

*'Every child matters. Every moment counts.'*

## **Positive Learning Behaviour Policy**

Policy Approved	July 2024
Review Date	July 2026

## Knowle Primary School Culture

Our Positive Learning Behaviour Policy is underpinned by two sets of values that are truly aligned. Those of the Learning Academies Trust and our Knowle Core Values.



**Aspiration | Excellence | Collaboration | Inclusivity | Kindness | Respect**



We support all of our children to achieve well in school through teaching and promoting positive learning behaviours.

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## **Our Belief**

We believe that every child has the right to learn, and no individual has the right to disrupt the learning of others.

To achieve their potential, be motivated and ambitious, all children must feel safe and happy. Our positive learning behaviour policy provides a clear, consistent framework for this to happen, setting out expectations for all stakeholders within our school.

The focus of all behaviour interventions will be to create a positive learning environment, modelling positive learning behaviours and making these explicit to all stakeholders.

## **Our Ethos**

It is our mission to ensure that every child reaches their potential, develops a love of learning and strong sense of social citizenship.

We believe:

***'Every child matters. Every moment counts.'***

All staff at Knowle Primary School take a collective responsibility to support our children to learn from their mistakes. If a child understands a mistake that they have made, they are more able to adapt their behaviour to help them achieve the intended learning goal. Our rigorous systems provide the framework that allows for minor mistakes and whenever possible, a fresh start. Staff at Knowle will strive to encourage curiosity in children whilst supporting them to understand their responsibility and any consequences of their behaviour.

## **Policy Purpose**

To create a consistent approach to teaching and promoting positive behaviour, all staff will:

- Work to purposefully develop children's confidence
- Support children to develop a positive self-image and self-esteem
- Recognise that children require praise and encouragement
- Recognise that clear procedures and support networks need to be in place when children become unable to behave positively.

## **Aims and Expectations**

Staff at Knowle Primary School actively promote our school values and the positive behaviours that will enable them to achieve their full potential both at school and in the wider world. The school values are displayed throughout the school. These are taught and revisited regularly in whole-school assemblies and class discussions.

**Our school values:**



## **Our Positive Learning Culture**

We expect that every classroom and area of the school is one where children are happy, calm and able to work hard to achieve their best. Children must feel valued and a strong sense of belonging within their class and the school. All children must understand and value different cultures and develop how different people live. They must develop strong self-discipline, resilience and independence and should be provided with the support that they need to have strong self-esteem, seeking pride in everything that they do.

By taking pride in our school, we promote and model the importance of a stimulating, attractive and engaging environment. We want every child to feel that school is their second home – a place where they can proudly achieve their best.

We expect our children to be courteous and polite, show empathy and consideration towards others in school and within the local community. As a result of this, they take responsibility for their actions and understand consequences of these.

All our staff actively promote our positive learning culture through their consistent, calm and predictable approach to praise and discipline.

## **Strong School – Parent Partnerships**

We know that children thrive when there is a positive relationship between their parents, carers and the school. Communicating our expectations with parents and carers is vital in developing common expectations and ambitions for all children. This policy is shared with parents and carers as well as our core messages being shared through regular communication, celebrations and events in school.

*All staff are expected to follow the school rules, model positive learning behaviour and make daily reference to these behaviours so that every child is supported to learn in a calm environment.*

*All children are expected to follow the school rules and model positive learning behaviours so that every child can learn.*

*All parents and carers are expected to support the school's policy for the promotion of self-esteem and positive learning behaviour. They will ensure that children arrive in school ready to learn and have the support at home to practice and consolidate learning. This includes the safe and appropriate use of digital technology.*

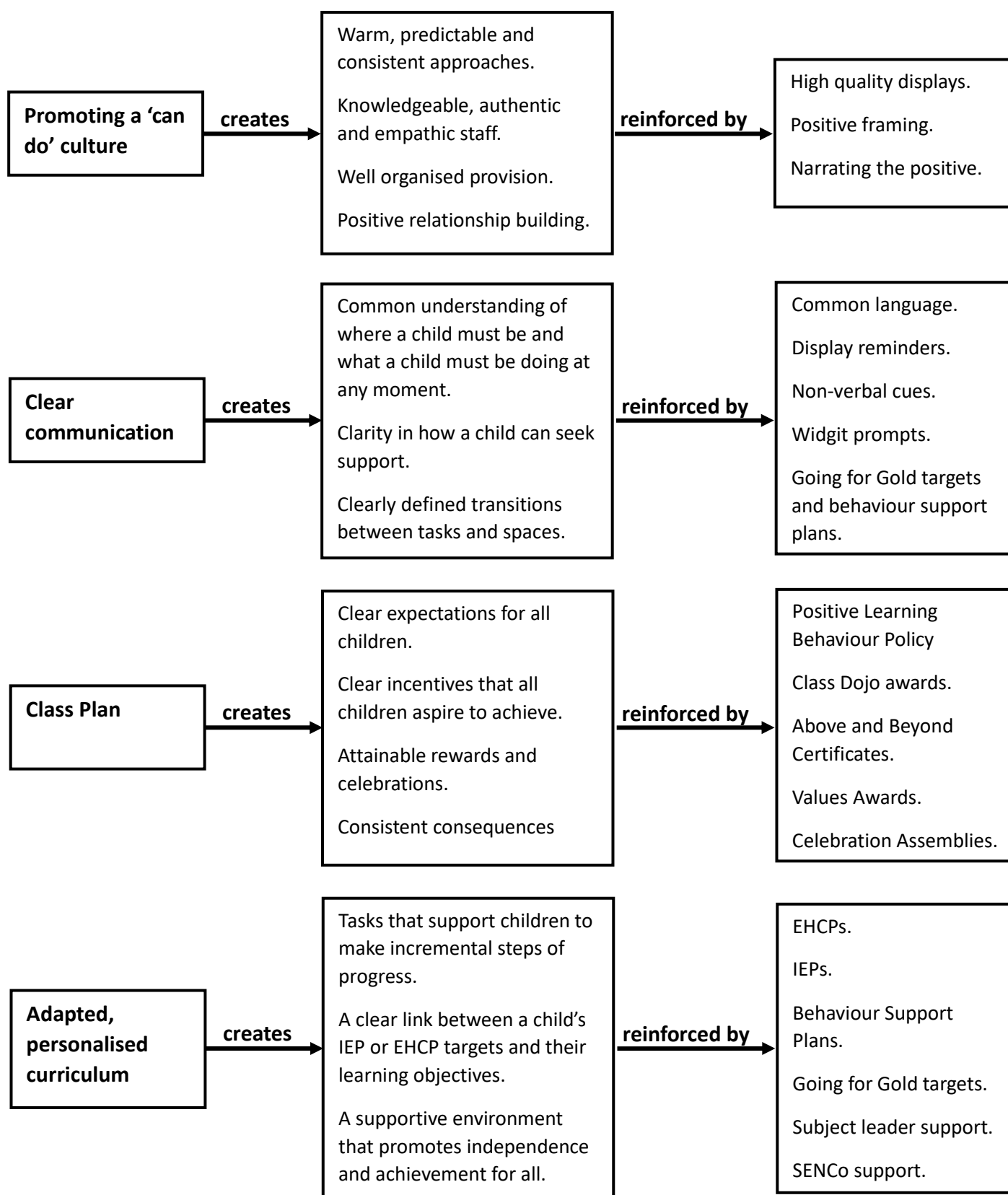
## **Promoting Self-esteem, Positive Learning Behaviour and Independence**

All staff at Knowle are expected to help children feel special. They aim to create a '**can do**' culture and promote opportunities for children to receive praise.

Staff believe that the process of promoting self-esteem and positive learning behaviour begins with the educator. It is therefore crucial that the educator is professional at all times and thoroughly informed about the group of children that they are leading. They must also understand how to implement this policy consistently in their practice.

