

Behaviour, Classroom Management and Positive Relationships Policy

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

We want our policy to:

- Encourage, recognise and reward
- Create a safe learning environment
- Give clarity of expectation to staff and students
- Give a clear understanding of staff roles

Statement of Intent

To provide a safe, caring, well-ordered environment where every child is treated with consideration, fairness and respect. To use positive behaviour support to encourage pupils who may display challenging behaviour.

Equality and Diversity Statement

Royal Cross School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

Introduction

Royal Cross Primary School pupils are entitled to educational provision that meets their needs and enables them to enjoy learning, achieve, be safe, healthy and make a positive contribution to the school and the wider community.

Parents have a responsibility to support the school by supporting the application of the Behaviour Policy.

A key factor in our pupils' special educational needs at Royal Cross is the issue of communication difficulty and the impact this can have on personal, social and emotional development. Royal Cross has an essential role in meeting pupils' individual communication needs so that they can form good relationships, express their emotions and feelings appropriately and demonstrate respectful behaviour.

Within an inclusive communication environment, we can nurture self-esteem and emotional well-being so that pupils develop mutual respect, self-discipline and the communication skills and strategies needed for dealing with situations and relationships.

We strive to ensure all pupils can communicate so that they are able to express their feelings and empathise with others. Staff use a range of communication strategies and interventions to enable pupils to understand what is expected of them and support them in developing appropriate language skills for dealing with any issues that arise.

The quality of relationships between teachers, support staff, children and parents is vital to the school's success and depends on an effective pastoral structure which is responsive to pupils' personal, social and emotional needs and practical personalised learning to encourage motivation.

A whole school approach as outlined in this policy ensures pupils have clear guidelines and consistent responses with positive reinforcement of desirable conduct.

Positive behaviour is promoted through planned and incidental learning opportunities including

Deaf Studies, PSHE, Circle Time, Assemblies, Faith Days, personal responsibility, managing playground incidents and social occasions.

Royal Cross has 6 core values that are encouraged in school within their everyday activities. These are:

1. Kindness
2. Positivity
3. Friendship
4. Respect
5. Honesty
6. Perseverance

Child on child abuse and any incidents of physical, verbal, emotional abuse between peers will be dealt with according to this behaviour policy, Child on Child Abuse Policy and Child Protection and Safeguarding Policy. School has zero tolerance of any form of bullying or abuse.

Roles and responsibilities

The Governing body

The Governing Body will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Addressing the specific behavioural needs of pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

Staff are responsible for daily classroom management and for setting the tone and context for positive behaviour within the classroom.

They will:

- Create / maintain a stimulating environment that encourages pupils to be engaged
- Display their own shared classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

School Behaviour Champion

- To support class teams to identify and develop strategies to improve behavioural outcomes.
- The role is that of advisory and supportive to class teams in developing positive outcomes for behaviour.

Parents

Parents have a responsibility to:

- Ensure their child (5-16 years) receives a suitable full time education either at school or by making other arrangements.
- Take responsibility for their child if excluded, and ensure they are not in a public place without good reason during school hours within the first 5 school days of any exclusion. If they do not, the school or local authority may issue a Penalty Sanction.
- Ensure that their child attends a suitable full time education provided by the school Governing Body or the Local Authority from the 6th day of any exclusion.
- To attend a re-integration interview following any fixed period of exclusion from primary school.

See Attendance Policy for more details.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Pupil code of conduct

Pupils are expected to:

- Behave in an orderly way
- Be respectful of others
- Demonstrate tolerance
- Be supportive
- Show kindness
- Treat the school buildings and property with consideration

Understanding Behaviour

At Royal Cross Primary School we believe that **behaviour** is a form of **communication** and as such purposeful behaviour generally meets some kind of need. Such underlying reasons and factors which affect these responses can depend upon the significance and complexity of the individual's needs, combined with a variety of contextual factors. Examples for why behaviours may occur for different types of young people and other associated factors are outlined below.

Experiential Learners (those with complex learning and medical needs)

The reasons why 'behaviour' occurs include the following:

- To obtain something
- To reject or maintain something
- To gain attention from another person
- To stimulate a sensory need
- As a basic form of communication

Factors that can affect such behaviours include:

- Physical or sensory needs including cognitive functioning
- Basic needs such as hunger, thirst, pain / discomfort
- Emotional context of a young person (also linked to cognitive functioning and previous experiences)
- Environmental and/or external influences e.g. loud noises; bright/changing lights; other people present or historical impact.
- Generally, with such learners there is a limited number of alternative communication skills available to the young person to enable them to get their needs met.

More independent and supported learners

The reasons why ‘behaviour’ occurs can include one or more of the following:

- To gain attention (i.e. I want to keep others busy and keep them noticing me)
- To gain power and/or control (i.e. I want to be in charge to make or stop someone doing something)
- To gain revenge (i.e. I want to try to get even or pay back/ hurt others)
- As a display of inadequacy (i.e. I want to be left alone or to give up/not try)

Factors that can affect such behaviours include:

- Individual or personal strengths, abilities and other needs including social, emotional and mental health, such as, anxiety, attachment and trauma.
- Contextual issues such as social standing, peer pressure etc. We appreciate that all such behaviours instil different feelings in the people displaying them and in those experiencing them. However, we also acknowledge that the way we respond can shape the outcome and the likelihood of this happening again.

