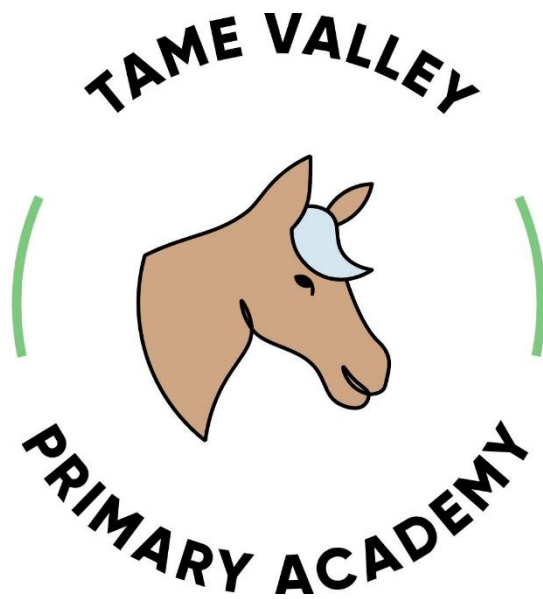


# Tame Valley Primary Academy Behaviour Management Guidance 2025/26



**Approved by:** SLT

**Date:** September 25

**Last reviewed on:** Sept 25

**Next review due by:** September 26

Amendments 24-25 – 5.4, 6.5 and 11.5

Amendments 25-26 – 8.5, addition of 8.12, appendix 11.6

This policy should be read in conjunction with the:

- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- Online Safety Policy
- Positive Handling Policy

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## 1. Aims

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils

### The Purpose of this Policy

To provide a written record of our approach to managing behaviour at Tame Valley Primary Academy, which has the support of all adults in school, including the governing body. It will support staff in developing positive behaviour strategies when dealing with pupils and will inform governors, parents/carers, and other interested parties in our approach.

### Expectations

All school users have the right to work and play in a happy and safe environment. Everyone is expected to be polite, sensible, responsible and sensitive to the needs of others, recognising that good behaviour is based on mutual respect. These aspects are constantly reinforced.

Positive approaches, such as praise and reward, have a high priority throughout school and feature regularly at individual, class and whole school levels.

Where the need for sanctions arise; they should be fair and consistently applied, distinguishing between serious and minor offences.

Appropriate sanctions and withdrawal of privileges will be used to support the implementation of positive behaviour.

## 2. Legislation, statutory requirements and guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

## 3. Roles and Responsibilities

All adults will be role models for behaviour and will provide a caring, friendly and inclusive learning environment. Adults will clearly and fairly communicate, teach and model expected behaviours to the pupils in their care.

All adults will endeavour to have high expectations in order to promote a positive and hard-working school environment.

### 3.1 Trust Local Advisory Committee

TLAC is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 3.2 Headteacher

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- 

### 3.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour when upholding the school culture and how they can model school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### 3.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

### 3.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

## 4. Our School Values

We uphold and embody the values of:

- ✓ Perseverance
- ✓ Co-operation
- ✓ Responsibility
- ✓ Respect
- ✓ Resilience

Our School Councillors uphold these values and act as positive role models around school.

#### 4.1 The Classroom

Following the values will allow a fair and consistent way to establish a safe, orderly, positive classroom environment in which the teacher can teach and the children can learn.

In the classroom, teachers and pupils, at the start of the academic year, should establish rules and directions, appropriate to the age and stage of the children. These rules should be decided upon with the direct involvement of the children.

### 5. Promoting and rewarding positive behaviour

All staff are encouraged to recognise and reward success and effort and to emphasise potential rather than failure. We believe that outstanding behaviour and attitude to learning are achieved through positive reinforcement. Rewards are therefore used to reinforce positive behaviour – these must be associated with high expectations and our School Rules.

Rewards are used to help to create an atmosphere where children's self-esteem is nurtured and negative behaviour becomes a less favourable method of gaining attention.

#### 5.1 Rewards

At Tame Valley our aim is to foster a preference of intrinsic reward over extrinsic.

#### 5.2 Class

Each classroom will have a recognition board where a target will be set. This target is decided by the class teacher and can be time limited to a session target, a daily target or a weekly target. This target will be linked to a social or learning behaviour that the children need to develop, consolidate or refine.

Each child is to get their name on the recognition board for achieving the target. The aim is for all children in the class to have their name in the board. This is celebrated by a class whoop, clap or any other appropriate response as agreed between the children and the teacher.

#### 5.3 Individual

Each week the teacher will send two positive notes home for children who have shown behaviour that is 'over and above' school behaviour expectations.