**All adults will aspire to exemplify the requirements for effective teaching within their practice. Leaders will guide, support and model requirements for effective teaching to ensure that expectations are met consistently across the school at all times.**

## Requirements of Effective Teaching



When teachers adhere to Knowle's requirements for effective teaching, it is expected that all children will respond positively to this and ordinarily will be on task and engaged in their learning. They will be demonstrating our positive learning behaviours. The positive learning behaviours are narrated and exemplified through our school rules that are taught explicitly throughout all year groups and are reinforced through adult interactions, displays and rewards.

## **Giving Praise and Constructive Feedback**

All staff will endeavour to inform parents when a child has personally excelled in a learning task or exemplification of a school rule or school value. This could include demonstrating outstanding effort in class or home learning, attainment in their schoolwork, progress in behaviour, exceptional manners or kindness.

This is ideally shared first hand with the child present. When this is not possible, a message can be sent home, or a phone call can be made to share the good news. Teachers will lead on this process. Teaching assistants can also instigate the sharing of good news however should ensure that their class teacher is made aware to ensure that communication is clear and concise. Children should be given opportunities to understand that positive learning behaviour can also be valued at home as well as at school. For children who find it difficult to behave well or have poor self-image, it is important for us to find as many opportunities as possible throughout the school day to praise and offer them encouragement. Encouragement enables a child to begin to receive praise in the longer term. Not every child or individual will feel ready to receive praise immediately however we do know that this can be built up in small steps enabling the child to understand the joy of receiving praise for their effort. Building trust and positive relationships is the key to developing children's ability to accept praise. Staff should capture examples of positive learning behaviour using social media certificates and celebrations and or display to ensure that the child observes images of themselves acting as expected and in a positive way. This will help them to feel part of the collective goal and vision of no primary school as well as feel good about themselves.

### **Capturing examples of positive learning behaviour could include:**

- use of class Dojo as a whole class system and school system of recognising good work or behaviour continual praise and constructive feedback around successes
- in learning displaying work in a professional and high standard wherever possible around the classroom and the school
- sharing high-quality work through social media and the school Facebook page
- using the visualizer to share learning with other children in the class and displaying it as high examples of intended learning outcomes sharing high quality work and achievements with other children of the classes teachers teaching assistants from around the school as well as the head teacher deputy headteacher and senior team
- giving children the opportunity to praise others providing special duties for children who have excelled within their learning
- sharing with parents and carers about special achievements work or learning behaviour either verbally or in writing this could be in person certificates sharing books videos photos through emails and phone calls home
- Whenever possible, it is expected that staff refer back to and narrate the positive learning behaviour to the school rules so that children can see and understand the school rules in action

### **Clear Communication**

#### **Staff must communicate to children:**

- where they must be at any given moment
- what they should be doing at any given moment
- how to gain support or guidance
- when to change tasks and how to make a successful transition between the tasks

**What to praise:**

- Effort and or achievement and progress against the learning objective or personal goal
- improvement in work or behaviour
- outstanding work or effort
- consistency of work
- positive attitude
- helpfulness or consideration for others
- adapting to challenges and overcoming personal barriers to learning EG learning from mistakes
- positively impacting on others praise related to our 'Give me 5!' rules should be paramount in all decisions

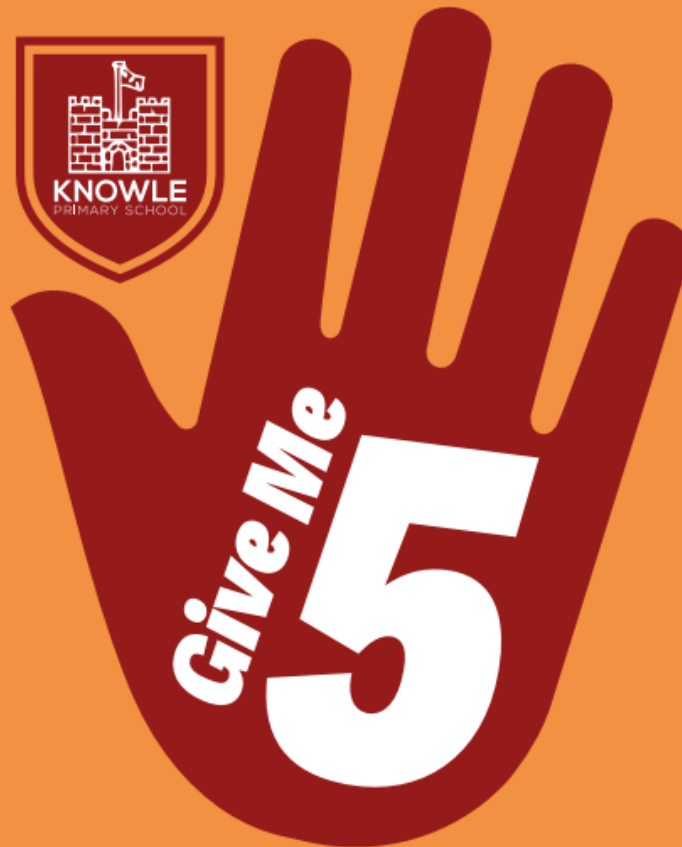
**How to praise:**

- A word of encouragement
- a written comment on a piece of work
- showing work to another teacher head teacher or senior member of the team
- a telephone conversation with a parent or carer
- an e-mail or a class Dojo message to a parent or carer a comment in a report
- being provided with a special responsibility
- a post onto the school Facebook channel
- class Dojo awards
- displaying work

## Framework Promoting Positive Behaviour | Advice for all adults

<b>Do</b>	always look for examples of positive learning behaviour	<b>Do Not</b>	look for trouble or be sarcastic
<b>Do</b>	praise encourage praise encourage wherever possible	<b>Do Not</b>	forget to praise and encourage
<b>Do</b>	value in respect what the children have to say	<b>Do Not</b>	undermine opinions and feelings
<b>Do</b>	reprimand the child's behaviour	<b>Do Not</b>	say the child as a person is at fault
<b>Do</b>	always remember that all children have feelings	<b>Do Not</b>	Use sarcasm, ever
<b>Do</b>	listen in a calm way and make time for the children	<b>Do Not</b>	make a child look stupid or ridicule them
<b>Do</b>	use reprimands and punishments as sparsely as possible and only ever in line with the school's policy	<b>Do Not</b>	continually chat tell a child off or add names to naughty lists
<b>Do</b>	speak calmly at all times; A calm manner encourages a calm response	<b>Do Not</b>	shout (unless absolutely necessary) or overreact
<b>Do</b>	ensure the child can maintain self-respect at all times	<b>Do Not</b>	use a child's personality with the behaviour
<b>Do</b>	be consistent and fair	<b>Do Not</b>	change or move the goal posts
<b>Do</b>	encourage the children to develop independence and encourage them to find their own solutions	<b>Do Not</b>	constantly do everything for the child without consideration
<b>Do</b>	constantly demonstrate a caring attitude	<b>Do Not</b>	ignore them or dismiss their ideas
<b>Do</b>	encourage the children to help and support one another	<b>Do Not</b>	let them put each other down
<b>Do</b>	always take a few seconds to think before tackling a difficult situation	<b>Do Not</b>	jump to conclusions
<b>Do</b>	as adults treat each other with consideration and respect	<b>Do Not</b>	argue amongst yourselves or exhibit behaviour which we want to discourage in the children
<b>Do</b>	reprimand in private wherever possible choosing a sensitive environment to have the conversation	<b>Do Not</b>	humiliate a child in front of a group
<b>Do</b>	share concerns with a colleague and always be prepared to ask for help and advice	<b>Do Not</b>	bottle up worries talk about children in front of them
<b>Do</b>	conclude an interaction in a positive manner		

## Our School Rules: 'Give Me 5!'



Always **try my best** and take pride in my work.



Always listen and **be kind** to others.



Keep myself and others **safe** at all times.

