Kingsmoor Primary School

Behaviour Policy
and
Statement of Behaviour Principle

Approved by:	Full Governing Body
Last reviewed on:	4/11/21
Next review due by:	Autumn 2022

Table of Contents

1. Policy Aims and Behaviour Approach

This policy aims to:

- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave in a positive manner
- Promote equal opportunities and diversity
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Define what we consider to be unacceptable behaviour (anti bullying is specifically dealt with in the antibullying policy)
- Outline our system of rewards and sanctions

As a school, Kingsmoor aims:

- To produce an environment in which children feel safe, secure and respected
- To help each child achieve successful personal development
- To develop a moral framework within which children can mature emotionally and in which sound relationships can flourish.

We understand all behaviour is the way children, and adults too, act and respond to emotions, people and situations that they find themselves in, and it reflects the values and attitudes that they hold. Children's behaviour communicates to others how they are feeling and it is the job of all adults to teach children to be in tune with their feelings and explore how their behaviour links to their emotional state, in turn helping the child to learn how to regulate their emotions and behaviour. Staff will be empathetic and supportive towards all children in their care.

We aim that children can show

- a sense of self-worth and self confidence
- self-control and regulation
- interest in their activities and pride in their achievements
- empathy towards others
- respect and tolerance towards all members of the schools' community
- respect for their environment and their community

When children possess these skills, they will understand and be able to demonstrate expected behaviour. The school expects pupils to work and behave in a way that leads to their own successful development.

When children do not demonstrate expectable behaviours, sanctions can be used as a means to emphasise where behaviour needs to change.

As an attachment/trauma aware school, all teaching staff recognise for some children these goals are incredibly challenging. For some children who are unable to form solid attachment relationships, they are emotionally immature, and their behaviours can be a result of their early life experiences. Effective adult support is essential to ensure the highest quality of support for children with attachment needs. All staff reflect upon the individual needs of the child when responding to challenging and inappropriate behaviour.

Similarly, we recognise the issues some children have with conforming to the expected behaviour in school due to contributing factors, for example, a pupil has suffered bereavement, is displaying

increased levels of anxiety, has mental health issues or has been subject to bullying. We recognise inappropriate behaviour may indicate other unmet needs.

In these cases, school may implement pastoral support plans and request appropriate multi-agency assessments. These assessments may identify unmet needs of the child that the school can address, but the scope of the assessment could go further, for example, by seeking to identify mental health needs or the implementation of a PFSA (Pupil and Family Support Advisor).

THE KINGSMOOR CODE

We look after each other, our school and everything in it.

We try our best in everything we do.

We are friendly and polite towards each other.

The Kingsmoor Code encourages pupils to develop respect for others around them, for equipment and for the school as a whole. The code encompasses British Values and a sense of belonging to the school and the wider community.

In addition, Kingsmoor school promotes and teaches good behaviour through the National Curriculum, RHE (Relationships Health Education), British Values, Friday Activities, assemblies, theatre visits, visitors, online safety, circle time and 1:1 intervention. The work of the PFSA and ELSAs (Emotional literacy support assistant) nurture and facilitate friendship groups and anti-bullying projects. The School's Vision and Values aims to embed the 16 Habits of Mind and Mindfulness. Specific work around Emotional Literacy is utilised, eg feelings volcano or other specific merit/reward charts can be established with children on an individual basis. (Two trained ELSAs work in the school to address these specific needs).

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Exclusion from Mainstream school
  (https://www.gov.uk/government/publications/school-exclusion)

It is also based on the special educational needs and disability (SEND) code of practice 2015

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- 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

This policy is published online on our school website.

3. Roles and responsibilities

3.1 The governing board

The Kingsmoor Full Governing Body, in conjunction with the Headteacher and teaching staff, will review this behaviour policy and monitor the policy's effectiveness, holding the Headteacher to account for its implementation. This will be reviewed annually.

3.2 The Headteacher

The Headteacher is responsible for reviewing and implementing this policy and the statement of behaviour principles (appendix 1).

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with inappropriate behaviour. They will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The head will ensure outside agencies are utilised and worked with effectively.

