



ALP BEHAVIOUR SUPPORT POLICY

Pupils respond best to *positive* behaviour management and our policy reflects this. We celebrate success and are proud of the achievements of our pupils. The ethos of the Ashington Learning Partnership (ALP) is underpinned by our core values (see Appendix 1). We also know that good behaviour in our schools and a clear understanding of the consequences of poor behaviour are vital in helping all of our pupils to realise their potential.

Most of the actions and expectations outlined in this policy relate to behaviour within school, both in and outside the classroom, when traveling to and from school or when engaged in a school activity (whether at school or elsewhere). In some circumstances, however, pupils' actions outside school may be relevant within the terms of the Behaviour Support Policy. Any act by a pupil which threatens, or could potentially threaten the wellbeing of any member of the school community, or which is damaging or potentially damaging to the good reputation of the school, may require a response from the school.

Where, in the schools' view, the welfare, safety or continuing education of a pupil or pupils requires it, the Executive Headteacher (EH) or a designed member of the Senior Leadership Team (SLT) may conduct an inquiry into an event or alleged event arising out of school. The schools' reserve the right to impose sanctions upon the conclusion of any inquiry into an event occurring out of school within the realms of actions detailed within the policy. Any incidents beyond that considered reasonable for school to deal with will be referred to the appropriate body. Parents, carers and pupils should also note that, in accordance with the ALP's Anti-bullying Policy, online actions (e.g. insensitive internet postings, malicious emails or texts) will be viewed as actions with the "potential to threaten wellbeing".

1. Curriculum

In planning, delivering and evaluating the curriculum we recognise that the quality of its content and the teaching and learning methods through which it is delivered and differentiated are important influences on pupils' behaviour and values.

All staff will be responsible for the conduct of pupils anywhere on the school premises and while supervising them out of school, including school visits where children should demonstrate excellent behaviour and uphold the good reputation of the schools.

All staff will model good conduct and speak to each other and pupils calmly, politely and with respect. When speaking to pupils about their behaviour, it is important to remember **it is the pupil's choice of behaviour we are unhappy with and not the child themselves**. Pupils must not be described as 'naughty', 'silly' or any derogatory term that will undermine their **self-esteem**.

We will:

- Reinforce the ALP's core values throughout the curriculum, through Personal, Social and Health Education (PSHE), THRIVE, RE, collective worship and assemblies.
- Foster self-esteem through valuing each pupil, encouraging classroom success and developing relationships with peers, staff and visitors based on mutual respect and trust.
- Give pupils increasing opportunities for responsibility within class and school.
- Encourage them to feel responsible for their learning, capable of success and to reflect on their progress.
- Recognise good behaviour positively through the ALP's reward systems, core values and weekly celebration assemblies.
- Celebrate success both within and outside of school.
- Listen to pupils and encourage them to reflect upon their actions and possible alternatives.

Pupils learn by example, so adults should present a consistent approach, which is firm but calm, making expectations clear and supporting children to meet them.

2. The Protected Characteristics

Equality is a Core Value of our organisation. The ALP takes its statutory duties under the Equality Act 2010, Public Sector Equality Duty and Keeping Children Safe in Education 2023.

Our aim is to promote a culture of fairness and equality for all of our children and in particular, for those children who fall under one of the protected characteristics named in the Equality Act 2010.

We do this by:

- Promoting our Core Values, in particular Equality and Respect.
- Educating children about equality and diversity as part of our PSHE curricular offer.
- Giving children the knowledge and skills to build positive relationships and resolve conflicts as part of our Relationships Education offer and Thrive provision.
- Maintaining a zero tolerance approach to behaviour that in any way discriminates against or promotes discriminatory attitudes towards those who fall under the protected characteristics named in the Equality Act.

The Equality Act 2010 identifies four kinds of unlawful behaviour; direct discrimination, indirect discrimination harassment and victimisation. We challenge all four types of behaviours where they are displayed by children.

All adults must be alert to signs of discriminatory attitudes and potentially bullying behaviours and have a duty to act promptly to challenge the behaviour and educate.

Staff record incidents using CPOMS and Governors are informed of the number of incidents of such nature and the actions taken where applicable. The Governing Body will inform the Local Authority of any racist incidents if and when they occur.

If a child demonstrates a discriminatory behaviour, including using harmful or disparaging language, harassment or victimisation, physical assault or any way targeting somebody as a result of a protected characteristic or perceived protected characteristic, school staff may take the following action:

Stage 1 - A child who has demonstrated a single discriminatory behaviour

- The incident is logged on CPOMS by the member of staff who dealt with it including the time, date, names of perpetrators, names of any potential victims or witnesses, nature and details of the incident and action taken.
- The Assistant Head of School for that site is alerted who shall action an educational intervention. This intervention will take place as soon as possible following the incident. This intervention will address the incident and give the child the opportunity to discuss their understanding of their actions and learn the consequences of such actions. It will aim to give the child the necessary knowledge, skills and understanding as to why the demonstrated behaviour is inappropriate.
- Where the discriminatory behaviour breaches other parts of the behaviour policy, a consequence may be issued in line with the sanctions outlined in this policy. When determining a consequence and educational intervention, the Assistant Head of School shall consider the age, stage of cognitive development, SEND status, level of understanding, potential victims, and nature of the incident.
- Parents/guardians are informed of the incident and action taken.