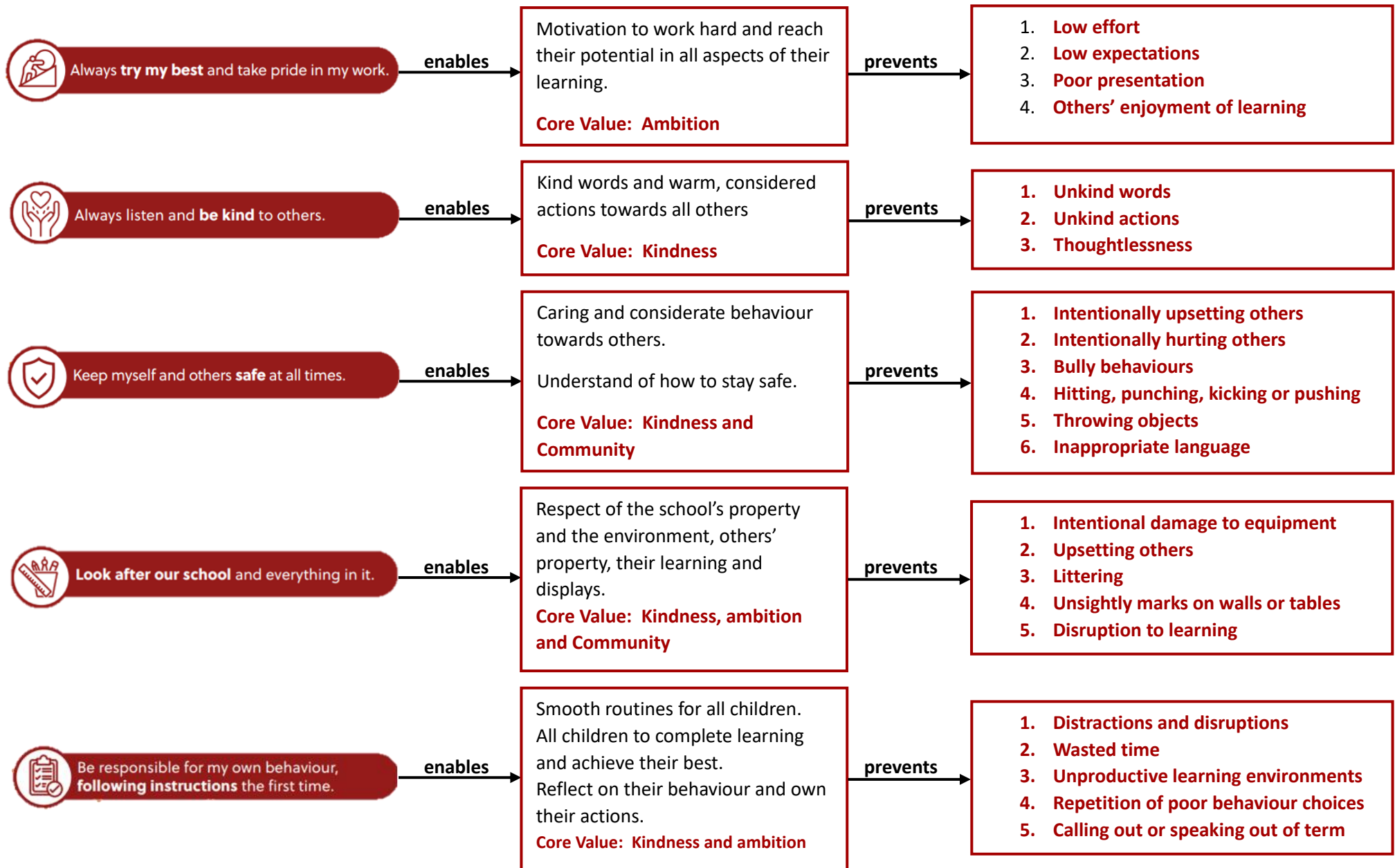


**Look after our school** and everything in it.



Be responsible for my own behaviour, **following instructions** the first time.

*When we teach and actively promote our rules, we have a profound impact on the culture of our school.*



## How do we positively promote and share our rules:

Children receive recognition for their efforts and attainment in many different ways across the school. Our whole-school consistencies ensure that all children are provided with the same opportunity to receive praise both in school and at home. This can include verbal and written praise from adults and peers, displays of work in class, on the school website, social media pages and through the Class Dojo app.

### Our Systems of Recognition:

Consistent layers of recognition enable children to earn increasingly public accreditation for their effort.



## Class Dojo

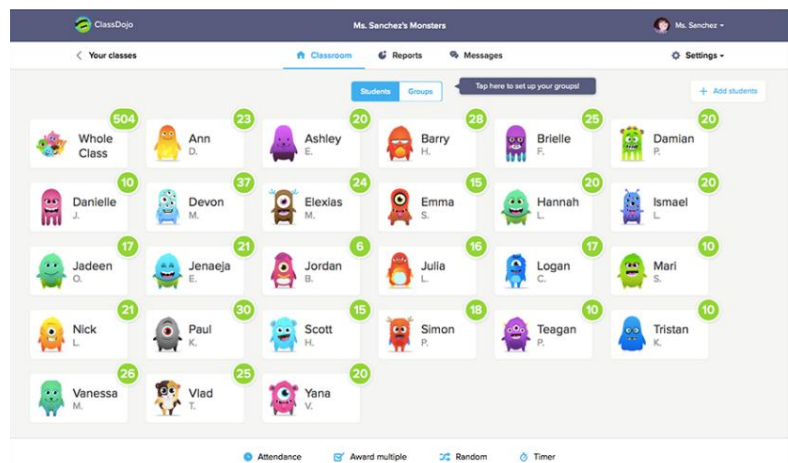
- Class Dojos are linked explicitly to the 'Give Me 5!' rules.
- Class Dojo assemblies take place every three weeks to ensure that all children are rewarded regularly and have regular opportunities to achieve again at a higher level.
- Prizes are earned by children based on the number of Dojo points that they earn
- All staff can award Dojo points if they recognise that the child is following and exemplifying our 'High 5!' rules.
- MTAs, Admin Team, Site Team, SLT and School Parliament have Dojo stickers that they can give to children, which in turn are then added to the Dojo app by the class teacher.





## Rewards, celebrations and sanctions

We aim to promote excellent learning behaviour throughout the school by giving children who display positive learning behaviours a high profile in school. Rewards help to identify positive aspects of each child's behaviour and make them aware of that they can achieve, building a sense of motivation and success. However, it is essential to limit the number of rewards and award systems in school to ensure that we demonstrate a consistent approach across the school. This ensures that all children have clear, fair and consistent systems to follow.

### Exemplification of Awards



**Knowle Primary School**

*Every child matters. Every moment counts.*

**Star of the Week**

*This week is ...*

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**Awarded on Friday 24th May 2024**

*Scarlett could be star of the week every week! She has a brilliant attitude towards her learning, always working hard and doing her best. She has worked her socks off for her SATs tests, never giving up, even when she found the work challenging. She is a great friend, who is super thoughtful, and kind and she is always polite and helpful to others. Scarlett absolutely makes the most of every day at Knowle! Well done Scarlett!*

Signed (Class Teacher): *M.E. J Bashford*

Signed (Head Teacher): *[Signature]*



**Adapted Communication**

Some parents and teachers may also choose to share a home communication book or across the Class Dojo app whereby they can maintain a regular flow of communication and monitoring. This can enable teachers and parents to work together, in partnership, to identify patterns in behaviour and note down any changes to routine or areas of concern.

