messages or e-mail:

- Don't retaliate or reply
- Save the evidence, do not delete anything
- Be careful who you give your mobile phone number and e-mail address to
- Make sure you tell an adult who you trust
- Make a note of exactly when a threatening message was sent
- Ask an adult to contact your service provider or look at the website to see where to report incidents.

Guidance for Parents / Carers

Parents / carers also have a responsibility to look out for signs of possible / actual bullying (e.g. distress, feigning illness, lack of concentration). You should support your child to report it or report concerns if you feel your own child maybe / is displaying bullying traits.

If your child has been bullied / potentially been bullied:

- Calmly talk with your child about their experiences
- Make a note of what your child says including who was involved, what happened and where it happened and how often the alleged bullying has occurred
- Reassure your child that they have done the right thing to tell you about the possible bullying
- Explain to your child that should any further incidents occur, they should report them to an adult in school immediately
- Make an appointment to see your child's class teacher
- Explain to the teacher the problems your child is experiencing.

If your child is experiencing any form of cyber bullying:

- Ensure your child is careful who they give their mobile phone number and e-mail address to
- Check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations. Do not delete messages
- If the bullying involves a child from school, contact the school to report this
- Contact the service provider to report the incidents

- If the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police.

When talking with members of staff about possible / actual bullying:

- Try to stay calm and bear in mind that the staff member may have no idea that your child may be being bullied or may have heard conflicting accounts of an incident
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Make an appointment to discuss the matter with the Headteacher / Principal
- If, despite this, you believe the bullying is still continuing, you can raise a complaint via the School's Complaints process.

If your child is displaying bullying behaviour towards others:

- Talk with your child and explain that what they are doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how they can join in with other children without bullying
- Make an appointment to see your child's class teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop your child bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when they are co-operative or kind to other people.

Individual Academy Information William Law September 2026

Introduction

At William Law we have high expectations of behaviour from everyone who is part of our community. We believe the behaviour is a form of communication and we have a shared responsibility to learn from each other to ensure communication is being understood through fostering respectful relationships between all members of the school community. The school recognises that pupils who are Looked After Children (LAC) or Previously Looked After Children (PLAC) may require adapted behaviour support taking account of their life experiences. At William Law, we are committed to understanding each child as an individual, considering their personal history and current circumstances. We acknowledge that these experiences can impact behaviour and emotional regulation, and we respond with empathy, flexibility, and informed strategies. Where needed, we provide scaffolded approaches to support positive behaviour and ensure every child can thrive in a safe and nurturing environment. In this instance the pupils' carers, the designated Children in Care (CiC) Teacher and class teacher will liaise to discuss suitable adaptions as required.

The principles set out here apply equally to children and adults within our community, including parents and visitors. This policy must be agreed, enforced and modelled by every member of staff, including Class Teachers, Teaching Assistants, Administration Staff and Midday Staff.

This policy applies to all people:

- In school
- Travelling to and from school
- On all school-based and educational visits and activities
- When representing or commenting on the school in any capacity

Our Aims and Values

Our aims and values are:

- To build strong relationships and a culture of respect
- For there to be a calm, purposeful and positive atmosphere in our Church of England school, where all children can reach their potential
- For the whole school staff to have a consistent approach to supporting behaviour that is clearly communicated to children, parents and other stakeholders.
- For children to take responsibility for their own behaviour and have pride in their conduct at school and outside of school.

This policy is designed to:

- Promote positive relationships built on mutual respect and trust
- Encourage pupils to recognise that they can and they should make the 'right' choices
- Promote self-esteem, self-discipline along with the tools required to develop self-regulation
- Teach age-appropriate behaviour through positive intervention
- Develop all staffs understanding of how Adverse Childhood Experiences (ACE's) can effect behaviour presentation, particularly for those who are Looked After Children (LAC) or Previously Looked After Children (PLAC), and how to best support pupils with known or possible ACE's
- Develop children's understanding of our William Law Learning Powers and how to apply them to daily life in school. This includes Behaviour Powers, Learning, Living & Loving Powers.
- Have a focused system of reward for positive behaviour and ensure high expectations of behaviour
- Ensure fairness and equity in our approach to supporting behaviour and encourage consistency of response to both positive and inappropriate behaviour
- Promote early intervention of inappropriate behaviour
- Enhance teaching and learning
- Develop in pupils a sense of self-awareness and an acceptance of responsibility for their own actions
- Ensure that every member of the school community feels respected, valued and included
- Ensure all members of the school community feel happy, safe and secure
- Ensure there is a consistent approach to managing behaviour from all members of staff