Stage 2 - A child who has demonstrated repeated or a pattern of discriminatory behaviours

- The incident is dealt with as above **and...**
- A more bespoke intervention programme is planned and delivered that addresses the child's gap in knowledge and understanding.
- **In such instances the Executive Headteacher may wish to deploy the use of internal inclusion or suspension.**

3. Child-on-child Sexism and Sexual Harassment

Rationale

At Ashington Learning Partnership, we have a zero tolerance approach to Sexism, Sexual Harassment and Sexual Violence. Any behaviour that falls into these categories will never be normalised and all adults recognise that this behaviour is not ok. We have a commitment to ensure that our pupils are taught our shared values and will support them to develop the skills, knowledge and understanding to recognise what behaviour is and is not ok.

Zero tolerance means that we recognise that this behaviour is not ok and we will ensure that our response will be:

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

Whilst Sexualised behaviour is not tolerated, the ALP will not 'demonise' its pupils. We will support all of those involved and ensure that the alleged perpetrator(s) are offered the support that they need in order to change their behaviour.

No incidents are 'small' -pupils will be encouraged to report incidents, no matter how 'small' it may seem.

Pupils know:

- That we take their safety and wellbeing seriously.
- That we listen to them.
- That we act on their concerns.
- That we do not tolerate or accept abuse.
- That the law is there to protect them, rather than criminalise them.

Pupils understand the 'zero-tolerance' approach and reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else.
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life.

Child-on-child Sexual abuse or harassment is most likely to include, but may not be limited to:

- *sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);*
- *sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;*
- *causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;*
- *consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);*
- *upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.*

Responding to reported incidents

Our response will be:

- Decided on a case-by-case basis
- Underpinned by the principle of a zero tolerance approach to sexual violence and sexual harassment, meaning it's never acceptable and it won't be tolerated

The DSL (or a deputy) will take the lead, supported by other agencies as required.

Parents will be informed of **all** incidents linking to Child-on-child Sexual Harassment/Violence (both perpetrator(s) and victim(s)).

Risk and Needs Assessment

Where there's been a report of sexual violence, the DSL, Deputy DSL or a Member of should make an immediate risk and needs assessment, considering:

- The victim, especially their protection and support.
- Whether there may have been other victims.
- The alleged perpetrator(s).
- All other children at the school (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them.

Where there's been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

Risk assessments will be recorded and regularly reviewed.

The DSL (or a deputy) should engage with children's social care and specialist services as required.

Managing/Escalating the report

We will respond appropriately, to all reports and concerns about sexual violence and/or harassment both online and offline, including those that have happened outside of school.

The DSL (or a deputy) will decide how to manage the report, including when to inform the alleged perpetrator(s). This depends on a number of important considerations, including:

- The wishes of the victim and how they want to proceed, this will be balanced against our responsibility to protect other children.
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?

- Whether the alleged incident is a one-off or part of a sustained pattern of abuse.
- That sexual violence and sexual harassment can take place within intimate personal relationships between children.
- Whether there are ongoing risks to the victim (or anyone else).
- Any related issues and wider context, including links to child sexual exploitation and child criminal exploitation.

Sanctions

The response to each incident should be proportionate. For example, a 'lower-level' incident such as a sexist comment may be addressed through education, the curriculum and school values.

We will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

We will consider:

- The age and developmental stage of the alleged perpetrator(s).
- The nature and frequency of the alleged incident(s).
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time).

Suspension/Exclusion from school will be actioned only in the most severe cases and sanctioned by the Executive Headteacher. All other sanctions will be actioned in line with the Behaviour Support Policy and will be decided by the Executive Headteacher.

The wishes of the victim will always be taken into account and actions put in place to ensure that the victim and perpetrator are kept at a reasonable distance whilst on school premises.

Recording and Reviews

All concerns, discussions and decisions will be recorded, along with the reasons behind them, in writing on CPOMS.

We will monitor our records for potential patterns of concerning, problematic or inappropriate behaviour. We will decide how to handle any such patterns, considering whether there are wider issues to be addressed in school.

Supporting Pupils Involved

The victim

Victims of this abuse will likely find the experience distressing, which can affect their progress in school. This can be made worse if the alleged perpetrator(s) attends the same school.

Reassure them that you'll take them seriously and that they'll be supported and kept safe. Keep them a reasonable distance apart from the alleged perpetrator(s) on school premises, including at, before and after-school activities.

How we support the victim will depend on:

- The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse.
- The needs and wishes of the victim.

We are aware that:

- Victims may not disclose the whole picture immediately, so dialogue should be kept open and encouraged.
- Girls are more likely to be victims and boys are more likely to be perpetrators.
- There may be more than one perpetrator, which is why KCSIE refers to 'perpetrator(s)' rather than 'perpetrator'.

The alleged perpetrator(s)

It can be difficult to balance the need to safeguard the victim (and other children) with providing the alleged perpetrator(s) with an education and safeguarding support and implementing disciplinary sanctions.

We will consider support (and sanctions) on a case-by-case basis. This includes:

- The age and developmental stage of the alleged perpetrator(s).
- The nature and frequency of the allegations and risk of harm to other children.
- Any unmet needs that the alleged perpetrator(s) may have.

Next Steps - Support

There are 4 likely scenarios for the next steps:

1. Manage internally, where this is considered appropriate in the circumstances, and early help or statutory interventions aren't required.
2. Early help, as outlined in chapter 1 of Working Together to Safeguard Children, where statutory interventions aren't required.
3. Referrals to children's social care,* where a child has been harmed, is at risk of harm, or is in immediate danger.
4. Report to the police* (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made. Police will consider what action to take to manage the assessed risk of harm, which could include the use of police or court bail.

*Where scenarios involve working with children's social care, we will not wait for the outcome of an investigation before protecting the victim and other children – the DSL (or a deputy) should work closely with children's social care to make sure the school's actions don't jeopardise a statutory investigation. There should be immediate consideration for safeguarding the victim, alleged perpetrator(s) and all other children.