Developing a Culture of Positive Relationships and Behaviour

Teaching and Learning

In order to further support positive behaviour within school a variety of additional strategies are used. At the most fundamental level this includes the delivery of a stimulating, engaging and appropriate curriculum, appropriately differentiated to meet need. Promoting positive behaviour enables high standards of teaching and learning to be achieved. A well - designed and relevant curriculum helps develop and maintain positive behaviour and engages pupils of all abilities.

Supportive Environments for pupils

The impact of the environment on a pupil’s behaviour is a major consideration. In order to develop positive and appropriate behaviour, the environment must be supportive, relating to the attitudes and actions of the people in the environment.

Responsibility for the environment rests with every member of the school team and the right to work in a supportive environment is recognised for staff and pupils alike.

A supportive environment is characterised by

- calm, purposeful atmosphere
- friendliness
- happy working relationships
- flexibility
- responsiveness to needs
- caring attitude amongst staff
- tolerance
- optimism and high expectations
- clear and consistent boundaries for acceptable behaviour

In creating a welcoming and supportive environment, pupils will begin to feel good about themselves, their peers and the classroom team.

Rewards, consequences and support

Reward systems are effective motivators in the development of positive behaviour, helping pupils to see that good behaviour is valued. Pupils respond positively to praise and encouragement and look forward to rewarding experiences offered as a consequence of appropriate behaviour.

At Royal Cross praise and encouragement is used to develop pupil confidence and self-esteem. For some pupils, additional incentives might be through access to favoured activities and ‘motivators’ can be offered alongside praise.

Pupils are rewarded for good behaviour, achievements and hard work in a variety of ways.

These include:

- Verbal praise
- Team Points & certificates
- Weekly class Star Achiever Book
- Certificates and awards
- Termly ‘Achievement’ cup
- Stickers, reward charts, special mentions
- School reward visits
- Class Dojo rewards & news shared with families
- Attendance certificates

Celebration Assemblies

Pupils’ achievements are recognised in the Friday school assembly which is a celebration of their successes, including behaviour and learning.

Royal Cross has a school system of awards through house points and certificates.

There are 3 houses – Bananas, Apples and Blueberries. Each pupil is assigned to a house with a captain. Sporting events and other competitive activities are organised on a team basis.

A trophy is awarded to the winning team at the end of each week and a large trophy at the end of each term. Pupils from each class are identified for special certificates and written up in the school ‘Star Achievers’ book’.

Pupils regularly show good work to the headteacher, and this is rewarded with stickers.

Understanding complex and challenging behaviour

Some of our pupils may display challenging behaviour as a response to the complex pattern of needs their learning difficulties cause.

These problems may be compounded by additional difficulties including mental health problems, social deprivation and complex medical conditions identified through conversations with parents/carers or other professionals.

Effective strategies in addressing challenging behaviour are characterised by:

- collection of relevant information from parents/carers or /and other professionals
- accurate identification of the behaviour to be addressed
- manageable realistic interventions
- clear objectives for outcomes
- consistency
- review and evaluation

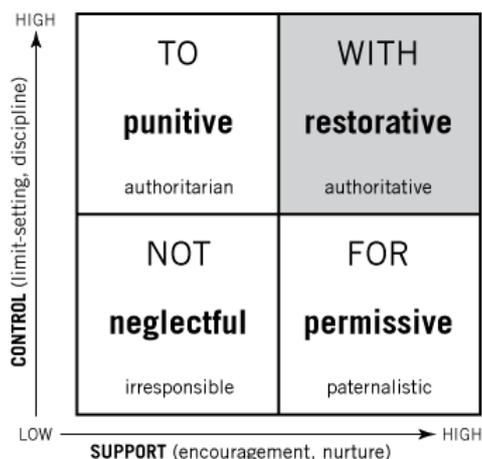
Such strategies require

- close collaboration between key contributors to the pupil’s life
- non-judgemental working relationships
- honesty
- adequate resources

It is only by developing a coherent and credible understanding of the behaviour patterns a pupil exhibits that we will be able to address those aspects of the pupil’s behaviour which are inappropriate.

The use of Restorative Approaches to address Negative Behaviours

The aim of all restorative work is to work ‘with’ the students as opposed to doing ‘to’ or ‘for’ them. This is shown in the Social Discipline Window (Wachtel and McCold).



Central to restorative work is the notion of fair process, that all interactions around relationships and positive behaviour should be explored in an engaging, open and transparent manner. Restorative practice is based on the premise that, where conflict occurs, either or both parties and their relationships are harmed and it is this harm that needs to be addressed. The objective of a restorative approach is to ensure that ownership of the behaviour and/or conflict rests with those directly involved and that it is also their responsibility to find a resolution to the problem. In particular, the perpetrator is responsible for repairing harm and working towards positive outcomes and opportunity is always given to make amends and expressing remorse.