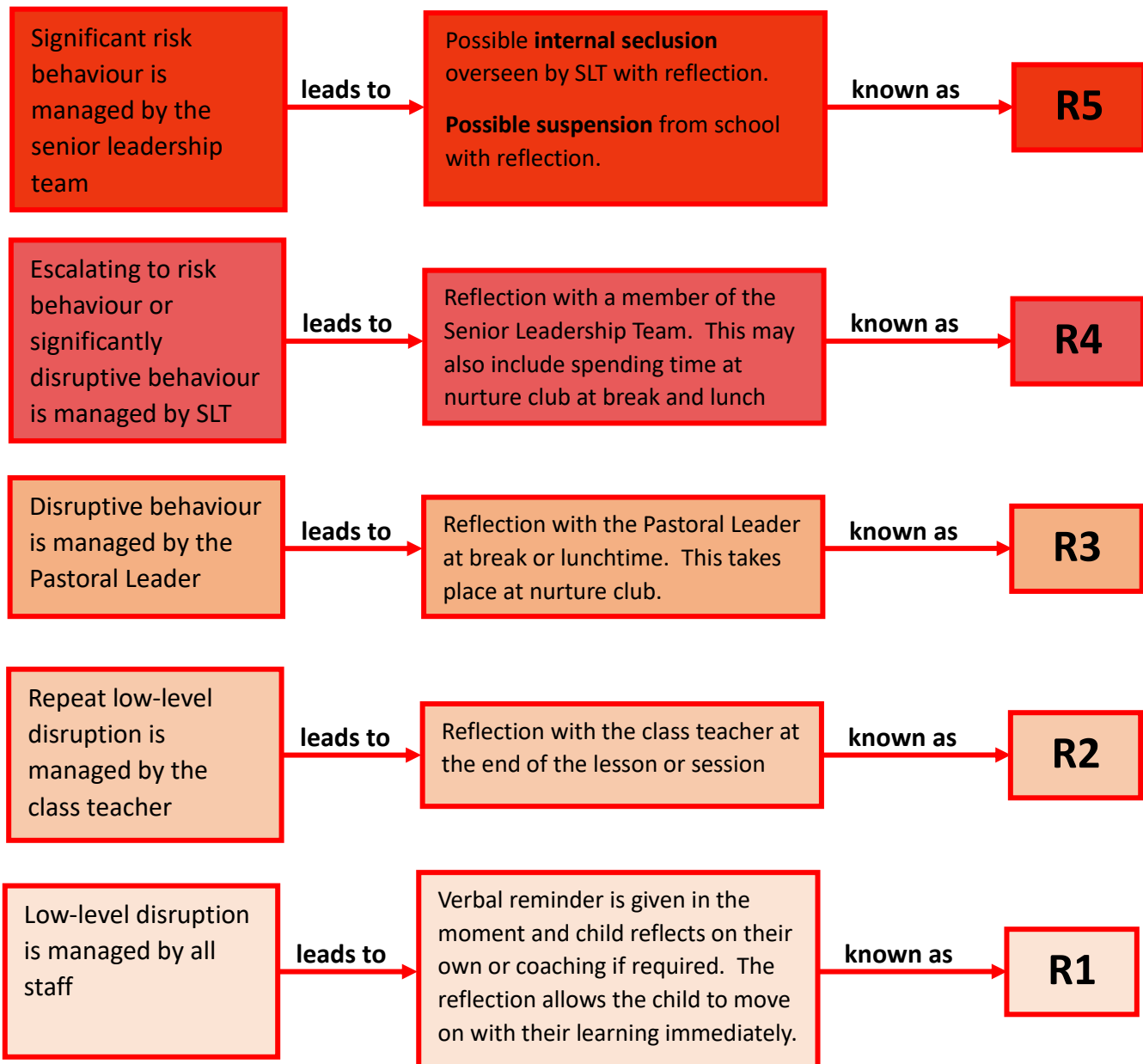
Staff will always look to deal with and resolve issues in school and not immediately involve parents. However, when a child needs to be provided with time to reflect and resolve an issue or incident, the child's parents or carers will be informed.

## Sanctions

To ensure that positive behaviour is promoted consistently, all staff are supported to implement sanctions and consequences for behaviours that do not align with our high expectations.

### Reflections Scale

When a child demonstrates behaviour that is not in line, or representative of our High 5! Rules, they need to have the opportunity to reflect and resolve. At this stage, a child will be told what level of behaviour they are at. This is known as a 'reflections level', ranging from Reflection Level 1 (R1) to Reflection Level 5 (R5).



## Exercising Professional Judgement

Teachers will use their professional judgement when to inform a child of what level of reflection they are currently at within the reflections scale. Children will be told what level they are at with the intention being that an R1 enables a child to quickly self-correct their behaviour without any further actions or consequences. In the rarest of occasions, a child's behaviour will require an R4 or R5.

Where a child requires additional support with their speech, language and communication, WIDGIT communication boards and flows are used by staff to ensure that children understand how their behaviour is reflected in the scale above. All interactions are managed based on context and with the intention to de-escalate and restore calm.

### What is the process of reflection?

We firmly believe that for children to change their behaviour they need to be taught how to behave and spend time reflecting on their behaviours. If a child has demonstrated poor behaviour, then they attend 'Reflections' on the day of the incident or the day immediately after the incident (depending on the time of the incident). Reflections is a time for a child to be coached and mentored in to changing their behaviours. Children are taught about the Primary Behaviours (what makes you angry) and the Secondary Behaviours (what you do when you are angry). They are taught methods of how they can manage their primary behaviours and make appropriate choices for their secondary behaviours.

### How does reflections work?

Reflections is run by our pastoral leader or a member of our SLT. To avoid having to attend reflections, every child is given a chance to change their behaviour or turn it around – an R1 or R2 where a child can reflect to self-correct. However, staff will use their professional judgement when they are deciding if the severity of an incident merits attending reflections (R3 or R4). If a child must attend reflections, this will be at break or lunchtime. The staff member who decides if the child is to attend reflections will accompany them to reflections. They will begin the reflections process by asking the following questions:

#### Reflections Questions – Staff member accompanying the child [See appendix for Widgit reflection strategy]

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected?
4. How have they been affected?
5. What should we do to put things right?
6. How can we make better decisions next time?



Following this, the coaching part takes place with our pastoral leader or SLT member who works with the children during the club and reflects with the child on a deeper level. Questions they will ask are:

#### Reflections questions – Pastoral leader / SLT

1. What have you thought about since?
2. What strategies could you use to help you?
3. Who could have helped you out in this situation?
4. When / if you feel that way again, what could you do?



They will record the child's feelings whilst also looking to resolve the issue so that tomorrow / the session becomes a fresh start. They will record this on a behaviour log using CPOMS. They will record the reflections level as part of the logging process.

When addressing a child's behaviour at reflections it is important that staff members do or are mindful of the following:

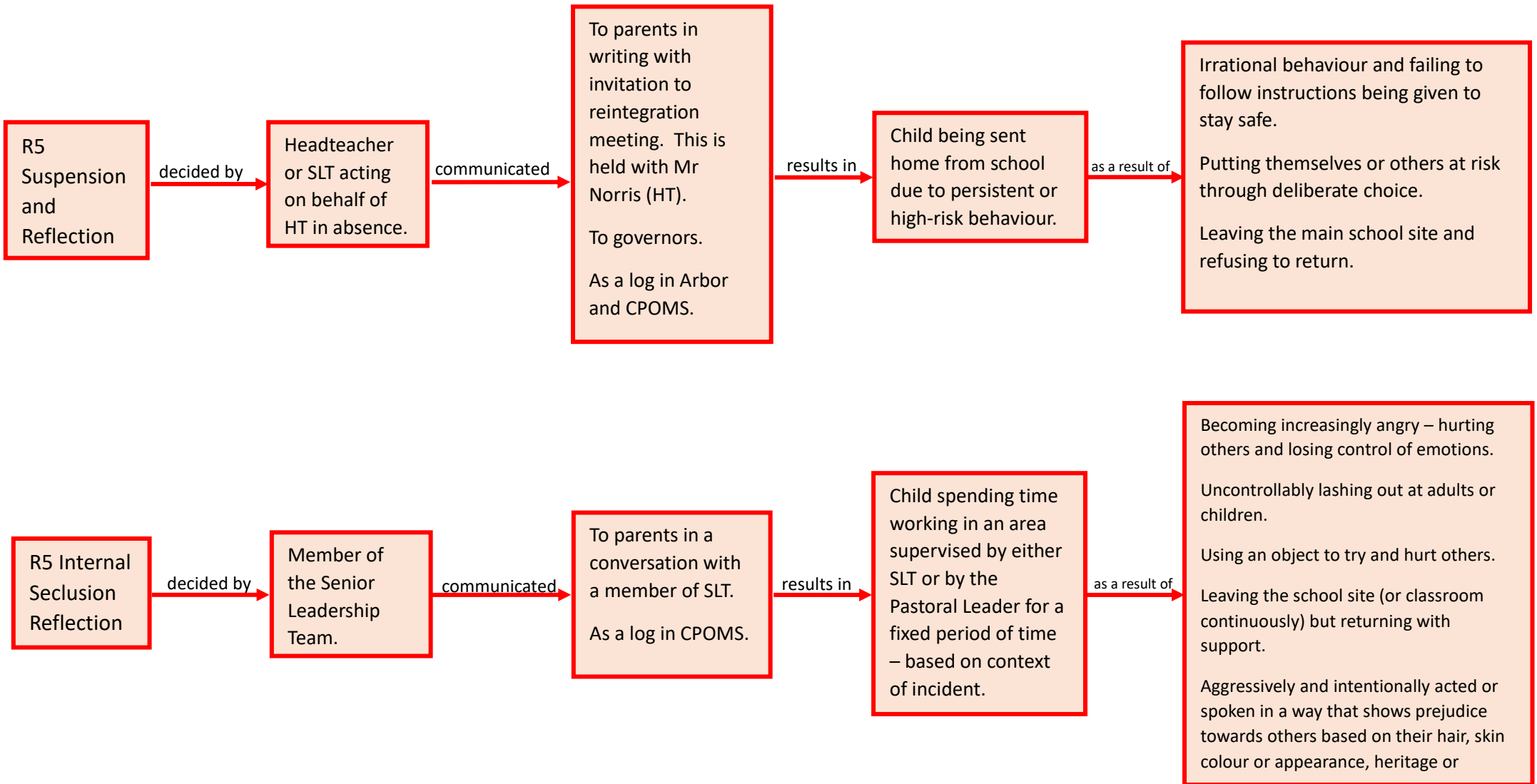
1. no note taking in the reflection session. Notes to be written up afterwards.
2. Maintain eye contact and positive body language - side on side.
3. Consider the child's ability to answer the questions you pose and ensure that where required there is a visual aid to support speech language in communication understanding.
4. No audience where possible - private space whereby you cannot be interrupted. The focus must be solely on the child.
5. It must be the adult addressing the initial behaviour taking the child to reflections club. This is vital from a relationship and control building process.
6. The child that you look forward to seeing them after the club.

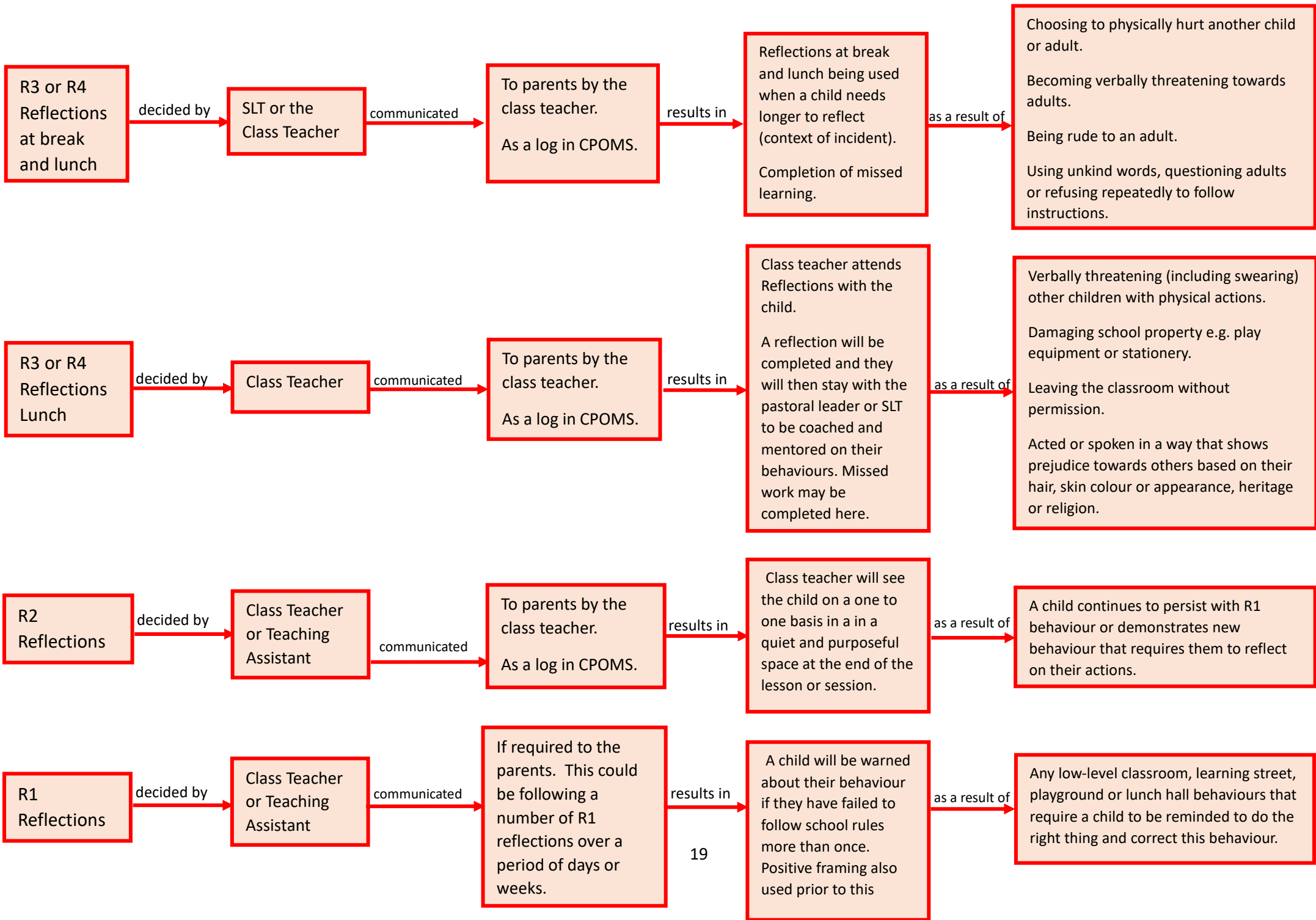
If a child is repeatedly attending reflections club then further steps need to be put in place to support this child further. Further investigation may need to happen to establish the root cause of the behaviour. At this point, we may require additional advice and guidance from outside agencies to support the school in managing a child's behaviour.

**Reflections are tracked by the Pastoral Leader and SLT so that there are clear indicators for intervention that will support a child who's behaviour is persistently challenging.**

**Come up with the next step intervention e.g. could trigger a Going for Gold, nurture provision at lunchtime, ELSA support**

## Consistent Implementation of Reflections





Reflections are tracked by the Pastoral Leader and SLT so that there are clear indicators for intervention that will support a child who's behaviour is persistently challenging.

Come up with the next step intervention e.g. could trigger a Going for Gold, nurture provision at lunchtime, ELSA support

### **Consistency is key**

All staff in school need to address behaviours in a consistent manner. Children need consistency in how they are addressed in their behaviour for both positive and negative behaviours. To support staff with this staff must follow the above script when addressing poor behaviour. The script enables staff across the entire school to have a clear structure behind them when it comes to talking to a child about their behaviour. Staff know what to do when and how to address behaviours by following the script.