Where a report is going to be made to children's social care and/or the police, we will speak to the relevant agency to discuss next steps and how the alleged perpetrator(s) will be informed.

Staff may confiscate devices for evidence to hand to the police, if the report includes an online element.

Unsubstantiated, unfounded, false or malicious reports

The DSL should consider whether the pupil and/or the person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. If this is the case, it may be appropriate to make a referral to children's social care.

If the report is found to be deliberately invented or malicious, we will follow up in line with the ALP behaviour support policy.

4. Expectations

Staff expectations: All ALP employees and volunteers will be responsible for ensuring that this policy and procedures are followed and are consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the EH on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Senior Leadership Team, for creating a high quality learning environment, teaching positive behaviour for learning where low level disruption does not impede learning.

All staff will be proactive in all areas of the school and deal with any incidents of poor behaviour in corridors, the yard, school visits and the school environment.

All teaching staff (as outlined in the Teachers' standards) and support staff are to behave in a highly professional manner, upholding public trust in the profession, at all times - failure to adhere to the ALP Behaviour Support Policy and the requirements of the Teachers' standards may result in disciplinary procedures.

It is the responsibility of all teaching staff to ensure that the ALP's Behaviour Support Policy is enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers have high expectations of the children in terms of behaviour, and to ensure that all children work to the best of their ability.

All teachers should treat each child fairly and implement the Behaviour Support Policy consistently, treating their class with respect and understanding. Teachers will be proactive and **communicate their concerns to the THRIVE or pastoral team that working day** and contact parents if there are concerns about the behaviour of a pupil.

Staff will speak to children in an appropriate manner. **We operate a strict policy of not shouting at children therefore staff will never shout at any child or class and they must be respectful of personal space when talking to pupils. All staff should act in a professional manner at all times. Further guidance can be found in Appendix 7.**

Staff should always consider and apply the VRFs (Vital Relational Functions) when working with children across school:

- **Attune** - be alert to how they are feeling and show children understanding through facial expressions, body language 'I'm noticing you are finding this really hard'.
- **Validate** - 'It's ok to feel upset/angry, I am imagining it is really tricky for you right now, I am wondering if I can help you'.
- **Contain** - catch the intensity and match it - reinforce that you are there to keep them safe.
- **Regulate** - remain calm at all times avoid reassuring or persuading, stay with the feeling.

Language is important:

- I'm noticing, I'm imagining, I'm thinking, I'm wondering.

Place: place is an acronym for how we as practitioners strive to meet the needs of children:

- **Playful, Loving (or like), Accepting, Curious, Empathetic.**

Pupil Expectations

- Treat staff and fellow pupils with respect.
- Listen in silence when a member of staff speaks. Talk quietly at all other times.
- Move around school in a quiet, prompt and smart manner.
- Walk in single file in corridors.
- Respect the need for punctuality.
- Respect the property of the schools, the staff, pupils and visitors.
- Keep your school and surroundings clean and tidy by not dropping litter or making mess.
- Stay in the areas designated for pupils unless otherwise directed.
- Follow instructions given by members of staff.
- Abide by uniform requirements.

We fully appreciate that there may be a rare day when a pupil does not have the correct uniform for school. If this is the case, please notify school via your child's planner.

However:

If a child persistently does not wear the correct school uniform we will implement the uniform sanctions policy. **See Appendix 7 ALP Uniform Sanctions.** We will work with parents to rectify the situation quickly. Parents will be signposted to the offer of a pre-loved uniform to address any difficulties in purchasing a uniform. If non-compliance continues, parents will be invited into school to discuss and resolve any issues with the class teacher/Assistant Head of school. Any ongoing, persistent issues which are considered as defiance may be escalated to the Executive Headteacher.

Note- Individual circumstances will be taken into account and a compassionate and understanding approach will be taken where appropriate. If staff are unsure they should consult SLT/ Senco/Safeguarding team for direction.

Note - *Children wearing earrings or retainers for school will not be able to participate in PE lessons or break/lunchtime activities due to health and safety reasons.*

Parent Expectations

- We will involve parents in active partnership as an aid to promoting positive behaviour. We will inform parents of good behaviour as well as where behaviour has fallen short of expectations.
- Parents will be involved at an early stage of particular difficulties with individual pupils. Parents will be notified as soon as possible about any serious incident and given an early opportunity to discuss the matter.
- We aim to involve parents through the home school agreement, which will be shared with parents each September.
- If a pupil's behaviour begins to be a cause for concern, then all adults in contact with this child will support the pupil through an individual THRIVE or pastoral action plan, which can be produced by a member of the THRIVE or school pastoral teams.
- Where a pupil's behaviour at school indicates serious problems, support services (e.g. LEA, social and health services) will be contacted and liaison between all parties will be maintained.

5. Behaviour Management

When dealing with any behaviour incidents, please follow the guidance outlined in **Appendix 6 ('Practising in the moment' - the mind of the adult when dealing with behaviour and/or dysregulation)** to support with positive application for the following section of this policy.

When dealing with incidents of behaviour, it is important to separate poor behaviour 'choices' from incidents of 'dysregulation'. Further guidance is given within **Appendix 6**. All incidents will be logged on CPOMS using a tag 'choice' or 'dysregulation'. AHOS and Thrive team will analyse these incidents separately and intervene accordingly with necessary support/behaviour plans.

We are a Thrive School and the Thrive approach will be modelled and applied throughout the application of this behaviour support policy.

6. Lunchtime/Break Time Behaviour

All lunchtime/duty staff will deal with incidents in the first instance. Lunchtime/duty staff will call upon the support of the senior supervisor (site applicable), teaching staff or SLT when needed. Teachers on duty will deal with break time incidents.