3.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and dealing with inappropriate behaviour in a constructive way that allows the child to learn

- Actively discussing the Kingsmoor Code as part of good classroom practice to ensure children know what is expected of them, eg it is said daily before lunch

- Modelling positive and respectful behaviour

- Providing teaching and learning about what constitutes expected behaviour; creating a class charter/class rules as part of RHE in the Autumn

- Praising and rewarding positive behaviour, informing parents of individual children's awards, together with the reasons for praise whenever possible

- Within the given context, treating each child fairly, lawfully and reasonably, without highlighting differences

- Looking beyond the behaviour itself to identify triggers and to work with children, parents and other agencies to improve the child's ability to learn and gain a positive outlook of school

- Providing a personalised approach to the specific behavioural needs of particular pupils which may involve pre-empting identified triggers or employing the use of de-escalation strategies. (Appendix 2 gives examples of what these may be)

- Twice a year, completing 1:1 Pupil Conferencing with every child and children completing/inputting a "One Page Pupil Profile (see Appendix 3 – sample from Sheffkids)

- Undertaking relevant training linked to de-escalation strategies, attachment/trauma and SEMH needs.

- Being vigilant for particularly stressful times for the child in terms of the school calendar or timetable/transitions and supporting them as needed

- Recording behaviour incidents on a STAR analysis log (appendix 4) or daily behaviour log (appendix 5), when in their professional judgement, behaviour warrants being recorded

- Input, with the Headteacher, to a "Behaviour Analysis And Support for Staff" (appendix 6) for children who regularly disregulate

- Responding with appropriate sanction, according to the flowchart of "Dealing with Unacceptable Behaviour" (Appendix 8)

- Preventing and dealing with bullying as far as possible, according to the anti-bullying policy, which includes cyber bullying/sexual harassment and sexual violence

- Contacting parents appropriately and advising them of the behaviour approach and management utilised in school

The senior leadership team will support staff in responding to behaviour incidents as appropriate.

3.4 Parents

Parents are expected to:

- Support their child in adhering to the Kingsmoor Code

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Communicate with the class teacher if weekends/mornings have been challenging prior to entering school

- Discuss any behavioural concerns with the class teacher promptly

- Discuss any concerns about their child's anxiety and potential bullying - to include cyberbullying and online safety

- Stress to children that retaliation is not helpful

- Engage in parental, family support that may be offered by the school

- Have an understanding that concerns will be dealt with promptly and in certain situations, time may be required to ensure a positive resolution is reached

- Model polite, courteous behaviour to children and to each other when they are on and around the school grounds, and of course, at home whenever possible - displaying The Kingsmoor code.

CONTACT WITH PARENTS In the case of younger children, parental contact for low level concern behaviour may occur earlier than for older children to develop the parent/teacher partnership and establish expectations about behaviour.

When necessary, parents will be telephoned to convey information about a child's behaviour. Sometimes it may be necessary to investigate incidents at length and on these occasions, parents will be informed verbally or via a 'holding letter' that the outcome of the investigation will be discussed with them. Any letters sent home about behavioural incidents should be individually addressed solely to the parents of the child(ren) involved and when appropriate posted. This letter will give parents the opportunity to contact class teachers and discuss concerns with any sanctions.

RESOLUTION We aim to 'feedback' to parents when necessary following behavioural incidents as a means of completing the communication loop between home and school.

4. Pupil code of conduct

Pupils are expected to:

- Follow the Kingsmoor code
- Behave in an orderly and self-controlled way, demonstrating expected behaviours (outlined below)
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Accept sanctions when given
- Behave in a kind way inside and outside school, being courteous and showing empathy if using social media, online and mobile phones

They will be supported with various strategies where this is very challenging for them (1-1 support, particularly when transitions are involved, how to employ de-escalation strategies through ELSA work linked to managing their emotions, focus on online safety for all pupils).

4.1 Expected behaviour

Expected behaviour, for example, includes

- ✓ Telling adults things that concern you
- ✓ Always telling the truth
- ✓ Listening well
- ✓ Letting people speak
- ✓ Responding to people appropriately
- ✓ Respecting everyone's body and feelings
- ✓ Being part of an antibullying school
- ✓ Saying no to things that make you feel uncomfortable, being assertive but not aggressive
- ✓ Not being part of bullying behaviour
- ✓ Even if we're not best friends, trying to be nice
- ✓ Including people
- ✓ Respecting people's faith, religion, race and other differences
- ✓ Helping each other
- ✓ Letting other children join in
- ✓ Saying sorry when needed
- ✓ Using kind words, kind hands and kind feet
- ✓ Speaking up – if you know of unkind things happening to someone else, speak up
- ✓ Treating people how you want to be treated.
- ✓ Move quietly and carefully around the school
- ✓ Treat the school buildings and school property with respect
- ✓ Wear the correct uniform

Examples of unacceptable behaviour are outlined in appendix 8.