### Transitions

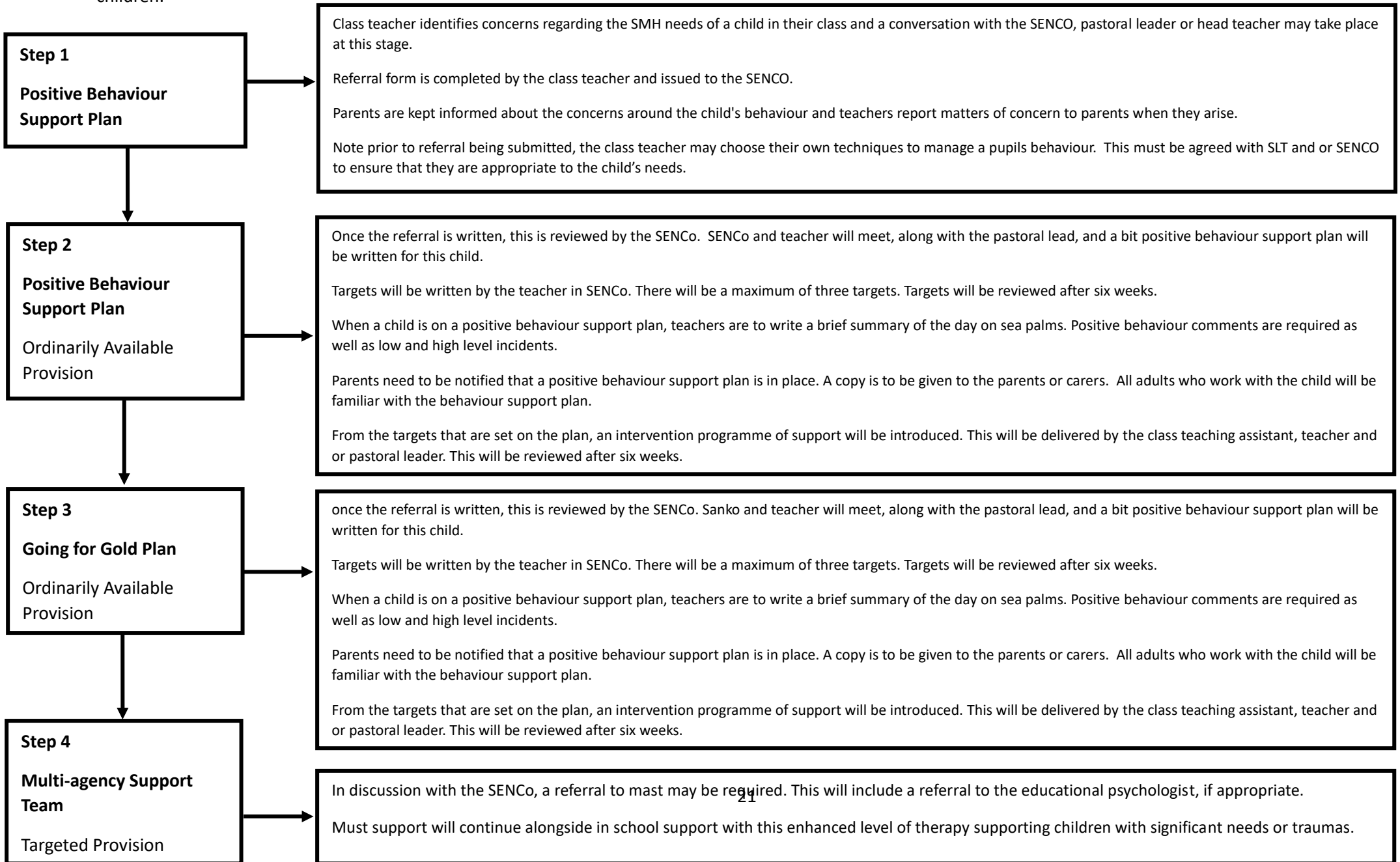
the most effective educators managed transitions well. Routines are designed in teams to be consistent and our shared expectations amongst all staff and children within those teams. Some examples of transitions are as follows:

1. moving from carpet to table activities
2. moving between one learning experience to another
3. moving between venues, rooms, learning spaces
4. going out to an event such as playtime
5. coming in from an event such as playtime
6. moving from different areas of the school at lunchtime
7. entering, or exit in the classroom, learning space etc

transitions and changes of activity can make children feel stressed and uneasy. Therefore, all transitions between key learning experience must be well planned and show an awareness of the child's individual needs. Learners will benefit from being given a clear warning or countdown to change ahead of time. Other strategies could include the use of familiar music use visual timetables and or timers. Adults will ensure that necessary adaptations are in place to support children who have additional needs or where an additional plan is in place to keep themselves safe and focused during transitions.

## Knowle Primary School Behaviour Strategy

Where a child presents as having concerns with regards to their social, emotional and mental health needs, we have a clear behaviour strategy in place to support these children.



## Early Help and Team Around Me (EHAT and TAM)

Where concerns continue to rise or persist over time, it may be relevant to hold an EHAT or TAM. A meeting will take place between the head teacher, SENCo and safeguarding lead to discuss this as well as who leads on this (either safeguarding or SEND). An agreement around who will lead the EHAT or TAM will take place. Occasionally, the work may be joined up as concerns within school behaviour could be exacerbated by concerns at home. Weekly dialogue between the head teacher, SENCo and DSL will happen to monitor and establish next steps. Where required the DSL will liaise with children social care to ensure that any social workers involved with families are aware of behavioural challenges in or outside of school.

## Positive learning behaviour and SEN

Children with special educational needs and disabilities will already have an IEP and a one-page profile. This will detail their goals and barriers to learning. All expectations around behaviour should take into account the IEP and be personalised in line with the individual child's needs. Teachers will personalise the delivery of expectations wherever necessary and may need to consider a going for gold plan. The SENCo will also advise staff on how best to do this. Parents and carers should be invited to discuss this process so links can be made to routines and systems in a family home. Although children with special educational needs may require the expectations in behaviour to be communicated in a personalised way the levels of behaviour reflection remain in line with those of others. At all stages, the root of the behaviour and its trigger points or setting factors should always be explored to support the child to get back to demonstrating positive learning behaviours.

## Personalised Behaviour Support Plans (PBSP)

Some children who present with social, emotional and mental health needs, may require a personalised behaviour support plan to support them with in their learning. A PBSB is a risk assessment in that the risk of a child's behaviour is measured and steps to reduce the risk are identified. A personalised behaviour support plan is created in collaboration between the class teacher, SENCO and our pastoral leader. Senior leaders may also have an input into these plans. Positive personalised behaviour support plans are reviewed in line with our IEP cycle which is every 12 weeks. Adaptations are made over the weeks as new behaviours or risks are identified or new ways to manage the risks are implemented.

## Personalised Behaviour Support Plan Template

CPI Crisis Development Model Colour coded for ease of reference		Date Plan Written: Updated:
Colour code	Behaviour	Staff strategies and support
Calm and on task	<u>Calm</u>	<u>Positive behaviour support strategies</u>
Anxiety This is a change in typical behaviour.	<u>Anxiety</u>	<u>Supportive</u>
Defensive To protect themselves from real or perceived risks.	<u>Defensive</u>	<u>Directive</u>
Risk Behaviour When they are at imminent or immediate risk to themselves or others	<u>Risk Behaviour</u>	<u>Safety Intervention</u>
Tension reduction They show a decrease in emotional or physical energy	<u>Tension reduction</u>	<u>Therapeutic Rapport</u>