Pupils deemed to be demonstrating 'unsafe' behaviour are to be spoken to using THRIVE language. For example, 'I am noticing that you are not playing safely at this time. I am thinking that you need to come off the yard until you can play safely. I am sorry that you have chosen to... We need to keep you safe because we care about you.' Children will immediately be removed from the yard to an allocated 'Time out' room. Children will be given time to reflect on their behaviour and miss a period of their lunch or break time. Support staff or Assistant Head of School (AHOS) will supervise the an allocated time out room. AHOS will decide when each child is allowed to return to the school yard.

Incidents deemed unsafe might include spoiling games, throwing or misusing equipment, play fighting etc. Incidents of a more serious nature will result in further consequences applying. The outcome will be decided by a member of the SLT.

Lunchtime/break incidents will be logged on CPOMS under the category 'Lunch & Break Log' (choosing the relevant subcategory 'choice' or 'dysregulation'). These incidents will be tracked and monitored separately from lesson behaviour incidents as to identify children struggling socially outside in the yard. Form teachers will inform parents of any incidents that day via telephone or face to face in the yard. It is the responsibility of the member of staff dealing with the incident to log on CPOMS.

Children identified as regularly struggling socially on the yard, will attend THRIVE/school workshops to work on social behaviours and expectations over lunchtimes. This will be discussed with parents, form teachers and the THRIVE and school pastoral teams.

7. Breakfast Club and Wraparound Care

Breakfast Club and Wraparound provision will follow this policy. Behaviour will be tracked using CPOMS and any incidents of poor behaviour will be reported to Form Teachers, THRIVE or school pastoral teams. The Form Teacher will log the incident on CPOMS. In the case of severe or serious incidents, a member of SLT will be informed. This will be done via telephone if staff are not on site.

The following information should be written about the incident:

- What happened - the behaviour that concerned staff and if possible what seemed to trigger it.
- What the member of staff did to address the problem.
- Any other comments e.g. how did the child respond?

8. Policy Application

Two Year Olds and Nursery

The setting manager and provision staff will manage the behaviour of the children and staff within the provision in line with the ALP's Behaviour Support Policy as deemed appropriate by the staff. They will adopt a stop and go sign to inform children when their behaviour is unacceptable. Staff will provide emotional containment using the whole school THRIVE approach.

Reception to Year 6

The school will adopt a traffic light system. These are displayed in all classrooms and articulated to children. Names or photos will not be displayed on traffic lights.

Step 1 - Movement from Green: Notice behaviours using THRIVE VRF's and language:

- If a child is making poor behaviour choices, then a friendly reminder of expectations will be given - please take account the needs of individual children.
- If behaviours continue, a second reminder is given with a firmer tone.
- If behaviour continues, it *may be* appropriate to offer "Time In" within the classroom (at an identified 'safe' desk or change of desk away from the initial distraction) until the adult is free to address/support the child. The use of "Time In" to be used at the discretion of the teacher.

- **PLEASE NOTE** - If a child does not have additional needs, expectations have been made clear and there is a repeated pattern of behavior, staff may move straight to issuing an amber sanction without additional reminders given.

Step 2 - Amber Behaviour Incident: Notice behaviours using THRIVE VRF's and language:

- If this behaviour continues then the child will be given an amber verbal warning.
- The relevant class teacher will log the Amber behaviour incident on CPOMS.
- The teacher will also write a planner comment. Each planner comment should start: "Your child was given an amber today because"
- If the pupil's behaviour subsequently improves, the class teacher may move the pupil back to green. However, the Amber Notice will still be recorded on CPOMS.
- Once the child has received an Amber Notice THRIVE language should be used i.e. 'I am sorry your behaviour choice is not acceptable, we need to keep you safe and that means this incident will be logged in your school planner'.
- Pupils given an amber will be required to miss their next break time. This will be supervised by AHOS or a member of the schools' pastoral teams. Their behaviour will be discussed and ways to ensure that they make the correct choice in the future.
- **PLEASE NOTE** - If a child does not have additional needs, expectations have been made clear and there is a repeated pattern of behaviour which is disrupting their learning or ALP play of others, staff may move straight to issuing a red sanction without additional reminders given.

Step 3 - Red Behaviour Incident:

- If behaviour continues and is disrupting learning - the pupil will receive a Red behaviour incident. This will be logged as a Red behaviour incident on CPOMS. The pupil will leave the classroom. A member of Thrive or SLT will be called via a message to the main office. Children receiving a Red MUST NOT be sent out without adult supervision.
- Red behaviour incidents will be logged with a further tag of 'choice' or 'dysregulation'. Incidents of 'dysregulation' will be dealt with at the discretion of the AHOS and Thrive team. Some incidents may warrant an alternative action and/or consequence than that of a continued behaviour 'choice'.
- If a child obtains a Red behaviour incident - parents must be contacted. This could be via a telephone call or by an informal discussion after school when parents/carers are collecting the relevant child.

The consequence of receiving a Red behaviour incident will be:

- **Lower and Upper Site: A period of time working in the THRIVE or alternative pastoral provision.** This may include either or both break time and lunchtime with THRIVE and pastoral staff. The teacher responsible for giving the Red behaviour incident must provide appropriate work to last the agreed period of time. Restorative THRIVE or pastoral time will be given to the child to help support positive behaviour choices. The teacher (who issued the Red behaviour incident) will have discussions with the child following this behaviour consequence, in order to re-establish relationships and expectations. Pupils must demonstrate that they are regulated and ready to return to class, therefore avoiding further incidents of this nature. Pupils that have received a Red behaviour incident will miss the following lunchtime and/or break. **Some circumstances could warrant a pupil going straight to red. The AHOS or another member of the SLT will give direction on consequences for such incidents.**
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Step 4 - Red Flag Behaviour Incident:

- If a pupil continues to disrupt in the THRIVE or pastoral school provision, this will result in a Red Flag behaviour incident being given. This will result in group interventions being rescheduled. Senior leaders and parents must be informed. The child will begin the following day in the THRIVE or pastoral provision where behaviours can be assessed. Staff can decide when the child is ready to return to class (this may be with support). Lunch and break time provision will be at the discretion of staff and AHOS. The incident should be logged on CPOMS. **Only in extreme cases should staff go directly to a Red Flag in which case the AHOS will be notified immediately.**

An accumulation of reds and ambers will carry greater sanctions at the discretion of the AHOS/EH. This may include the use of a behavior tracker, which is shared with parents at the end of each day.