Expectations

Central to the policy are the choices children make. We refer to positive choices (which lead to positive consequences/rewards) and negative choices (which lead to consequences alongside opportunities for educational growth through pastoral development points and negative consequences.

Staff should never walk past or ignore students who are failing to meet expectations it is everyone's responsibility. Always redirect students by referring to our school expectations:

'The William Law Way: Learning Respectfully, Living Safely & Loving Kindly together'

<u>Language is Key</u>

There are two key reasons for using the language of 'choice' (positive and negative choice or detrimental/dangerous or desired behaviours):

- It promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed), i.e. there are always different behavioural options (we don't accept/expect that some children will always behave in such a way) and;
- It avoids labelling children – instead, we refer to the choices we all make and that we should always try to make good choices.
- Equally we refer to behaviours as detrimental or dangerous for those behaviours we wish to reduce or avoid and desired behaviour for those we wish to promote or encourage more of.

Praise is key to nurturing motivated, engaged children who make positive choices and consequently build positive relationships. Throughout school, all stakeholders (not just staff but children, parents and visitors) should aim to 'catch' positive behaviour. If we became complacent, many positive choices could be taken for granted and many children who always make positive choices could become 'invisible'.
Relationships and consistency are the key to successful outcomes and to develop and nurture this, an Emotion Coaching approach along with Restorative Justice underpins how we engage with children.

All staff will:

Acknowledge the behaviour we expect to see at William Law. "The William Law Way"	• Deliberately and persistently catch students doing the right thing and praise them in front of others. • Address the behaviour type and use the language of choices that have been made whilst coaching and supporting a change in any detrimental or dangerous behaviour choices that have been made • Know their children well and develop positive relationships with all pupils • Actively use the Recognition Boards regularly across each lesson each day to record positive behaviours in the classroom and playgrounds.
Share your calm, not join their chaos.	• Remain calm and keep their own emotion separate from their engagement with behaviour management of pupils. Negative behaviours should receive a calm and balanced response and not be met with a reactive emotional response from adults. • Relentlessly and consistently work to build mutual respect. • Demonstrate unconditional care and compassion • Enforce any consequences as soon after the event as possible. • Discuss negative behaviour choices in private
Use a voice volume appropriate to need.	• Shouting at children is not acceptable and there is never a situation that would arise that would require this. • Shouting to prevent dangerous behaviour is the only exception to this, if a child was presenting a danger to themselves or others in which case, shouting "STOP!" to draw attention and then going to the situation immediately to intervene.

We praise in public and remind in private	• When required adults will remind pupils quietly or privately about expected behaviour choices. To show respect to pupils we avoid loud or public reminders but will be vocal in praising good choices and showing pride in those who demonstrate these positive traits.
Meet every morning with a smile to foster positive relationships	• Our aim at William Law is to greet every pupil with a smile each day to allow the best chance to foster strong respectful relationships.

Rewards & positive recognition

We work on the principle that positive reinforcement and recognition of a "job well done" will be enough for most learners. To support this, rewards are linked directly to William Law Powers. It is the teacher's responsibility to explicitly identify to the child the learning power and behaviour that is being celebrated through use of the Recognition Boards in each classroom. We use collaborative Recognition Board's CONSISTENTLY throughout lessons in all classes, with a class focus and whole school focus which his updated regularly. The Lunchtime Recognition board reflects the current whole school focus.

Additionally, a house point system is used to acknowledge and reward positive behaviour and build a sense of collaboration within smaller community groups in school.