#### 5.4 Celebrating Achievements

Celebration assemblies are held every Friday afternoon and focus on celebrating good behaviour and attitudes and demonstration of our school values in front of the whole school.

- Each teacher nominates two pupils: one for upholding the value of the half term and one linked to an academic achievement. The children are congratulated in assembly by a member of SLT and presented with a certificate. Parents/carers are invited to join assemblies to watch their child.
- Teachers are encouraged to ensure that every child in their class is congratulated at least once per year
- Headteacher and Deputy Headteacher certificate awarded in celebration assembly for a child seen to be going 'over and above'.

#### 5.5 Positive Note Home

Any member of staff may send congratulatory notes home to celebrate outstanding behaviour or effort.

#### 5.6 Praise note from the Headteacher/Deputy Headteacher

Teachers are encouraged to send pupils with examples of exceptional work or behaviour to see the Head Teacher or Deputy Head teacher to be congratulated and receive a praise note home.

## 6. Responding to misbehaviour

Unacceptable behaviour is taken extremely seriously and will be dealt with appropriately and fairly throughout the school. There will be a distinction between serious and minor offences.

Sanctions are fully explained to all children throughout the school and should be reinforced on a regular basis.

The underpinning ethos of sanctions is that it is the behaviour of the child that is unacceptable, not the child him/herself. Therefore, staff should:

- Explain to the child what he/she has done wrong
- Establish that he/she understands why the behaviour is unacceptable
- Explore with him/her the affect that the behaviour has on others
- Examine possible strategies for avoiding a repeat of the situation

It is important to note that there should be flexibility in enforcing sanctions depending on the severity or frequency of the child's behaviour. Staff should also be sensitive to the individual and consider why certain children are resorting to certain behaviours. Responses to the behaviour may differ depending on the cause.

The Sanctions flow chart explains the process in detail and should be used for reference. Not all behaviours will follow the tiered system. Some behaviours will be serious enough to warrant an immediate jump to the time out or repair levels – teachers should use their professional judgment in these circumstances and use the examples of behaviour as guidance.

Privileges may be withdrawn as a means to enforce the Behaviour Policy or to keep children safe.

Other behaviour management techniques may be employed where necessary and if deemed appropriate by the Head teacher/ Deputy Head teacher.

### 6.1 Break Time and Lunch Time Sanction

- Children who have reached 'time out' will automatically miss a short period of their next break time, if this is in the afternoon, a conversation with parents will take place at the end of the day.
- The 'time out' will take place in the classroom.
- Lunchtime supervisors will follow the same tiered system of behaviour.

### 6.2 Time out

If a child progresses to the 'time out' stage of the tiered system, the child will have a few minutes away from the situation, this may be in another classroom or within the classroom in a designated area/spot. This is an opportunity for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.

### 6.3 Restorative conversations

If a child reaches the 'repair' tier then a quick chat at breacktime or a more formal meeting (Restorative conversation) will take place with the class teacher in the first instance. This will be in the form of a coaching style conversation where the following questions will be explored:

- 1. What happened?**
- 2. What were you thinking at the time?**
- 3. What have you thought since?**
- 4. How did this make people feel?**
- 5. Who has been affected?**
- 6. How have they been affected?**
- 7. What should we do to put things right?**
- 8. How can we do things differently in the future?**

#### 6.4 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This takes them form of a pupil:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- Being 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
- 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 a staff member (e.g. on a school-organised trip).

#### 6.5 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

**NB:** Online behaviour taking place outside of school and not fulfilling the above criteria is the responsibility of the parent. School will support in online safety education and engaging with professionals where appropriate.

## 7. Recording of data

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed half-termly by the DHT and more frequently by phase leaders.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff

## 8. Serious behaviour Incidents

### 8.1 Suspension

Where the Head Teacher has exhausted all other possible alternatives, including internal exclusion, it may be necessary to suspend a student for a fixed period of time. All suspensions will follow DfE guidance.

Suspensions will be decided by the Head Teacher and will only be considered when there is clear evidence that the sanctions system has been used appropriately.

Following a suspension, a reintegration meeting with the student, parents/carers and a member of SLT will take place. The outcome of this meeting is to have a clear action plan to avoid further suspensions.

There may be circumstances when an immediate suspension may be required. They include but are not restricted to:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item as seen in this policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Consistent disruptive classroom behaviour that is impacting the learning of others

### 8.2 Permanent Exclusion

Permanent exclusions can be issued for a serious one-off incident, or for persistent breaches of the behaviour policy where the student remaining at Tame Valley could negatively impact their own, or others, wellbeing.