9. Provision for children with additional needs

Members of staff will consider whether any challenging behaviours are or are not related to the child's special educational needs or disabilities. If they are wholly or in part related to SEND the same expectations apply regarding appropriate and safe behaviours in school but an SEND Support Plan will be written or updated to show what reasonable adjustments and additional support will be given to the child to help them improve and learn. In some instances, it may be appropriate for behaviour sanctions given during PM sessions to be issued on the same day to prevent anxiety or uncertainty. In these instances, class teachers may choose to keep a child after school for a maximum of 15 minutes. This must be agreed in advance in conjunction with parents and the SENDco. SEND support plans should reflect where this is the case.

If a child has a Thrive plan or Individual Behaviour Plan in place, it is an expectation that this will be followed by all staff. Failure to follow individual plans may result in incidents occurring that could have been avoided.

10. Dysregulation vs Choice

Incidents that are logged as 'dysregulation' and not 'choice' may require an extended level of work and support with the child and staff involved. Work will be carried out by the Thrive team and AHOS to determine causes of 'dysregulation' and plans will be made to provide support and prevention of following incidents occurring. Not all incidents of dysregulation may require a consequence but they will be recorded on CPOMS as a 'Red - Dysregulation' incident.

11. Behaviour Analysis

Analysis of CPOMS behaviour recorded incidents will be discussed at the half-termly wellbeing meeting where staff will consider all available information and action to be taken. If a disproportionately high number of behaviour incidents are recorded for individual pupils this may result in the pupil being placed on a THRIVE assessment plan, individual behaviour plan or home school report plan. In addition, it may be appropriate to refer to external services such as the HINT behaviour support team. The AHOS will action the appropriate next steps. Form teachers will be informed of any actions and will discuss with parents any issues/actions identified. In extreme cases, the AHOS may need to discuss next steps with EH prior to action being taken.

12. Pupil Incident Log (CPOMS)

In addition to logging behaviour incidents, it is the responsibility of all staff to log all relevant information regarding a child's welfare within the Pupil and Parent Log section of CPOMS, so that

the school has a record of all events. The THRIVE and pastoral teams, as well as AHOS will monitor logged incidents where necessary.

13. Additional Sanctions

In circumstances of extreme behaviour or infringement of any protected characteristics, children may be placed in timeout provision for a period of time. **This decision can only be made by the EH. Parents must be contacted.**

- Subject or class teachers will supply work.
- Risk Assessments - if a child's behaviour is considered to pose a potential risk to other children, then an appropriate risk assessment with guidelines will be put in place to ensure the safety of all.
- The member of staff supervising the pupil will meet parents at the end of the period within the provision to report on the pupil's behaviour throughout the day. The AHOS will usually be present to review the progress made and discuss any next steps.

The Wellbeing team at their half-termly meeting, as well as the EH and Governing Body as appropriate, will review any use of internal isolation.

14. Suspensions

In the event of a pupil being suspended please, refer to the ALP suspensions and exclusions policy document. The decision to suspend/exclude can only be made by the Executive Headteacher (or delegated responsibility to the Deputy Head of School in their absence).

15. Rewards

The ALP's positive behaviour system encourages children to work towards a number of different rewards.

Leap Tickets

If a child moves from green to silver on the traffic light system, then this should be congratulated and a leap ticket issued. **Each member of staff may award up to a total of three leap tickets each week.** These can be collected and exchanged for prizes at the Leap Shop. Leap Tickets may also be given out when a pupil demonstrates aspects of the ALP's core values around schools such as within corridors and on the school yard.

Gold Award

Gold Awards are prestigious and only awarded to pupils who demonstrate outstanding effort and application. If a pupil achieves a gold award, they will be given a gold certificate during celebration assembly. A maximum of one gold award may be issued by teachers each week. **The staff member giving out the golden award will inform parents or carers of the reason for the award.**

Celebration Assembly and Certificates

All children will take part in a weekly celebration assembly. The assembly includes:

- Core Values - A certificate for one child from each class for demonstrating the ALP's core value of the week.
- Literacy Stars - pupils demonstrating excellent attitudes and application in the skills of reading and writing.
- Athletics awards (including Times Tables Rock Stars/Numbots) - children receiving bronze, silver or gold awards for achievements in mathematics.
- PE Star/s of the week - pupils who demonstrated excellent attitudes and application in PE lessons.
- School attendance
- Achievements outside of school - this celebrates pupil achievements in activities that take place outside the school environment.
- Gold Award - presented to pupils who have made an outstanding contribution to school life.