4.2 Bullying

Bullying, or peer on peer abuse, is defined as: "behaviour by an individual or a group, repeated overtime that intentionally hurts another individual either physically or emotionally" (DfE "Preventing and Tackling Bullying", July 2017). Bullying is deliberate actions meant to be hurtful and can take many forms, verbal, physical, cyber or emotional.   This is not tolerated at Kingsmoor. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Rewards and sanctions

5.1 List of rewards

Behaviour that conforms to the standard expected at Kingsmoor may be rewarded through:

- Praise
- Stickers, certificates and trophies
- Golden time
- Awarding merits/class dojo points
- Individual class-based awards
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Head teacher awards

5.2 Possible sanctions

We aim to highlight and praise positive elements of school life with much greater frequency than we draw attention to negative aspects. However, behaviour that falls short of the standard Kingsmoor expects needs to be managed. Ways in which this may be managed is outlined in the "Dealing with Unacceptable Behaviour" flowchart (appendix 8). This lists some unacceptable behaviours and some possible sanctions. All actual behaviour and sanctions imposed are context and child specific; and the knowledge that teachers have of the children, their background and any existing support plans will determine the actual action taken.

5.3 Off-site behaviour – School trips and visits

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

When participating in a school trip or visit, the same high standard of behaviour is expected from all pupils. Where there is a concern regarding the behaviour of an individual pupil, school may request a responsible adult, for example parent or carer, accompanies the child to enable the child to participate. An appropriate risk assessment will be written and a member of the Senior Leadership Team will attend the visit.

5.4 Behaviour outside School, including online and use of social media

Kingsmoor School expects all our staff and pupils to act in a way that positively promotes the school in our community. On the rare occasion that a pupil's behaviour does not do so and brings the school reputation into disrepute they could be subject to sanctions from school or exclusion. This power is given under Section 89(5) of the Education and Inspections Act 2006, which gives Head teachers the

power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

5.5 Zero-tolerance approach to sexual harassment and sexual violence

Kingsmoor School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. (See appendix 8 for school's response.)

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

> Proportionate

> Considered

> Supportive

> Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

> Responding to a report

> Carrying out risk analysis, where appropriate, to help determine whether to:

- Manage the incident internally

- Refer to early help

- Refer to children's social care

- Report to the police

Please refer to our child protection and safeguarding policy for more information.

5.6 Malicious allegations

Any allegation made against staff would be investigated appropriately, following the Safeguarding Policy and Working Together 2018.

Where a pupil makes an unfounded accusation against a member of staff the Headteacher will determine the appropriate sanction in accordance with this policy and the needs of the child.

The Headteacher will also consider the pastoral needs of staff.

6. Behaviour management

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Kingsmoor Code of conduct and establish a classroom set of rules/class charter; and share these with parents as needed
- Develop a positive relationship with pupils, which must include:
  - Greeting pupils in the morning/at the start of lessons with a smile

- Empathising with the child. Responding to behaviours displayed especially on entry to school.
- Pre-empting identifiable triggers
- 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
- Create a climate where children are confident to report incidents of unacceptable behaviour

When children behave or report unacceptable behaviour of others, staff will investigate the incident to try and verify the facts. They will speak to all the children involved about what happened, to identify triggers and once known, consequences/an action plan is developed. A tool such as the STAR approach to analysing behaviour may be used – see appendix 4. Restorative justice will be used with all parties.

When it becomes apparent that a child is experiencing difficulties adhering to the school's behaviour expectations, parents/carers will be informed immediately and a dialogue between home and school established. Tools to record and assess behaviour may be used if appropriate, see appendix 5 – sample daily behaviour log. This would be personalised for the child as appropriate.

If behaviour does not improve, support will move to a more formalised stage.

6.2 Physical restraint

Kingsmoor has a policy on the use of appropriate force and restraint – The Positive handling policy which is reviewed on a regular basis.

Staff will only intervene physically to:

• Prevent injury to another child;

• Prevent a child hurting him/herself;

• Prevent a child harming an adult

• Prevent the damage of property.