Some examples of events which may lead to a permanent exclusion include:

- Possession of a weapon
- Assault of a member of staff
- Extreme behaviour that may jeopardise the safety of the pupil or others in the school

- Consistent disruptive classroom behaviour that is impacting the learning of others

### 8.3 Use of Reasonable Force

Schools can use reasonable force to:

- Use or remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

### 8.4 Confiscation, searches, screening

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

### 8.5 Confiscation

We will confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

An article specified in regulations:

- tobacco and cigarette papers;
- fireworks; and
- pornographic images

## 8.6 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to co-operate, the member of staff will contact the headteacher or designated safeguarding lead to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether

conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### 8.7 Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks (trays)
- Lockers
- Bags

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### 8.8 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk
- All searches, including incidents where no items were found, will be recorded as a safeguarding log on Bromcom

### 8.9 Informing parents

Parents will always be informed of any search. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### 8.10 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

#### 8.11 Strip searches

The authorised member of staff's power to search outlined above **does not** enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

#### 8.12 Sexual Violence and Sexual Harassment (SVSH) and harmful sexual behaviours (HSB)

At Tame Valley Academy there is a **zero tolerance** approach to SVSH; it is recognised that a perpetrator may also be a victim of abuse.

- Following descriptors of these behaviour in KCSIE 2025
  - In addition to sanctions in this behaviour policy other sanctions may include:
  - Contact with the police
  - Referral to CASS in line with the schools child protection and safeguarding policy.
  - For HSB a referral to the school DSL will take place following the schools child protection and safeguarding policy.

#### 8.13 Social Services and other External Organisations

- A referral to CASS, in line with the school's Child Protection and Safeguarding Policy, may be required for:
  - Sexually inappropriate behaviour
  - Any behavioural incident which raised Child Protection concerns

Tame Valley Primary Academy buys into behaviour support from City of Birmingham School (COBS). The service will be used as necessary through referral by the SLT, Pastoral Manager or SENCo.

#### 8.14 Contacting the Police or other Security Agencies

- Any behaviour that has criminal implications may result in the police being contacted. The Head Teacher will decide on the appropriate course of action in these circumstances.
- Behaviour linked to radicalisation and/or extremism should be brought directly to the attention of the Head Teacher (or Pastoral Manager in their absence) who will decide on the appropriate action. This may involve Police, Prevent, CASS or utilising guidance via the Channel Agenda.

## 9. Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

#### 9.1 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

#### 9.2 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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.

### 9.3 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## 10. Training

As part of their induction process, and as part of continued professional development thereafter, our staff are provided with regular training on managing behaviour, including training on:

- Our systems and processes
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

## 11. Appendices

### 11.1 Sanctions Flow Chart

	<b>Steps</b>	<b>Actions</b>
1	Reminder	A reminder of the school values, delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Warning	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step'.
3	Last Chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention. Attach 'Stay behind two minutes after class' to this step. The two minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.

4	Time out	Time out might be a short time outside the room, on a thinking spot etc. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	This might be a quick chat at breaktime or a more formal meeting. (Restorative conversations)

## 11.2 Parental Involvement

### **Contact with Parents**

It is the class teacher's responsibility to feedback to parents about both the positive and negative behaviour of the children in their class.

### **Meeting with Parents**

A parent will be asked to attend a formal behaviour meeting with the class teacher and an appropriate member of SLT if the child's behaviour is deemed to not be improving or a number of restorative meetings have taken place with no visible improvement seen.

During these meetings, evidence of previous unacceptable behaviour will be shared - the child in question should also be present at the meeting. It is therefore vital that all members of staff have followed the behaviour systems.

Parents should be encouraged to understand that the school is not about attributing 'blame' or condemning the child, but rather about seeking to work in partnership in the interest of the child and the school community. The meetings are designed to plan a way forward with the pupil, staff and parent so that behaviour improves and barriers to learning are removed.

A pupil may be placed on a **Personal Achievements Report Card** to monitor behaviour. The report card will record how the pupil behaves in each lesson and during break times. The class teacher should share the card with SLT and parents on a weekly basis. Should behaviour not improve, an Individual Behaviour Plan will be designed in conjunction with the Pastoral leader and/or SENCo. It may be appropriate at this time to involve external agencies to support behaviour. The IBP follows a graduated approach and details the emotional and behavioural needs of the child.

## 11.3 Staff Guidelines

All staff and members of the school community are responsible for promoting good behaviour by all pupils at all times.

Staff should model positive behaviour at all times through their values and attitudes in school.

Staff must treat all children and adults fairly by applying this policy in a consistent way.