Developing a restorative culture means teaching and ensuring pupils have the language they need to express themselves (which is central to all restorative strategies). The more adults are aware of their own language, use restorative vocabulary and model desired behaviours, the more young people will mirror this.

Examples of this are:

- **Affective statements** – including a ‘feeling’ in a description of behaviour in order to support communication e.g. ‘You made me feel sad/angry/embarrassed when you’
- **Re-framing** – i.e. focussing upon the key aspects of what is being said, e.g. ‘So I heard you say that you get angry when Mrs X does....’. This demonstrates to the speaker you have listened and reduces the emotional impact of language used.

Key questions are asked following an incident depending on the pupils understanding –

- What happened? How did you get involved?
- What were you thinking and feeling when you...?
- What have you thought about/ felt since?
- Who has been harmed and/ or affected? How do you think they felt?
- What needs to happen now? What can we do to make this better?

If a pupil does not have the language and communications skills or the understanding, then pupils will be asked to complete the following chart with a member of staff.

Our Restorative approach includes a wide variety of positive behaviour strategies such as mindfulness, listen and move, friendship groups, drawing & talking, NDCS Healthy Minds, Music Intervention, Forest School, social stories and a total communication approach.

Personalised Approaches

The following approaches may be used for individual pupils:

- Use of circle time to discuss difficult relationships and identify constructive responses.
- Teaching alternative behaviour by taking quiet times when pupils are under stress.

- Providing the pupil with channels of communication which may include peer support, or 1:1 time with a designated member of staff.
- The use of Learner Support Plans as identified later in this document.
- Ensuring that all staff coming into contact with the pupil are briefed on potential triggers and effective ways of distraction.
- Ensuring that any Plans have contingencies for outbursts in class and that there is the facility to use Restrictive Physical Intervention as appropriate with all necessary paperwork agreed by parents, SLT and staff.
- Ensuring that any incidents of positive handling is carried out in line with the schools agreed policy of Care and Control and that staff using it are fully trained.
- Ensuring that any pupils with complex behaviour are fully included through appropriate environmental and curriculum adaptations wherever possible and within the parameters of the provision on offer at Royal Cross.
- Ensuring that there are timely and sensitive conversations with parents / carers if individual pupil needs change and assessments by key staff and professionals indicate that needs can no longer be met within Royal Cross and the peer cohort.

Additional support and guidance can be found at www.sendgateway.org.uk/

In order to achieve this all members of staff at Royal Cross School are committed to observing the following key principles.

Key Principles

- Be positive – in all your interactions with pupils. Comment on the positive things pupils do. Avoid negative language around negative behaviour; it will only reinforce it. Reprimands should be delivered in a planned and considered manner with respect for the pupil's dignity.
- Remain consistent – be predictable and reliable adhering to the same approaches and routines.
- Strive to understand more – analyse behaviour and study its affect. Ask why things happen, seek solutions.
- Stay calm – in difficult situations, don't become part of the problem by losing control. Become part of the solution by remaining clear headed and rational.
- Work together – no one person has all the answers. Present a coherent and united front at all times. The pupils will respond to this.
- Seek advice and support – be comfortable about talking things through with others; it is expected of you and will help you succeed.
- Celebrate achievement – focus on the positive not the negative.
- Support your colleagues – trust the professionalism and judgement of others. Do not contradict another member of staff in front of pupils or colleagues. If you are not sure of something they are doing, ask them about it later in private.
- Respect confidentiality – be sensitive to the sensitivity of the work we do. You must not discuss any incident you witness unless it is for the benefit or safeguarding of that pupil.
- Plan strategically – working towards the long-term benefits and not the short term gains.

All members of staff are required to abide by these key principles at all times and to encourage and support their colleagues in upholding these fundamental elements of behaviour support.

Working with Families and Other Agencies

It is imperative that the school works closely with each pupil's parents or carers to evolve effective strategies in order to support pupils across a range of contexts.

Timely liaison and collaboration is required in order to develop consistent approaches. These enable pupils to generalise appropriate learning and in order to support both families and professionals in their work with the pupil

The school will actively engage other agencies and professionals where it is considered by the school and the pupil's parents/carers that this action is in the best interests of the pupil. This will be done through conversations with parents/carers and referrals to other professionals. External agencies will be supported to either engage:

- with parents/carers/pupils directly or
- with school or
- a combination of all.

Supporting Staff

Working with pupils and families in developing positive and appropriate behaviour requires great skill and dedication. At Royal Cross School we are committed to supporting staff in this highly demanding work by:

- Providing training and workshops on managing behaviour in school.
- Providing training in the use of appropriate strategies and interventions which are guided by the principles of Team Teach as appropriate.
- Offering support from a member of the Leadership Team to all members of staff whenever requested
- Developing the role of a **Behaviour Champion** across school to support staff.
- Dedicating time in weekly briefings for all the staff to discuss issues related to behaviour support
- Monitoring of Incidents via CPOMS
- De-briefing sessions following stressful or serious incidents.

The effectiveness of any strategy is dependent upon the skills and commitment of the people engaged in that strategy. It is vital that staff feel equipped, both emotionally and technically, to address this crucial area of their work and it is therefore an obligation upon the school to support and encourage colleagues at all times.