Other

- **Postcards Home** - a quick note home to let parents/carers and children know how pleased we are.
- **Positive Marking and Feedback** - encouragement and recognition of progress/high levels of presentation.
- **Please note: Staff should not set-up individual class rewards or behaviour systems outside of those included within this policy, unless the SENCO/AHOS has been consulted.**

16. Legal Framework

This policy has due regard to legislation, including, but not limited to:

- The DfE Guidance, ['Behaviour and Discipline in Schools' \(Jan 2016\)](#)
- Behaviour for Headteachers and School staff, 2022
- Section 175 of the [Education Act 2002](#) which outlines a school's duty to safeguard and promote the welfare of its pupils.
- [Searching, screening and confiscation at school](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- The schools' legal duties under the Equality Act 2012 and in respect of pupils with SEND.
- Sections 88-94 of the [Education and Inspections Act 2006](#) which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- The [Equality Act, 2010](#) which prohibits discrimination against people with the protected characteristics that are specified in Section 4 of the Act.
- [PREVENT, Counter-Terrorism and Security Act 2015](#) ensuring due regard to the need to prevent people from being drawn into terrorism and reflects the ALP's policy, which outlines this provision.
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.
- The Teacher's Standards - All members of staff will lead by example in promoting good behaviour by fostering positive interaction between colleagues, pupils and parents based on mutual respect, self-discipline, courtesy and good humour in line with expectations as outlined in the Teachers' Standards and directly linked to appraisal.
- The THRIVE approach.
- The recommendations set out in [KCSIE in 2023-2024](#)

17. The following policies should be read in conjunction with ALP Behaviour Support Policy



- ALP Anti Bullying Policy
- ALP Online Safety Policy
- ALP Equality Policy
- ALP Suspensions Policy
- ALP Teaching and Learning Mechanisms
- ALP Positive Handling and Physical Intervention Policy
- ALP Uniform policy
- ALP Support Staff Standards
- [DfE 'Searching, Screening & Confiscation' 2012](#)
- [DfE 'Teacher Standards' 2011](#)
- [Guidance for full opening - schools 2020](#)

Appendices

- ALP Core Values
- CPOMS

Guidance to staff on confiscating of pupil belongings and pupil searches

- Teaching Standards
- 'Practising In The Moment' - The mind of the adult when dealing with behaviour and/or dysregulation (Appendix 7 'Practising In The Moment' model)
- ALP Uniform Sanctions

Created <input type="checkbox"/> Reviewed <input checked="" type="checkbox"/>	
Signed: 	Name: Catharine Harle
Role: Assistant Head of School	Date: September 2022
Adopted	
 Signed:	Name: Louise Hall
Role: Executive Headteacher	Date: September 2023
Amendments September 2022 Made by: Catharine Harle	
Amendments to the following sections: <ul style="list-style-type: none"> ● Protected Characteristics ● Child on Child Abuse reflectin KCSIE updates 	

- Clarity re: staff's ability to issues sanctions without having worked through amber and red if context appropriate.

ALP Core Values

(RESPECT)

Responsible	We are accountable for our words and actions
Excellence	We try our best in everything we do
Safe	We protect ourselves from harm
Prepared	We are ready to learn
Equality	We treat everybody fairly
Courage	We face our challenges and do our best to overcome them
Teamwork	We participate together to be successful

Guiding Principles

Partnership
Responsibility
Excellence
Opportunity



Skills for Life

Resilience
Self-motivation
Teamwork
Communication
Problem solving
Being safe

Appendix 2

We are using CPOMS to log:		Notify
Child Protection Purple concerns: For any disclosure that needs instant referral. Abuse: Physical, emotional, sexual, drugs.	1. You must speak to a DSL immediately. In the event you cannot speak to a DSL you must speak to a Deputy DSL. If you cannot speak to a Deputy, then speak to any member of the Safeguarding Team. The Safeguarding Team can be identified from the posters around school and the Yellow ID covers on their lanyards. 2. After speaking to DSL, complete a new incident on CPOMS. Flag as purple concern. <u>If you do not have access to CPOMS use purple form</u> (available from offices).	DSL CPS - Sam Agan DSL BPS - Anne Parker In case of absence of DSL see deputy DSL
Yellow Concerns: For any concerns that require monitoring, most likely around neglect.	Complete as new incident on CPOMS, flag as yellow concern and notify Assistant Head of School. <u>If you do not have access to CPOMS use yellow form</u> (available from offices).	DSL CPS - Sam Agan DSL BPS - Anne Parker Deputy DSLs.
Incidents against the Protected Characteristics	For any incidents against the protected characteristics log including as much details as possible. This is especially for incidents involving race & homophobia . Incidents must be submitted to County on an NCC form. Please include race and gender of the perpetrator(s) and the victim. <u>If you do not have access to CPOMS use blue form</u> (available from offices).	Louise Hall and AHOS for site
Behaviour	All behaviour will be logged on CPOMS under the relevant 'Behaviour' categories. Please include details of the behaviour and the lesson it was in. <u>If you do not have access to CPOMS follow behaviour plan</u> .	AHOS for site/form teacher/thrive
Parental Contact	Please log all conversations with parents including details of the phone calls made home to inform them a red card/flag has been given. Please include date and time. This will be logged in 'Pupil/Parent log'	Form Teacher AHOS only when appropriate DHOS and EP when appropriate
Individual Pupil Log	All incidents that would have previously been added to a running record. Record any information that is worth noting regarding pupils but does not fit into another category. 'Pupil/Parent log'	Form Teacher AHOS only when appropriate
Violent Incidents	These must be completed with your line manager and added to the child's record, whether they are victim or perpetrator.	Angie Dyer, Louise Hall, AHOS for the site
Prevent Duty	Add as a new incident with as much detail as possible, these must be reported to the proper authorities.	Louise Hall Deputies: AHOS sites
Bullying	All accusations of bullying, whether by child or adult, must be logged under 'Behaviour' for the child who is allegedly being bullied. This will be investigated and if proved to be the case will be logged for the perpetrator(s).	AHOS for site
Use of Restraint/Positive Handling	The correct ALP form must be completed on CPOMS (or paper copy found in policy file on Google drive) and added as a new incident.	Louise Hall and AHOS for the site
E-Safety Incident	See flowcharts for reporting e-safety incidents on CPOMS and if no access to CPOMS then using relevant forms.	Heather Walker Deputies: Ross Crichton,

Guidance to Staff on confiscating of Pupil Belongings and Pupil Searches Confiscation

The [Guidance for Schools on “Searching, Screening and Confiscation” \(DfE, January 2018\)](#), explains schools’ powers of screening and searching pupils so that school staff have the confidence to use them. In particular, it explains the use of the power to search pupils without consent. It also explains the powers schools have to seize and then confiscate items found during a search. It includes statutory guidance which schools must adhere to.