Celebration Worships are an opportunity to publicly celebrate the positive choices children have made in their behaviour or learning in school.

Postcards sent home are an opportunity to allow family and friends the chance to encourage, reward and support positive behaviour and relationships at home.

Consequences

Staff at William Law employ consequences if a child is not able to follow expectations or make positive choices. Consequences are applied when a child disrespects another child's rights or fails to uphold their own responsibilities. It is the staff member's responsibility to explicitly identify to the child the expectation that is not being met.

Consequences are not intended to humiliate or make an example of any child. The aim is to help the child think about their choices and take responsibility for changing their behaviours. On occasion, natural consequences are sufficient in managing an incident.

At William Law we use a variety of consequences which are tailored to suit the needs of the individual learner.
Please note these are not applied in a hierarchical order, adults must use their professional judgement at the time of the incident to determine the most appropriate form of consequence may be. Trust between home and school allows school staff to apply consequences pertinent to the situation at the time to bring closure and allow a fresh start for the pupils involved when they rejoin their next learning session.

Responding to detrimental behaviour outside the school

Negative choices made may be shared with members of staff in relation to misbehaviour outside the school by either pupils, parents, concerned citizens or other parents. The incidents may be raised by email, telephone or physical report by speaking directly to a member of staff. When such incident occurs, this should be raised in the first instance with a class teacher who, dependent on the type of incident, may need to inform a member of the Senior Leadership Team (SLT), either Team Leader level or higher.

A discussion should be had to identify the level of severity and in accordance with Trust Policy. Pupils may be spoken to, parents informed or invited in to meet and discuss further, or in most severe cases police involvement may occur or a children's social care referral can be made. This decision and outcome would be made by the Principal, or a Designated Safeguarding Lead in school.

Bullying

See the school's Anti-Bullying Policy

Parents

The school works collaboratively with parents so children receive consistent messages about expectations for behaviour. We aim to build a supportive dialogue between the home and the school. We inform parents as soon as is reasonably possible if we have concerns about their child's well-being or behaviour. Please note some incidents take time to investigate and senior staff have a wide range of responsibilities to perform each day, therefore there may be a delay from the time the incident occurs to the time of contacting parents. We always aim to complete this within the working day, but occasionally circumstances may mean contact is made with parents in the evenings.

We expect parents to:

- be aware that all classes have clear expectations for behaviour and to support these expectations.
- co-operate with the school.
- support the school's decision when applying consequences to deal with any specific incident/ issue

If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Team Leader who will consult with the Assistant Principal in the first instance, should this be necessary. If these discussions cannot resolve the concern, contact with the Principal and if no resolution is found then contact with the Regional Principal can be made, if still not resolved, the formal complaint process can be implemented.

Monitoring

The Principal and Leadership Team monitor the effectiveness of this policy on a termly basis. The Behaviour Lead reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a log of behaviour concerns as appropriate.

N.B. The images below do not depict an exhaustive list of consequences that may be given but offers an indication of the types of consequences that may be chosen, some situations are resolved with natural consequences and do not require further consequences. Each situation is taken on an individual basis and takes account of the specifics and any previous similar incidents that may have occurred recently. As with all interactions at school, not meeting behaviour expectation is a point for learning, reflection and growth. Behaviour management must be supportive and constructive for children to develop their emotional intelligence fully and begin to use a more robust level of self-control. These skills are learnt over time and with consistent boundaries and expectations in place at both school and at home.

Emotion Coaching Scripts

Step 1: Recognise the child's feelings and empathise with them
(No physical action necessarily needed.)