Behaviour support must focus on the needs of the pupils, recognise the difficulties that pupils may face and offer positive approaches to support positive behaviour.

It must never be punitive, aversive, threatening or compromise the rights of the pupil.

Where staff feel that approaches are in any way illegal or inappropriate they are obliged to report this immediately to the Headteacher, Chair of Governors or Local Authority in accordance with the school's safeguarding and whistle blowing procedures.

Use of Sanctions

Sanctions must be proportionate, i.e. be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEN or disability they may have and any religious requirements affecting them.

School actions when expectations are not met

Within the school day there are a number of situations, which may occur that require different levels of intervention. The school is committed to ensuring that the way it reacts to such situations is consistent whilst also dealing with each incident individually and to take all circumstances into consideration. Consequences will be applied when inappropriate behaviour occurs.

Pupils do not respond in a positive way to being shouted at by an adult and will either become extremely distressed or over-stimulated and likely to behave inappropriately.

Similarly, other pupils in the vicinity may become distressed or over-stimulated by shouting causing difficulties to escalate.

Where it is felt that a reprimand is necessary and will be effective, this should be delivered in a calm and quiet manner in such a way as not to provoke further inappropriate behaviour or trigger inappropriate behaviour in other students.

Definitions

Low level unacceptable behaviour:

For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Rudeness
- Refusing to complete classwork
- Disruption on school transport

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.

Serious unacceptable behaviour:

For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including,:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Child on Child Abuse (See Child on Child Abuse Policy for more details)
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

Challenging Behaviour:

For the purpose of this policy, the school defines “challenging behaviour” as any behaviour which Includes but not limited to, the following:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

Consequences

Corporal punishment is illegal in all circumstances.

Rewards are central to the encouragement of good behaviour alongside a need for consequences to communicate the disapproval of unacceptable behaviour.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being applied

- It must be made clear what changes in behaviour are required to avoid future consequences
- Group consequences should be avoided as this breeds resentment
- There should be clear understanding of the different levels of behaviour.
- The focus should be on the behaviour not the pupil

Consequences could range from:

- expressions of disapproval
- withdrawal of privileges
- loss of break times
- phone calls home to parents/carers to discuss behaviour
- referral to the Deputy Head or the Headteacher
- letters to parents/carers, internal exclusions
- fixed term exclusions and in the last resort permanent exclusion (following the LEA guidelines).

Alongside this staff will be supported by the DSL to explore possible Early Help / Deaf CAMHS/Schools Psychological Services to look at other factors that may be affecting behaviour in school.

It is important that this is done alongside the safeguarding guidance in school in order to fully support individual children in the best possible way.

Serious Incidents

Any escalation of the above can lead to a more serious incident, for example:

- *in physical violence towards staff or pupils*
- *intentional damage to property*
- *Homophobic/Racist incidents*
- *Online bullying*
- *leaving the school building.*

In such situations, a range of more serious consequences may be applied and Parents/Carers will be informed, staff will also complete a Serious Incident Log using the specific book kept in the school office

Should this incident involve hurt or injury to a child – this will also be recorded on CPOMS. Members of staff who may be hurt or injured should also follow the school's Health & Safety procedures.

If a serious incident occurs the consequences may be:

- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

The use of Exclusion (Appendix 5 flowchart)

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the schools Behaviour Policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Royal Cross will only exclude a pupil where it is absolutely necessary, and where all other possible strategies, as detailed in the school's Behavioural Policy, have failed to be successful.

- **Internal Exclusion:** Pupils who receive an internal exclusion will spend time working out of class under supervision. Time will be spent at quiet times with key staff looking at strategies for understanding feelings and making the right choices.
- **Fixed Term Exclusion:** The school will try whenever possible to keep the number of days a pupil is excluded to a minimum. In most cases exclusions of 1- 3 days are appropriate. In some serious cases longer exclusions may be imposed or an initial period of exclusion set, pending the outcome of an investigation. The Headteacher may exclude a pupil for a fixed term of up to 45 days in an academic year.

Where exclusion exceeds five days, the school will arrange for work to be sent home for the pupil to complete.

- **Permanent Exclusion:** This is the final sanction when school has exhausted all means at its disposal to help a pupil with their behaviour. The school must be convinced that to keep a student on-roll would seriously impair the education and/or safety of other pupils. There are also rare cases when a single incident may cause the Headteacher to recommend permanent exclusion to the Governing Body

SEND Code of Practice

Where SEND or SEMH issues are identified, an individual behaviour plan will be created using a graduated response. If the pupil continues to endanger the physical or emotional wellbeing of other pupils or staff, despite exhausting a graduated response process, then exclusion may be considered.

In accordance with the Equality Act 2010, under no circumstances will a pupil with identified SEND or SEMH issues be excluded before a graduated response process has been completed by school.

Where a pupil with SEND or SEMH issues is permanently excluded because of a SEND- or SEMH-related need that could not be met at the school, detailed records will be kept highlighting that these pupils are closely tracked and showing that the school has a close relationship with the pupil's next destination.

The Headteacher will work in conjunction with the parents of any pupil with additional needs to establish the most effective support mechanisms.