STAFF SHOULD ALWAYS AIM TO AVOID:

- ✗ humiliating
- ✗ shouting

- ✗ over-reacting
- ✗ blanket-punishments
- ✗ over-punishment
- ✗ sarcasm
- ✗ confrontation

INSTEAD, STAFF SHOULD AIM TO:

- ✓ Keep calm
  - ✓ Listen
  - ✓ Be positive and build relationships
  - ✓ Know pupils as individuals
  - ✓ Follow through with consequences
  - ✓ Be consistent
  - ✓ Establish authority firmly and calmly
  - ✓ Separate the problem from the person
  - ✓ Establish the facts
- Always aim to **DIFFUSE** a situation, not escalate it
  - Behaviour is not personal – try not to get angry or upset
  - Positive reinforcement – identify good behaviour and use proximity praise as appropriate
  - **REWARDS** are always more effective than **SANCTIONS**
  - Always give children a ‘way out’ of their behaviour pattern
  - Don’t zoom through the tiered system – they are designed to be used as a guide and to ensure consistency and fairness
  - Give children the opportunity to have a clean slate and fresh start – don’t hold grudges or set the child up to fail
  - SLT will support you, but class teachers are responsible for dealing with everyday behaviour issues

### **MOST IMPORTANTLY**

Seek to understand the behaviour. There is always a reason why a child misbehaves. Children are not adults and do not have the vocabulary or emotional maturity to explain their feelings.

By building positive relationships based on care, trust and high expectations, the majority of behaviour problems will be eradicated.