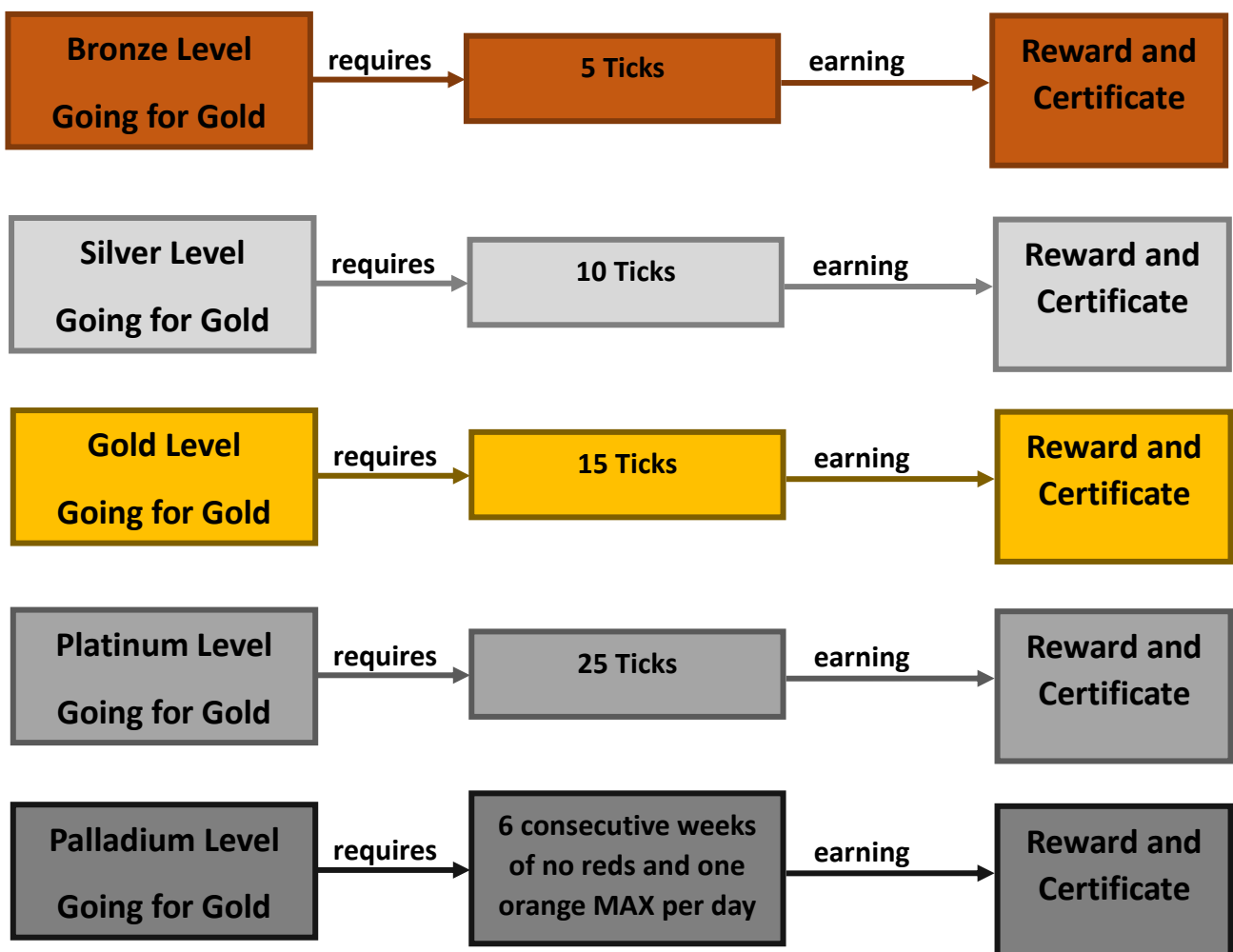
## Going for gold

### What is Going for Gold?

Going for Gold is a tiered merit system for children who have behavioural, social or emotional challenges. The first award is bronze followed by silver, gold, platinum and Palladium.

A member of SLT, class teacher, teaching assistant or SENCo will suggest that a child could benefit from being on the going for gold scheme. Through discussion with the child, 3 behaviour atop behaviour targets are agreed and then these are copied and shared with the child teacher teaching assistant parents or carers and SENCo.

At the end of the day the teacher or adult working with the child and child decided the targets have been met. If so, then the scoring chart will be coloured in for each session during the day either green, amber or red. The child receives tick on the scoring chart and this is initialled by the teacher. When the child has collected the required number of ticks depending on what level they're on, they receive the agreed award for completing this challenge.

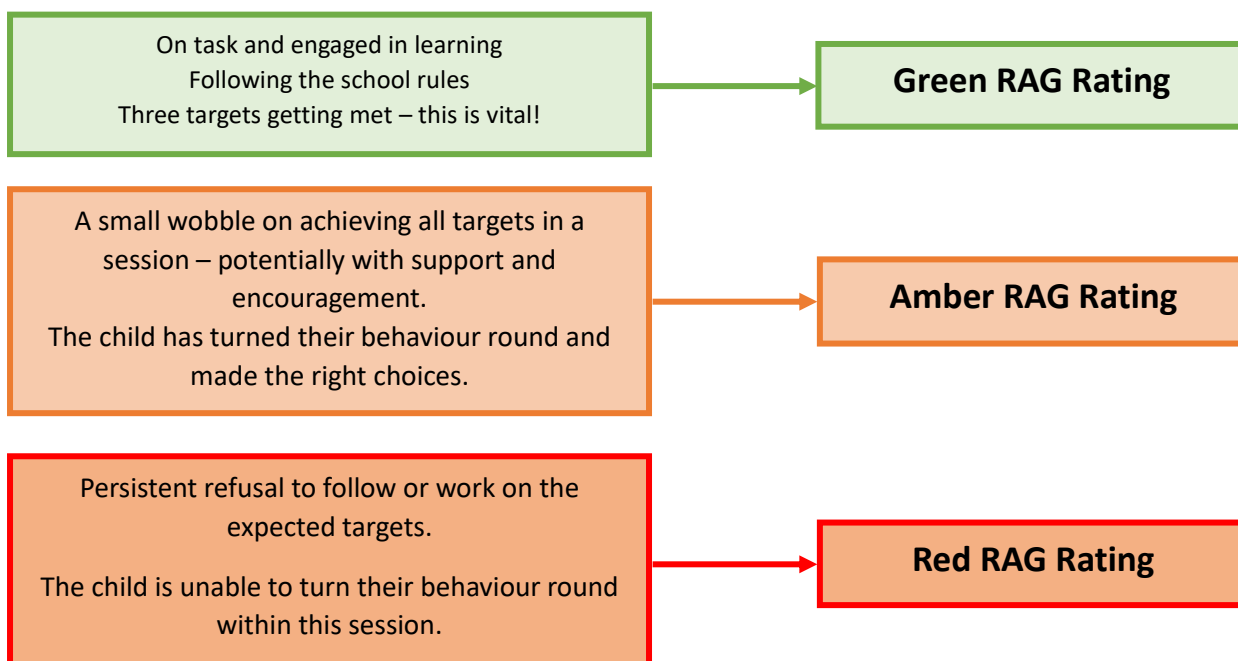


## How do I decide if the child has met their targets?

Teachers divide the day into seven sessions, two sessions in the morning, play, after play, lunch and two sessions in the afternoon. The child is given a chart and they are allowed to colour in their sessions reflecting if they have met their targets for each session completed at the end of the day. If at the end of the day six or seven symbols are coloured **green** then they can have their tick. A child is allowed to have **one amber** during the day for them to receive their tick. If they received **one or more reds** than they received no tick. Parents are informed that their child is on a going for gold chart and the child's targets and progress are shared with their parents. Depending on the individual child this may be shared daily or reviewed weekly.

Teachers use their discretion when awarding the ticks and, for some children, teachers will need to consider various circumstances relating to need. The important thing is that the target is relevant achievable and poses the correct level of challenge for the child.

## What does **Green**, **Amber** and **Red** look like?



Recording and Reporting Behaviour incidents that occur can be recorded by all members of staff. Staff will record incidents on CPOMS, an online tracking system which allows us to share information regarding incidents quickly as well as sharing information as well. When recording an incident, it is important to ensure that all individuals involved have been heard and their comments noted. Actions should be decided from this depending on the severity of the incident. Actions leading to consequences for the child can be decided by the class teachers or members of SLT, with the Head teacher having the overarching decision.