Duty to inform parents

Following the Headteacher's decision to exclude a pupil, they will immediately inform the parents, in person or by telephone, of the period of the exclusion and the reasons behind this.

Duty to inform the governing board and LA

The Headteacher will inform the governing board and LA, without delay.
The school will then follow the Local Authority's guidance for exclusions.

[Exclusions from school - Lancashire County Council](#)

Intervention (See Care & Control Policy for more details, including the use of TEAM TEACH)

SEND Code of Practice – reasonable adjustments

As a school we have a duty to consider reasonable adjustments for pupils with identified needs that may cause a barrier or difficulty when following the requirements of the school policy. As a school we are mindful of the SEND Code of Practice when deciding on support, intervention and sanctions for our students with special education needs.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

As part of the duty of care it is often necessary to intervene in difficult incidents.

Where possible, such intervention should be planned, co-ordinated and guided by the principles and practices of Team Teach.

However, at times, staff may have to react spontaneously to situations and at these times all parties are vulnerable.

In order to minimise the risk to everyone the following principles must be adhered to during unplanned interventions

- The student's safety and that of other students is of paramount importance.
- Staff should take every precaution to avoid being left alone.
- If isolated, seek support as soon as is reasonably possible.
- Return to familiar and established practice as soon as the situation is stabilised.

- Following an incident the staff involved must have ‘time out’ and the incident must be reported and recorded in its entirety as soon as possible

On rare occasions that it may be necessary for staff to intervene physically to control or restrain a pupil.

Staff would only intervene and use reasonable force when:

- Pupils may injury themselves or others
- Where the behaviour is prejudicial to maintaining good order and discipline in school or among other pupils
- When an action occurs on school premises or during an authorised activity off premises where pupils may be causing damage to property.
- Following an incident, the staff involved must have ‘time out’ and the incident must be reported and recorded in its entirety as soon as possible.

Such intervention should be planned, co-ordinated and recognised as an intervention approved by Team Teach.

However, if a crisis occurs, staff may have to act rapidly and without recourse to recognised techniques. In these circumstances the following principles must be adhered to:

- There is an absolute necessity to engage in physical restraint
- Intervention ceases as soon as is reasonably possible
- Avoid being left alone
- If isolated, seek support as soon as is reasonably possible
- Return to familiar and established practice as soon as the situation is stabilised
- Following an incident the staff involved must have ‘time out’ and the incident must be reported and recorded in its entirety as soon as possible.

In order to safeguard both pupils and themselves all staff must make sure they are aware of the details of this policy.

All staff should be familiar with the following definitions

- **Physical Contact:** Situations in which proper contact occurs between staff and pupils e.g. in the care of pupils in P.E or to comfort pupils.
- **Physical Intervention:** This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.
- **Physical Control / Restraint:** This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property.

In any instance the use of Physical control/Restraint **MUST** to be recorded on the Incident Reporting Form (IRF) and attached to CPOMS. Parents/carers and the SLT must be informed (Refer to the Care and Control Policy for a detailed log of how to respond).

In the event of a member of staff being unsure of the categorisation of any incident then advice must be sought from the Headteacher or Deputy Head as soon as possible after the incident has occurred.

The use of reasonable force is very much a last resort and will only be used when all alternatives have been tried and have failed. Staff will use their skill and experience to avoid such situations occurring and will act in a professional way, seeking to maintain the dignity and integrity of pupils in their care.

A Trauma Informed Approach

Staff at Royal Cross Primary School are aware of and have been trained in a range of issues that potentially affect a young person’s behaviour. CPD and training includes: Trauma informed practice, emotion coaching,

mental health and Adverse Childhood Experiences (ACE's) including living in Domestic Abuse environments and sensory regulation needs. Staff are familiar with the effect of Attachment, Trauma and ACEs on the development of the brain, emotional regulation and the effects on relationships.

All staff are aware that a “trauma informed” approach benefits all young people and ensures behaviour is seen in its wider context. A “trauma informed” approach encourages active listening and curiosity by looking for the meaning of behaviour beyond what a young person superficially presents.

Further Actions school may consider:

If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach will be used. This will be supported by the use of approaches such as the Early Help assessment, Encompass, Deaf CAMHS or Children's Social Services.

School will also be alert to other events that can lead to wider emotional / mental health difficulties such as bullying or bereavement. Such events can have a significant impact on well-being. School will ensure that appropriate provision is made for any pupils short term needs in order to prevent problems escalating.

Where there are long lasting behavioural difficulties school will consider whether the child may have additional SEN needs. Parents / carers will be invited to attend a meeting in school for sensitive and honest discussions around any additional complex behaviours. Agreed assessments and interventions will then take place including the possible involvement of any additional external diagnostic/assessment services.

This will ensure that the full range of any complex individual needs are identified, along with the primary presenting area of need. The support provided to all individual pupils will always be based on a full understanding of their individual strengths and needs.

Wherever possible and beneficial, school will address these needs through well evidenced interventions targeted at areas of difficulty and within the parameters of the provision at Royal Cross, including if practical additional specialist equipment or software.

If at the end of this process there may be a need for further sensitive discussions with parents/carers and funding authorities. This may include exploration of the appropriateness of the specialist provision offered within Royal Cross School.