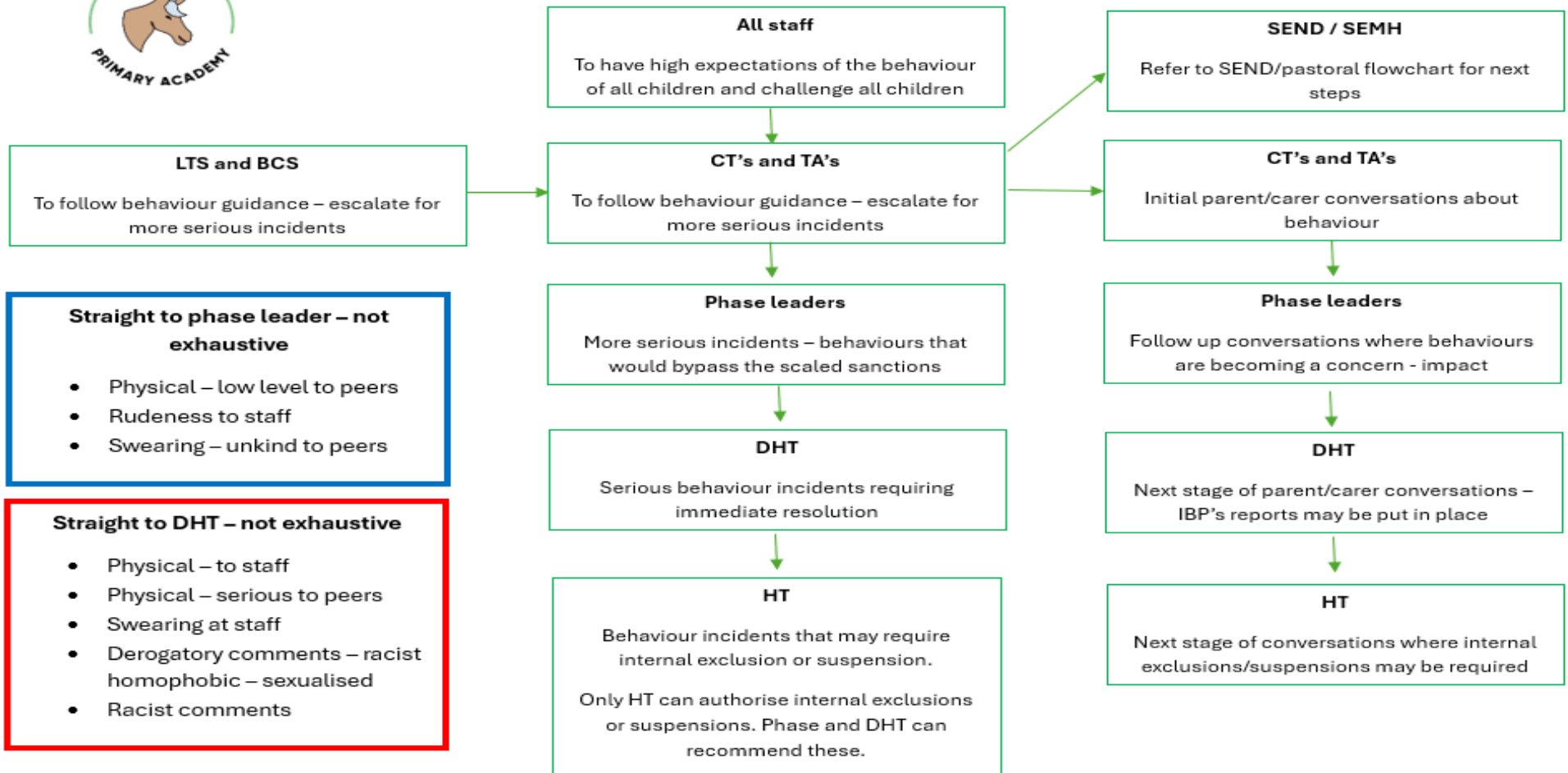
#### 11.4 Supporting Documents

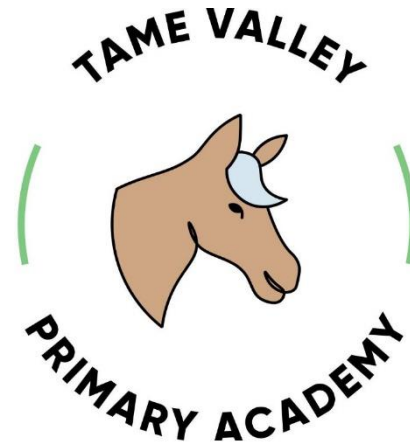
The SENCo will distribute documentation and strategies to support behaviour for learning in the classroom. Teachers should liaise with the SENCo and/or Pastoral leader for any further guidance required in order to better support positive behaviour management.

#### 11.5 Behaviour responsibilities flowchart

See below for escalation process and staff responsibilities at different stages of the behaviour system.

## Behaviour responsibilities flowchart





# Child-on-child sexual abuse: risk and needs assessment and version record

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Risk assessment – version [number]

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
<p>Details of the incident</p> <p>Record details of the incident from the point of view of both children</p>	<ul style="list-style-type: none"> <li>• How serious is the incident? Was it a crime?</li> <li>• Were there any other victims? [If yes, add extra columns for each other child]</li> <li>• Do we need to make arrangements to limit contact between the children involved, other than keeping them a reasonable distance apart on school premises including at before and after-school activities? (If the allegation relates to rape, assault by penetration, or sexual assault, the answer is automatically yes)</li> <li>• How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident?</li> <li>• Did the incident take place within an intimate relationship between the children?</li> <li>• Are there any related issues, including links to child sexual exploitation and child criminal exploitation?</li> </ul>			<p>Use this column to record additional information that may be relevant</p> <p>For example, previous, unrelated behaviour incidents</p>	

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Social risks	<ul style="list-style-type: none"> <li>• Do the children share a peer group? Are people in their friend group likely to take sides?</li> <li>• Do they both attend your school?</li> <li>• Do other people know about the incident? Do those people understand:               <ul style="list-style-type: none"> <li>• Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing</li> <li>• The importance of confidentiality</li> <li>• If, and how, they may need to be involved in any further investigations</li> </ul> </li> <li>• Are they likely to be the subject of gossip, bullying or further harassment?</li> <li>• Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)?</li> <li>• Do they risk being alienated from their friend group(s) as a result of this incident?</li> </ul>				

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Physical risks	<ul style="list-style-type: none"> <li>• Do they feel, or continue to feel, physically threatened by the other child?</li> <li>• Do you have reason to believe there is a continued risk to the safety and wellbeing of the children involved, or other pupils and staff?</li> <li>• Is either party at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)</li> <li>• Do they share classes/break times/etc.?</li> <li>• Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? How can such contact be limited?</li> <li>• Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) on school transport? How can we provide support here?</li> </ul>				

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Environmental risks	<ul style="list-style-type: none"> <li>• Do they live in a home where violence or abuse has occurred?</li> <li>• Do they live in or near an area or location known to police to be high risk for sexual harassment or assault?</li> <li>• Are they active on social media? If so, how? Do they know how to protect themselves from online grooming?</li> <li>• What activities do they take part in outside of school?</li> <li>• Are parents clear about:                             <ul style="list-style-type: none"> <li>• How the school (and partner agencies) are handling the incident?</li> <li>• Confidentiality?</li> <li>• The conduct expected of them while an investigation is ongoing?</li> </ul> </li> </ul>				

DATE	UPDATES MADE	REASONS FOR UPDATES	UPDATES MADE BY
	E.g, "Updated lunchtime arrangements"	E.g, "Feedback from Child A"	