Step 2: Label and validate the emotion the child is feeling in the moment

Emotion Vocabulary				
ANGER	**SADNESS**	**FEAR**	**DISGUST**	**SURPRISE**
Frustrated	Lonely	Worried	Disappointed	Confused
Mad	Hurt	Insecure	Bitter	Overwhelmed
Annoyed	Guilty	Embarrassed	Resentful	Startled
Offended	Uninterested	Rejected	Shameful	Shocked
Threatened	Inadequate	Vulnerable	Averse	Amazed

Labelling • Use words to reflect back the person's emotions	**Possible Sentence Starters** • *I wonder if you feel…….* • *It seems that you are…….* • *That sounds as though it was …….* • *That must have been scary…….* • *I wonder if you are feeling nervous….*
Validating with Empathy • Empathise with the emotion by paying attention to what you are feeling and trying to see things from the perspective of the other person • Look for physical as well as verbal signs of the emotion being felt • Affirm • Allow time to calm down. Watch for physical signs of calming	• *I'm sorry that happened to you, that must feel ……* • *How hurtful, for you* • *That sounds (or feels) like it is a big feeling.* • *I would feel …. if that happened to me.* • *It's normal to feel …… about …….* • *It's OK to feel angry about …… when … happens to you* • *No wonder you were……., I imagine you were looking forward to…* • *I can see you feel …….when that happens / when I do(say)……*

ONCE CALM

Step 3: Limit Set (if needed)

Limit Setting • Give guidance and positively explain boundaries by outlining what is acceptable behaviour.	• *I understand that you might have not felt listened to, we need to stay safe in the classroom, we use kind hands.* • *Remember we try to use words to tell people when something is not right for us.* • *When you told Amber to go away, it made it difficult for everyone to keep playing, everyone likes to play in a group.*

Emotion Coaching – A High Level Summary

Emotion Coaching encourages the child to re-establish the connection between their thinking brain and their emotions.

Only then can a child who is dysregulated, calm down, reduce their heart rate and take part in a discussion about the situation rationally. Until this reconnection occurs, talking is often ineffective.

How do we Emotion Coach?
How does Emotion Coaching encourage the process of regulation to happen?

There are four steps which form a useful and memorable script and guide:

Step One: Recognising the child's feelings and empathising with them

This first step does not require physical action - it is the internal acknowledgement of the adult that the child is experiencing an emotional moment. It allows the necessary pause for thought and is important because it gives the adult the time to bear witness to the child's emotions, tune into their own empathy and get ready to act in step two.

Step Two: Validate and label the emotion the child is feeling in the moment

It may seem awkward and unnatural at first. Watching an angry person enacting their anger and telling them that you can see that they are angry may seem patronising and unnecessary. But research tells us that just by naming the emotion the other person is feeling, we are encouraging the regulatory processes to engage and reconnecting the thinking brain with the limbic system (emotions). By being with the person as they are experiencing a heightened state and through naming that emotion, we are communicating that 1. We understand how they are feeling and 2. It is ok to feel like that. This explicitness is a vital step and without it, effective Emotion Coaching cannot happen.

Step Three: Set the limits

It's important to recognise that just because you have demonstrated empathy and validation in step two, Emotion Coaching isn't about ignoring the fact that some behaviours aren't acceptable. What Emotion coaching practice is striving for is the understanding that behaviours are telling us that something isn't right – our quest is to find out about the emotions that are driving the behaviour. However, as steps one and two help you identify and empathise with the emotion, step three allows you to put some limits on the behaviours, if necessary.

A good example of this would be to consider a sad seven year old who has just hit out at a friend. Acknowledging the child's sadness identifies you as an understanding and empathic adult and as the child begins to calm, stating, 'I understand you're feeling really sad today, but one of our golden rules is kindness, so hitting your friend isn't an ok thing to do' becomes perfectly logical. This is the key to step three: making clear which behaviours are and are not acceptable.

Step Four: Problem Solve

Emotion Coaching endeavours to teach resilience and step four is important to reinforce the idea that children have the capacity within themselves to develop skills to cope with their own emotional worlds. In step four, the Emotion Coaching practitioner works with the child to consider what they could do when they feel those strong emotions next time. Wherever possible, new solutions should be driven by the child or young person, but there are times, especially when the child is new to the process, when some ideas will need to be given. For example, 'I wonder whether it would be a good idea to go to the special beanbag in the corner next time you feel like this? Then I can come and help.'