The actions that we take are always in line with government guidelines on the restraint of children and training is provided in line with this. Information on physical intervention is detailed in our Positive handling policy and is only used as a last resort.

6.3 Confiscation

Any prohibited items (as listed in the DfE policy below) found in pupils' possession will be confiscated and, as per that policy, not be returned to pupils. Kingsmoor school is also legally able to confiscate any item which is considered harmful or detrimental to school discipline.

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

6.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENCO (special educational needs co-ordinator) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. The school has access to a PFSA (Pupil and Family Support Advisor) for behaviour management and parental support.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. This may include the services of an ELSA (Emotional literacy support assistant), of which Kingsmoor employs two. They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school. ELSAs help children and young people learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them.

ELSAs have regular professional supervision from educational psychologists to help them in their work

When needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create a Pastoral Support Plan and review it on a regular basis.

6.5 Pastoral Support Plan (PSP)

The Headteacher and class teacher/support staff will complete a Pastoral Support Plan (see sample/blank plan – appendix 7) with input from the SENCO, parents and any appropriate external agencies. There will be a formal meeting with parents to discuss the contents, in response to "serious" behaviours or on return from exclusion.

This support plan clearly identifies:

- What we are worried about
- What's working well – interventions used and being used
- What needs to happen now - what the child agrees to; what the school agrees to; what the parent agrees to and how this PSP can be followed up at home; what involvement of external agencies will be

Somerset County Council or health care resources will be utilised – these may include, Team around the school (TAS) meetings, Team Around the Child (TAC) meetings, referral to Somerset Early Help Assessment (EHA), GP/paediatrician/OT input, additional or higher needs funding for SEN, behaviour support groups such as the Somerset project.

Behaviour Support strategies could include:

- individually agreed rules the child will work to abiding by
- a behaviour chart with targets, rewards and outcomes specific to the individual, a safe space for the child, focussed work on managing emotions;
- a place being allocated on interventions such as the Somerset Project, the PFSA or ELSA
- regular check ins with a member of SLT or chosen staff member/key adult

Any outcomes identified will be individualised according to the social, emotional and mental health needs of the pupil. The Pastoral Support Plan is then signed by the Head teacher, parent and child. This is regularly reviewed with the child and parents/carers.

Some children may require a 'Positive Handling' plan if they are regularly likely to put themselves or others at risk of injury and this will be completed according to the school's Positive Support Policy.

6.6 Exclusion

Kingsmoor has a policy on Exclusions, to be used as a last resort, and this policy will be followed as needed.

7. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

8. Training

A high proportion of staff are trained in Team Teach. Two staff members are ELSA trained and one staff member is trained in Theraplay.

Our staff are provided with training on managing behaviour, including the implementation of de-escalation strategies. Behaviour management will also form part of continuing professional development alongside updates on working with the traumatised child and attachment awareness.

9. Monitoring arrangements

Throughout the year all staff and the Headteacher monitor the behaviour of children in the school including incidents of bullying. Individual child behaviour logs are completed and work is done to identify triggers for behaviours. Support is identified and put into place as appropriate – this may include seeking parental support, SEN specific strategies, safeguarding and other 1:1 work. (ELSA, PFSA.)

Following an exclusion, a review takes place to verify if the Behaviour policy was followed and whether implemented behaviour management strategies were implemented and were effective, as far as possible.

Governors review this policy annually in conjunction with teaching staff and when needed, changes to the policy are discussed, agreed and circulated to all involved.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Attachment and Trauma Policy
- SEND policy, including the SEND Information Report
- Curriculum Statement and Kingsmoor Vision and Values
- Online Safety Policy
- Equality Information and Objectives
- Policy on the Use of Positive Handling and Reasonable Force

Appendix 1: Written Statement of Behaviour Principles

- ✓ Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- ✓ All pupils, staff and visitors are free from any form of discrimination

- ✓ Staff and volunteers set an excellent example to pupils at all times

- ✓ The behaviour policy is understood by pupils and staff

- ✓ Pupils are helped to take responsibility for their actions

- ✓ Exclusions will only be used as a last resort

- ✓ Rewards and sanctions are used consistently by staff, in line with the behaviour policy

- ✓ Positive Handling and reasonable force will be used in line with the policy

- ✓ Where there are significant concerns over a pupil's behaviour, we will work with parents/carers to strive for common strategies between home and school