Any member of ALP staff may confiscate, retain or dispose of a pupil's property in order to enforce the schools’ rules and to maintain an environment conducive to learning, where the rights of all pupils to be educated in a safe and orderly environment are safeguarded. Such circumstances may include:

- An item that poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff.
- An item that poses a threat to good order for learning: for example, a pupil uses a personal music-player or mobile phone in class.
- An item that is against school uniform rules: for example, a pupil refuses to take off an unauthorised item of clothing (such as a hooded top) on entering a classroom.
- An item that poses a health or safety threat: for example, a pupil wearing large ornate rings in PE may present a safety threat to other pupils.
- An item which is counter to the ethos of the school: for example, material which might cause tension between one community and another or is illegal for a child to have, for example: racist or pornographic material, alcohol, illegal substances.
- Any other prohibited or dangerous items as detailed by the schools’ rules.

In general, items should be confiscated for the duration of a lesson or until the completion of the same school day. The basis for confiscations of a longer duration should be discussed and approved by an appropriate senior member of staff. Where any item is thought to be a weapon, a controlled substance or stolen goods the Police will be informed and it may be passed to them. Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned and staff should present such items to the school office in an envelope with the details of the pupil and agreed arrangements for return so that the item can be deposited in the schools’ safes. In addition, a brief explanation of the confiscation should be sent to an appropriate senior member of staff. Particular care should be taken when deciding whether to confiscate items of clothing or jewellery, with appropriate regard to whether the item in question has religious or cultural significance to the pupil. When confiscating items, staff should avoid physical contact or interference with pupils' clothing of a kind that might give rise to allegations. In order to minimise such risks in these circumstances, staff should seek to ensure that a member of the same gender as the pupil confiscates the item of clothing or jewellery and that another staff member is present where possible. Confiscation of any item that would leave the pupil only partly dressed must be avoided.

Pupil Searches

Guidance issued by the Department for Education (January 2018) states that Headteachers should decide who is authorised to carry out pupil searches. There is no requirement to provide this authorisation in writing. Staff can be authorised to search pupils for any item banned under the schools’ rules, with their consent. No formal written consent is required. Pupils that refuse to cooperate may be subject to appropriate disciplinary procedures.

There is also a statutory power to search pupils or their possessions without consent where there are reasonable grounds to believe that the pupil has prohibited items. Reasonable grounds may include overhearing pupils talking about an item or a pupil behaving in an unusual or suspicious manner. Headteachers (or any member of staff authorised by the Headteacher) can conduct a search without consent. The staff member carrying out the search must be the same sex as the pupil and be accompanied by another staff member. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and/or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

School staff can confiscate any banned or prohibited item found as a result of a search which they consider to be harmful or detrimental.

The law also allows the school to require pupils to undergo electronic screening, though the ALP currently has no plans to introduce this facility.

Prohibited or banned items include:

- Knives;
- Weapons;
- Alcohol;
- Tobacco and cigarette papers;
- Electronic cigarettes/Vapes
- Substances that could be abused such as illegal drugs, solvents or so-called “legal highs”;
- Stolen items;
- Fireworks and/or smoke bombs;
- Pornography;
- Inflammatory material of a religious, political, racist, homophobic or sexist nature;
- Masks, headwear or clothing that prevents an individual’s identity being readily established;
- Any electronic equipment that could be used to breach the ALP’s ICT Acceptable Use Policy;
- Any other items that it could be reasonably assumed may be used, or misused, to disrupt effective learning and good order in the schools or environs or to commit an offence, cause personal injury or damage to property.

The ALP is not required by law to inform parents before a search takes place or to seek their consent to search their child. However, Bothal/Central Primary Schools will seek to inform parents of any relevant information that may involve a search of their child as soon as is practicable.

Teaching Standards 2011 www.gov.uk/Teachers_Standards

- All teachers should manage behaviour effectively to ensure a good and safe learning environment.
- All teachers should have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the ALP's Behaviour Support Policy.
- All teachers should have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- All teachers should manage classes effectively, using approaches, which are appropriate to pupils' needs in order to involve and motivate them.
- All teachers should maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

'Practising in the moment' - The mind of the adult when dealing with behaviour and/or dysregulation.

Being open and engaged when dealing with behaviour and/or dysregulation

When dealing with any incidents of poor behaviour choices or dysregulation, it is important that staff maintain an open and engaged state. Failure to remain open and engaged may result in a pull into defence.

When the adult is open and engaged, this will support the pupil to do the same meaning that the pupil will become open to support and/or learning.

Adults at times may move into defensive responding. It is all adults' responsibility to notice when this happens. Adults must take care of themselves and then return themselves to an open and engaged state with the pupil.

How to be 'open and engaged':

- The ability to regulate your own emotional state.
- The ability to maintain an attitude of PLACE (Playfulness, Loving, Acceptance, Curiosity, and Empathy).
- Having good reflective functioning leading to the capacity to be 'mind-minded' and understanding the emotional experience of yourself and others.