As some pupils develop over time it may be that their presenting needs change and it becomes appropriate to look at different specialist provisions which would better suit the emerging complex needs of the individual pupil.

In such circumstances careful attention will always be given to the SEND Code of Practice and the potential impact upon the neuro-typical deaf cohort of pupils for whom Royal Cross is an appropriate and successful provision.

Royal Cross has a member of staff trained in Mental Health First Aid who is able to support identified vulnerable pupils.

Anti-bullying Policy – (Please refer to the full document for more detail)

Any incident of bullying should be dealt with immediately by the member of staff that is made aware. The Head or Deputy should be informed and will make the judgement as to whether the parents/carers should be contacted.

Child on Child Abuse – (Please refer to the Child Protection & Safeguarding Policy 2023/24 and Keeping Children Safe in Education (KCSIE) Part 5 for more details)

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

Online Safety Policy - (Please refer to the full document for more detail)

Any incident of Online Safety, within school or which takes place beyond school, should be dealt with immediately by the member of staff that is made aware. The DSL Head or Deputy should be informed and will make the judgement as to whether the parents/carers should be contacted.

Staff will complete the relevant CPOMS log to reflect the nature of the incident.

Online safety is mapped throughout the curriculum as a focus in all subjects. Pupils are encouraged to talk about online safety and the experiences they have using social networking sites. Strategies are regularly reviewed in the light of current practice and changes in technology

Support Systems

Additional support systems for the pupils may include:

Whole School Pro-Active strategies

- Common language will be used throughout school encouraging the pupils to make a ‘Good choice’ rather than a ‘Bad choice’.
- Lots of support will be provided during unstructured activities such as break times; this will support the pupils to make good choices.
- Class teams will share successful strategies to support other members of staff through behaviour briefings and behaviour ‘champions’.
- All pupils have access to a pupil ‘Worry Box’ that is anonymous and confidential (unless safeguarding concerns are raised and the pupil will be informed that confidentiality is not possible)
- Any safeguarding information that may be impacting on individual behaviour will be shared appropriately.
- Use of Learner Support Plans, agreed with by parents/carers.
 - low-level disruption
 - Using positive reinforcement

Managing Behaviour – Procedural Overview – see appendix 6

1. 1st Steps:
 - Rewarding positive behaviour
 - Ignoring negative behaviour
 - Routine classroom management
2. Classroom Sanctions:
 - Timeout
 - Reward chart
 - Quiet time
 - Signed interventions
3. Referral Point:
 - Contact Behaviour Champion to arrange meeting
 - Present completed Part A of Challenging & Physical Behaviour Risk assessment (appendix 1)
 - Arrange a follow up meeting to complete Part B collaboratively.
4. Graduated Response:
 - Graduated Response Form (Appendix 2) to be completed with Behaviour Champion.
 - *It is the responsibility of the class teacher to lead the implementation of any strategies.*
 - Set up Pupil ABC Tracker (appendix 3).
 - Assess – consider additional factors
 - Plan – identify resources and interventions
 - Do – implement strategies
5. Weekly Review Cycles:
 - Behaviour Champion , parents/carers & key staff review

- Evaluate impact of interventions
 - Consider impact of curriculum offer and staffing.
 - Each cycle is a minimum of 3 weeks.
6. Learner Support Plan (Appendix 4)
- Pupil must have a minimum of 3 cycles before moving onto next steps if outcome not achieved.
 - It is the responsibility of the class teacher to write the LSP with advice and support from the Behaviour Champion & the SLT.
 - Input from key staff.
 - Invite parents into school to discuss, agree and sign.
 - Set date to review
7. SLT Referral:
- Key staff and SLT input
 - Parental voice
 - Consider external advice
 - Provision mapping review
 - EHCP review

Managing Paperwork: See the Appendixes

Appendix 1 – Physical & Challenging Risk Assessment

Part A: To be completed by the class teacher to identify aspects of behaviour that are challenging and present a risk to the pupil, staff or/and other pupils. To be given to school's Behaviour Champion for review.

Part B: To be completed collaboratively with Behaviour Champion to look at intervention strategies that can be used to support improved outcomes.

Appendix 2: Graduated Response

To be completed by the Behaviour Champion with key staff. To assess any additional factors; plan and identify resources; implement interventions and identify key participants. The class teacher's role is to lead on implementing these strategies. Weekly reviews evaluate interventions and are recorded here. Each cycle is a minimum of 3 weeks.

Appendix 3: ABC Tracker

To be completed by key staff to support identification of triggers/patterns of behaviour and successful interventions/distractions.

Appendix 4: Learner Support Plan

Following a minimum of 3 cycles a Learner Support Plan is considered if positive outcomes have not been achieved. This will ensure a consistent approach by all staff involved with the pupil when addressing inappropriate behaviour. To be completed by the class teacher with advice & support from the Behaviour Champion.

Targeted Support for Emotional Wellbeing

Pupils who need support for their behaviour will have access to timetabled 1:1 time with a NDCS trained 'Healthy Minds' member of staff. Time can be spent discussing any issues or problems pupils may be having.