- ✓ Advise and support from outside agencies is sought where appropriate

- ✓ Kingsmoor School believes physical and verbal aggression are totally unacceptable. Everyone in the school community has the right to feel safe and secure

- ✓ The Governing Board will support the school community in implementing this Behaviour Policy

Appendix 2 - De-escalation strategies employed by Kingsmoor Staff

De-escalation response		
Low level	**Medium level**	**High level**
• Read the behaviour and body language • Intervene early to remove sources of frustration • Offer reassurance – including positive physical prompts • Explain clearly what is happening and what will happen next • Communicate – "Talk and I'll listen." • Use appropriate humour • Display CALM body language • Talk low and slow and quietly • Assess the situation • Divert and distract by introducing another activity or topic, adult or location	• Continue to use Low Level de-escalation responses • State desired behaviours clearly • Use distraction to refocus attention on something positive • Set clear enforceable limits • Offer clear choices – this or that • Give a get out with dignity • Assess the situation, consider making the environment safer and getting help • Remove audience • Guide elbows towards safety	• Continue to use all Low and Medium Level de-escalation responses. • Make the environment safer • Move furniture and remove weapon objects • Guide – hold or restrain if absolutely necessary (Team teach trained.) • Ensure face, voice and posture are supportive

These responses to levels of behaviour are linked to the Team Teach training which has been undertaken by a high proportion of staff.

Appendix 3 Sample One Page Profiles

The things people like and admire about me are...

Photo

What makes me happy

How I like to be supported

What people like and admire about me...

Photo

What makes me happy

How I want to be supported

What people like and admire about me...

Photo

What makes me happy...

How I want to be supported...

Appendix 4 – STAR behaviour analysis

A STAR analysis is a helpful way of assessing what happens before, during and after an episode of unacceptable behaviour, and is similar to an ABC chart. The STAR framework was set up by the National Autistic Society to reduce the behavioural problems that so many parents of children with an autistic spectrum disorder face. The STAR approach focuses on those with an autistic spectrum disorder rather than children with general behavioural difficulties, although it can still be helpful for this group. The basis of the STAR approach is that all episodes of problem behaviour need to be seen as actions with a purpose to receive a specific response.

STAR stands for:

Setting - Trigger – Action – Result

Setting

This is something critical but often underestimated. These are the contexts in which the unacceptable behaviour takes

place. Considering, and if needed adjusting, the setting where the behaviour takes place is important, and can also work

as a way of preventing particular behavioural difficulties.

Trigger

These are the signals or stimuli that 'set off' a specific action, occurring immediately before the episode of unacceptable behaviour. Reasons that trigger sets of the behaviour may include:

- Expressing a need – for example, smelling dinner cooking might signal food to a hungry child
- Expressing something the child does not want – for example, seeing a spider nearby triggers a wish to avoid it, or wearing a particular outfit could trigger the need to avoid something the child finds too difficult, such as a family gathering or somewhere new.
- Emotional overload – something relatively insignificant triggers the feeling that this is 'the last straw'.

Action

Action is the behaviour that actually happens and is a very important part of the chart.

Result

These are the events that follow an action, and are often the part of the process that can be controlled. Response to an action can indicate the appropriateness of an action and influence the likelihood that the child will do the same thing at some point in the future.

STAR Approach – Behaviour Analysis Chart

Sheet no: _____   **Child's Name / Initials: _____**

Date & Time	Setting	Trigger	Action	Result	Staff Initials
	Where did incident occur?	What happened **just before** the incident?	What behaviour did the child display?	What was the result for the child? How did the adult/s respond? How did other children respond?	

Appendix 5 – Kingsmoor Daily Behaviour Log Example

Types of Behaviour observed   Name of pupil:

Any info from parents about pupil at home	Brief Description of Pupils demeanour on entry to school.		Tick for Good session	Climbing on furniture	Hurting other children	Making disruptive noises/being rude	Running through school classrooms	Throwing objects	Trying to set own agenda/activities	Refusal to follow instructions/routin	Kicking things	Scratching himself, hurting himself	Meltdown	Identifiable triggers	Future avoidance strategies
		Breakfast club														
		9.00-														
		9.30-														
		10.25-														
		10.40-														
		11.00														
		12.10- eating														
		12.35- playing														
		1.00-														
		1.10-														
		2.00-														
		3.00-														
		3.30- Clubs														

Appendix 6 Behaviour Analysis and Support for Staff

KEY MESSAGE – If the child refuses to move and is a potential danger to self and others – Remove ………. using team teach strategies to safe place – (Remove other children from class if safety is compromised – SLT called. JW NT)

Behaviour which he is currently displaying	Triggers which can cause a negative response
What signs to look out for when he is upset	**Support strategies**
	Communicate, awareness and assessment, listen and look, make safe

All about ………………. – likes/aspirations/positive comments	Other relevant information

This chart will be given to all members of staff in the school – if you note any new observations/behaviours or strategies please feedback to JW who will feed into document.