It is the responsibility of all members of staff to record incidents and share information with the appropriate colleagues. Incidents are recorded and monitored by SLT. This is then monitored carefully with any patterns noted. If patterns of behaviour occur this is raised at an SLT meeting to gauge what support can be offered or if any other professionals need to become involved.

## **Monitoring**

The policy will be regularly reviewed and evaluated but the school SLT. SLT are responsible for monitoring the behaviour across the school on a regular basis. SLT members are responsible for monitoring and recording Time Ins. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

## **Special Educational Needs**

As a fully inclusive school, we understand that some children need extra support. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. In some circumstances, a child may have a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. This is agreed by the SENCO, parents, carers, adults working with the child and the child itself. 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.

## **Severe behaviour**

Behaviour that is considered severe and is having a serious effect on learning and/or safety will immediately be brought to the attention of senior members of staff. This will lead to parents being contacted and relevant consequences issued.

## **Internal Seclusion**

In rare occasions, the Headteacher may decide that an Internal Seclusion is an appropriate sanction for the behaviour demonstrated by a child.

- In certain cases, extreme negative or aggressive behaviour may result in an internal seclusion.
- These incidents will be dealt with by a member of SLT who will decide on the consequence.
- Parents will be informed of the Internal Seclusion by a member of SLT.

Any physical abuse of staff or children, serious verbal abuse or complete refusal to follow reasonable adult instructions will result in immediate referral to the Headteacher who will assess the level of severity of the situation and the sanction required, which could include working alone or fixed-term exclusion. This may also result in permanent exclusion.

As a school we will

- Act as positive role models
- Highlight good behaviour in assemblies, newsletters and via the class dojo 17
- Provide regular opportunities between children and teachers to think about how to care, respond and behave in a variety of situations in our PSHE sessions using our JIGSAW programme.
- Ensure staff are available to talk to pupils
- Offer 1:1 support and/or inclusion plans for those children who regularly struggle with their behaviour
- Involve parents from the earliest stage of concern and keep them informed
- Seek to understand personal behaviour and emotional issues when supporting pupils and communication with parents/carers
- Consider referrals and involvement of other external agencies for strategy advice and support

## **Suspensions and permanent exclusions**

Only the Headteacher has the power to suspend or permanently exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert suspensions into a permanent exclusion if the circumstances warrant this. If the Headteacher suspends a pupil, he informs the parents immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LA and the governing body about any suspensions. The governing body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension appeals on behalf of the governors. When an appeals panel meets to consider a suspension, they consider the circumstances in which the pupil was suspended, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling. The above process also applies to permanent exclusions.

## **Searching and Confiscation**

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. At Knowle the Headteacher or members of the SLT team (Head of School, Deputy Headteacher and Assistant Headteachers) is authorised to carry out a search. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed below. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

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, cigarette papers and vapes;
- fireworks;
- pornographic images.

## **Restraint**

The use of restraint strategies should only ever be deployed in situations when children are in serious danger of hurting themselves, others or damaging the fabric of the building. See the DfE's Behaviour and discipline in

school: Advice for headteachers and school staff. Only staff who have been Safety Intervention trained will carry out any form of restrictive physical intervention.

Before restraining children, all other strategies from this policy should be considered. Text taken from <http://www.crisisprevention.com/en-uk/Specialties/MAPA-Management-of-Actual-or-PotentialAggressio> website: The CPI's Safety Intervention curriculum began in 1996, and has continued to develop its philosophy and range of physical interventions, which include a suite of disengagement techniques designed to enhance personal safety.

The origins of the CPI® model were in health care, social care, and special education. Those involved in its creation and continuous development and delivery are from professional, sector-based backgrounds.

CPI® Physical Interventions are suitable for staff who work directly with people across the age spectrum who present behaviour that limits inclusion and/or that is considered to be risky or harmful to the person or others.

CPI® Physical Interventions are independently risk assessed and accredited by the British Institute of Learning Disabilities (BILD).

### **The Safety Intervention® Philosophy**

With our training, we enable staff to safely disengage from situations that present risks to themselves, the service user, or others. Participants learn to safely and effectively use a range of holding interventions that are appropriate to the circumstances when a person expresses themselves through challenging, aggressive, or violent behaviour, and to make defensible choices regarding the use of disengaging from and/or holding a person.

At Knowle Primary School we ensure that every member of teaching and support staff have had CPI training and should receive annual updated training.



Didn't listen to instructions



Threw something



Tore my work



Was unsafe



Wasn't respectful



Swore at someone



Wasn't ready



Ran off

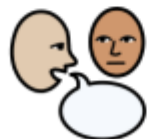
What Happened



Argued



Broke Something



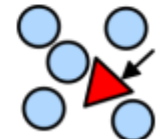
Disrupted learning



Hurt an Adult



Hurt a child



Something Different



Worried



Fidgety



Confused



Angry



Sad



Anxious



What were you  
thinking or feeling?



Excited



Giggly



Tired



Silly



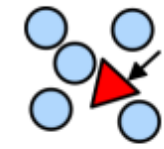
Scared



Distracted



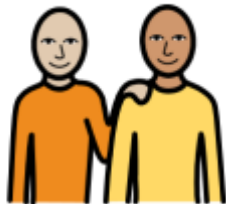
Fizzy



Something  
Different



Me



A Friend



A Teacher



A Visitor



My Class



My Mum



Who has been affected?



Other Children



My Dad



My group



My Family



People in the Community



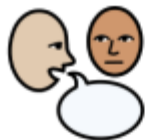
People in the School



Animals



Someone Else



talk to an adult



Go to my calm space



Get a fiddle toy



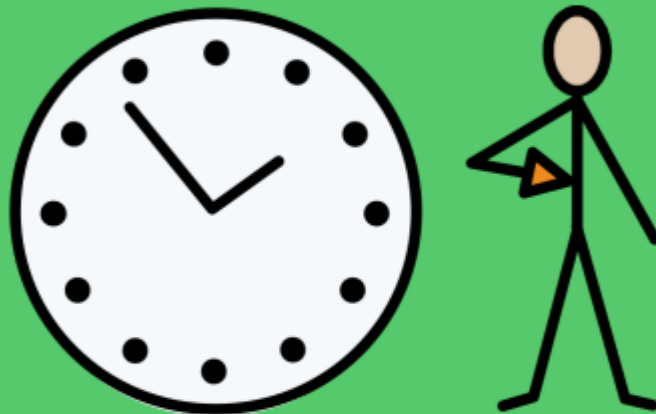
Use a help card



Walk away



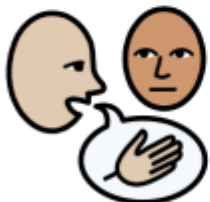
Play with someone else



Next time I could...



Count to 10



Ask for help



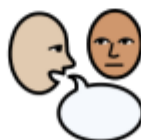
Ask to go to the Sensory Room



Take deep breaths



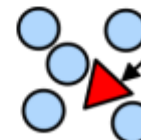
Make a change



Tell someone how I feel



Stop and Think



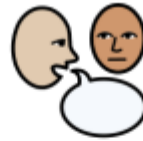
Something different



Write it down



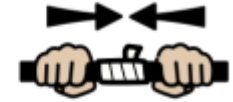
Write a letter



Talk to someone



Say sorry



Fix something



Have thinking time



What needs to happen to put this right?



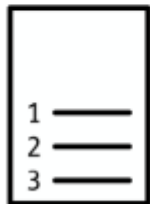
Tidy up



Make a change



Clean something



Make a plan



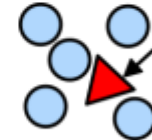
Practice



Finish my work



Reflect



Something Different



Sad



Sorry



Guilty



Ashamed



Scared



Fizzy



How do you feel  
now?



Worried



Hungry



Unsure



Tired



Calm



Better



Ok



Something  
Different