Work can also be done on individual anger management programmes. Any safeguarding concerns will be brought to the attention of the DSL/SLT immediately in line with school Safeguarding & Child Protection Policy and recorded on CPOMS.

Individuals may be referred to Deaf-CAMHS or other professionals by the SLT for specialist intervention with the agreement of parents /carers.

Recording and Reporting Incidents

The recording and reporting of incidents is a crucial component of behaviour support. At Royal Cross we use Child Protection Online Monitoring System (CPOMS) to record any escalating incidents of behaviour that may have caused harm or injury. This is alongside the statutory SERIOUS INCIDENT BOOK to be completed by the Headteacher (book kept in the school office).

Recording must ensure that:

- all members of staff involved must be identified by name & role
- safeguarding of pupils remains a priority
- episodes of challenging/racist/homophobic behaviour are dealt with
- any action taken by members of staff is accounted for
- practice in the school is transparent to outside agencies
- procedures and strategies can be evaluated from an evidence base

An incident is defined as an event or episode in which:

- a person is harmed or endangered
- there is clear evidence that a pupil has been injured
- a pupil displays behaviour which is out of character (check for safeguarding concerns)
- a significant degree of damage is caused to property

Supporting each other

Behaviour support can be a complex and problematic topic and needs to be the responsibility of all staff working within Royal Cross, and not the responsibility of one person/class team. It is essential that we work together as a team and share strategies and supportive techniques for both pupils and staff.

Complaints Procedure

Royal Cross has a Complaints Policy which can be found on the schools website and paper copies can be requested from the school office.

Links with other policies

This Policy sits alongside the Safeguarding and Child Protection Policy; Online Safety Policy; Ant-Bullying Policy, Admissions policy, Assessment, Recording & Reporting and Teaching & Learning Policy.

Appendixes List

- Appendix 1 – Challenging & Physical Behaviour Risk Assessment
- Appendix 2 – Example of a graduated approach to behaviour
- Appendix 3 – ABC Tracker
- Appendix 4 – Learner Support Plan
- Appendix 5 – Exclusion Process
- Appendix 6 – RCPS Behaviour Management Process (overview)



Royal Cross Primary School

Lancashire's school for deaf children

APPENDIX 1 - Challenging and Physical Behaviour Risk Assessment

Name:	Date of Birth:	Area of Need EHCP:
Assessment conducted by:	Job title:	Covered by this assessment:
Date of assessment:	Review interval:	Date of next review:

Risk rating		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major (MJ) Causes major physical injury or harm requiring medical aid. Causes emotional harm.	High (H)	H	Medium (M)
	Severe (S) Causes physical injury or harm requiring first aid. Causes emotional distress.	H	M	Low (L)
	Minor (MR) Causes physical or emotional discomfort.	M	L	L

In place in school	
Policy and procedures	<ul style="list-style-type: none"> • The school implements an effective Behavioural Policy that clearly outlines the rewards and sanctions that will be used by all staff. • The school ensures all staff are aware of the Care & Control Policy. • The school implements an Exclusions Policy, which is adhered to at all times. Exclusions are used as a last resort. • All staff understand the Child Protection and Safeguarding Policy and have received annual safeguarding training. • Where a pupil who has displayed harmful physical behaviour has SEND, the Special Educational Needs and Disabilities (SEND) Policy is adhered to at all times.

In place in school

- The school has a Pupil Code of Conduct so that all pupils understands behaviour expectations.
- The school understands that harmful physical behaviour may be a sign of SEND additional needs, mental health difficulties or other problems; as such, the school works with the pupil and the pupil's parents to ensure effective support and assessment systems are in place.

Part A - Risk Assessment of Pupil Behaviour

Area of Concern	Observations	Likely Impact	H	M	L
Injuries to themselves					
Injuries to others					
Emotional Impact to other pupils					
Disruption to class					

Part B - Summary

Age of pupil	
Actions	

Appendix 2 – Graduated Response – Assess, Plan, Do Review



Pupil Name:
Class:
NC Year:

Focus of plan:
Desired outcome:

ASSESS	Date	Who
Carry out child observations, hold discussions with key staff, parents/carers to identify & analyse needs.		
In-school screening assessments.		

PLAN	Date	Who
Hold discussions with parents, key staff and school’s Behaviour Champion.		
Ensure plan is outcome focused, improve, develop, achieve.		
Outline interventions & support needed – provision mapping. Record expected impact on progress, development & behaviour.		
Set time limits for interventions – each cycle to last 3 weeks.		
Set date for review – at the end of each cycle.		

DO	Date	Who
Implement the plan as agreed. Clearly show Who; What; When; How.		
Continue to observe and record evidence of support and progress using the Pupil ABC Tracker.		

REVIEW	Date	Who
Discuss with school’s Behaviour Champion, parents/carers, key staff, pupil how effective the interventions have been and the impact on the pupil.		
Analyse observations and planned outcomes.		
Think about next steps.		
Plan carefully with parents/carers, pupils and school’s Behaviour Champion.		
Does the APDR cycle need to begin again? Each cycle is a minimum of 3 weeks.		
If outcome not achieved – move onto Pupil Learner Support Plans		
Pupil must have a minimum of 3 cycles before moving onto next steps if outcome not achieved.		