Being Mind-Minded

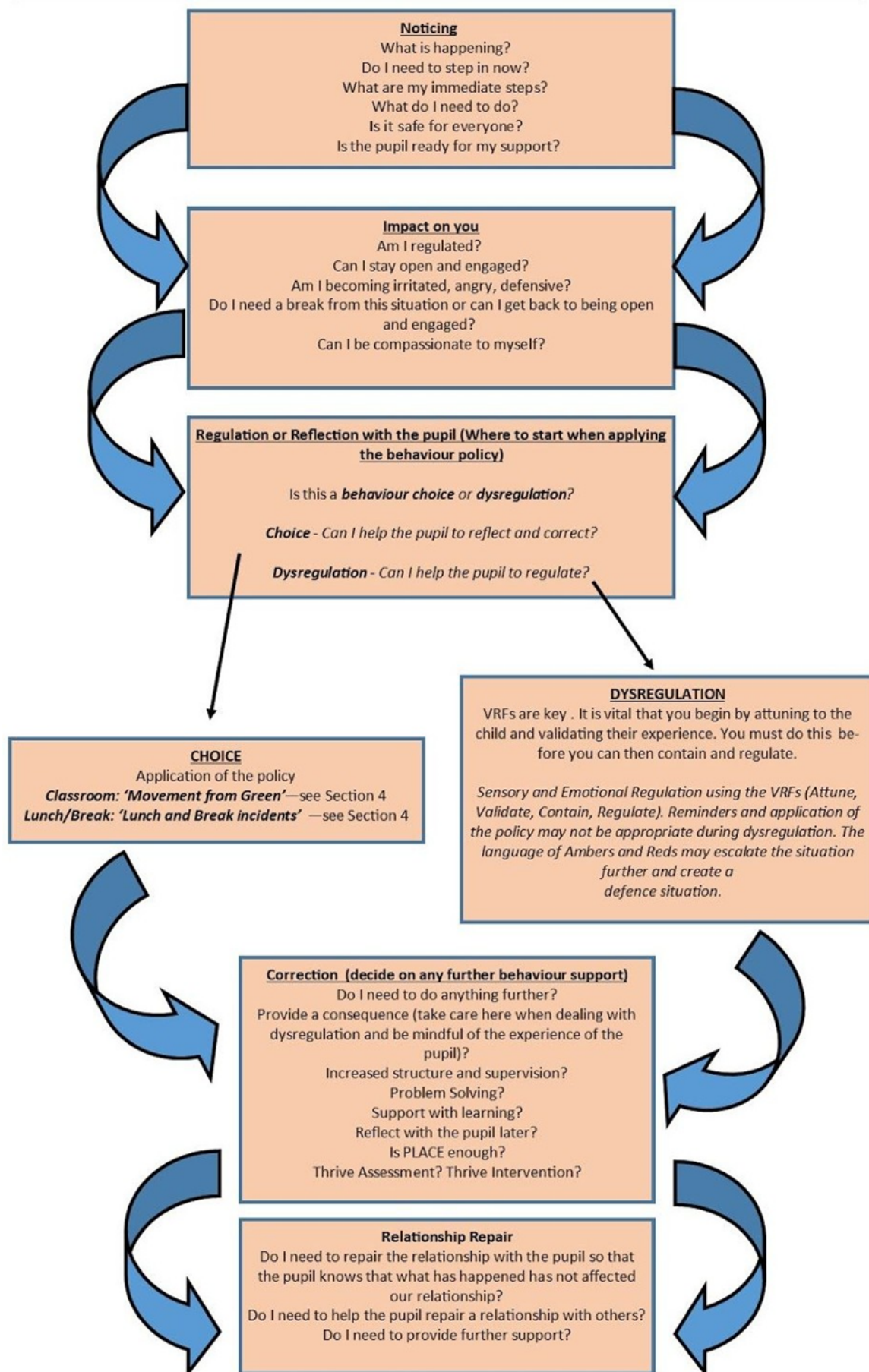
Before an adult can reflect on the mind of a child, they need to be able to reflect on their own mind. By understanding the impact a child is having, the adult can remain open and engaged. Without this understanding, the adult is likely to become defensive through anger, criticism or withdrawal.

Being mind-minded means that you are able to understand and take into account the mental state of yourself or another person e.g. what you or they are thinking, feeling, wishing, desiring etc. Being mind-minded means that you are able to accept that this internal experience is neither right or nor wrong- it just is. Being mind-minded means that you are able to reflect and move away from your own experiences or attachment history. Being mind-minded means that you are able to notice and have compassion for your own internal experiences which will in turn allow us to notice and have empathy for the internal experience of others. Being mind-minded means that you are able to enjoy relationships with others.

Develop your Capacity for being Mind-Minded

- Be open to noticing and understanding your own internal experience; your thoughts, feelings, belief, hopes, worries etc.
- Practice remaining open to emotional experience; noticing what you are experiencing and regulating this experience with support from others.
- Reflecting on this experience will increase your capacity to remain open and engaged to yourself, allowing you to move more easily from defensive to open and engaged when responding to others.
- Regular mindfulness to restore the balance in the brain, strengthening healthy reflection and regulation.

Practising In The Moment Model - The Adult



Behaviour Policy Uniform Sanctions-

Staff will be considerate of individual circumstances when applying the uniform policy, ensuring we are compassionate and understanding to reason where appropriate. However, in instances of wearing earrings or retainers, pupils will not be able to participate in PE lessons or break/lunchtime activities due to health and safety reasons.

Should policy not be adhered to parents will be contacted and expected to comply the following school day unless exceptional circumstances in which school will agree a reasonable time-frame to address.