Agreed Strategies	Date	Who

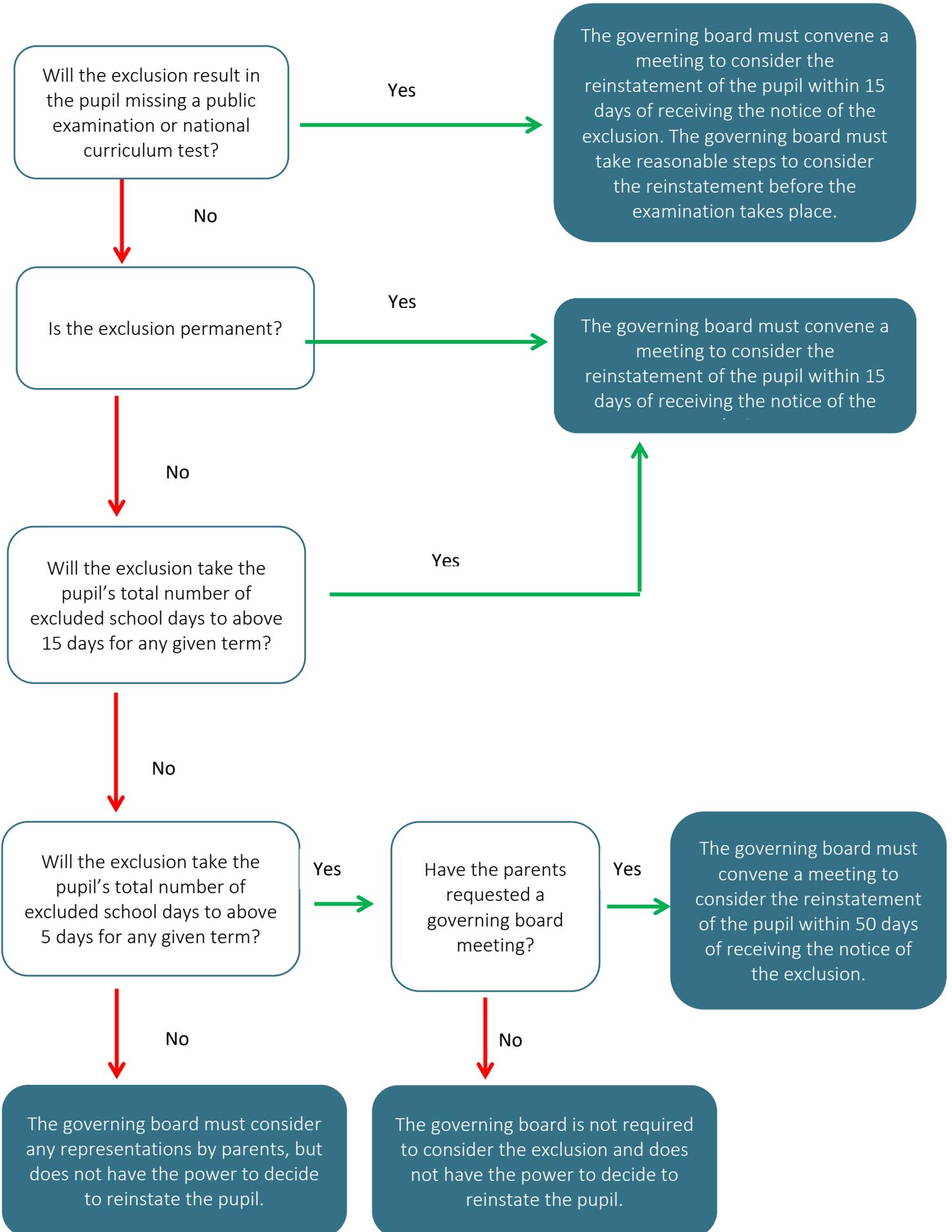
Evaluation	Date	Who

APPENDIX 4 – Learner Support Plan

Name:	Year group:	Class:	School Year:
Teacher:	Updated:	TEAMTEACH – <i>Trained staff ONLY</i>	Yes / No
		Authorised Staff:	
Behaviour	Proactive Strategies	Active Strategies	Reactive Strategies
	Language: <ul style="list-style-type: none"> Keep language simple and specific to the context – 1-word level Gain attention first before speaking to him 		
	Visuals: <ul style="list-style-type: none"> Maintain a structured and meaningful routine throughout the day using his visual schedule 2 symbols: Now/next or work time/break time. Use visual sign 'look' Communication: <ul style="list-style-type: none"> Use simple sentences Use signs and symbols where appropriate Transitions and Time managers: <ul style="list-style-type: none"> Use of traffic lights to structure lesson 		

	<ul style="list-style-type: none">• Use of timers in class• Use of visual timetables <p>Rewards and motivators:</p> <ul style="list-style-type: none">• Verbal praise• Staff positive attention• Free choice <p>Things to avoid:</p> <ul style="list-style-type: none">• Too much language• Body language (remember your calm stance)		
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APPENDIX 5 - Headteacher's Exclusion Decision



Appendix 6 – RCPS Behaviour Management Process