This document and child behaviours will be reviewed at the end of each half term.

Kingsmoor Primary School

Pastoral Support Plan

Initial meeting:

Pupil:

Pupil's date of birth:

Date of meeting:

Attendees:

What are we worried about?
An objective summary of elements of behaviour causing most concern—from all perspectives.

What's working well?
Subjects going relatively well, any positive relationships with staff and/or pupils, social and emotional as well as academic strengths – use feedback from family/any supporters as well as from pupil. Focus strongly on strengths and success that is already happening. Create hope.

Previous school interventions:
Behaviour modification strategies used to date, pastoral meetings, wider agency involvement.

List of supporting documents/reports to be attached:

e.g. Attendance - outcomes of SEND screening (reading age/STAPs assessment/communication screen/Boxall profile etc) – assessments /report – intervention record – Early Help assessment

What needs to happen now?

Pupil agrees to:

The pupil agreements need to be achievable, specific and as far as possible owned by pupil. There will usually be no more than three. When/then formulations are helpful in promoting solutions focused thinking & agency of child:

(e.g., When I fall about with someone / then I will put my hands in my pocket and walk away) safe space, volcano

The school agrees to:

Proactive: think about the function(s) of the unwanted behaviour and changes which will allow need to be met without it.

e.g. sensory needs: leave p4 5 mins early to avoid noisy lunch queue. Issue early lunch pass. Wear ear defenders. Have own work station. Use weighted blanket.

e.g. tangible needs. Provide equipment. Homework break. Access to learning mentor.

e.g. need for attention: key-worker support. Meet and greet.

e.g. need to escape/avoid. Permission not to read in front of class. Signal to indicate when struggling with work. Own changing area for PE. Reduced timetable to reduce stress. Some learning in small intervention class.

Reactive: agree how setbacks will be managed, to ensure safety of all, reflection and learning.

Parents agree to:

Engage child in thinking about how parent could assist with the plan. If stressors need to be reduced for pupil to settle to learn, how can family support? How will successes be celebrated?

(If this is a reduced timetable PSP, outline arrangements for supervision.)

Other professionals agree to:

name and agency

Record actions to be undertaken by 8-week review point.

Date and time of interim review:	
Date and time of final review:	

Appendix 8 – Dealing with Unacceptable Behaviours

Dealing with Unacceptable Behaviour – in school and online

Minor	Moderate	Serious	Very Serious

Teachers to know their children, their background and the content of any existing Behaviour Support Plans. When responding to behaviour teachers will consider the context in which the behaviour was demonstrated .

Minor

- Failure to follow instructions
- Lack of respect to adults/peers; being rude
- Being unkind to peers
- Failure to look after school resources and property
- Talking at the wrong time
- Stopping others working
- Not working
- Whispering/laughing at others

Moderate

- Repeated minor behaviours without expected improvement
- Heat of the moment fights
- Rough play that could result in harm
- Leaving the classroom without permission
- Disobedience; Being late
- Threatening behaviour
- Disrupting the class
- Hurtful remarks/name calling
- Being dishonest
- Spoiling another child's work
- Running around the school
- Using IT without permission
- Bringing a phone into school without permission

Serious

- Escalating moderate behaviours
- Swearing at staff
- Swearing /Spitting with intent
- Stealing
- Wilful damage to school or property
- Bullying – types defined in anti-bullying policy
- Intimidating other pupils
- Physical attack on another pupil
- Preventing someone getting help
- Cultural/racial abuse
- Endangering themselves or others
- Continual refusal to conform
- Harmful sexual behaviour

Very Serious

- Physical abuse of staff
- Escalated serious behaviours
- Repeated physical attacks on pupils
- Large scale destruction of property
- Offensive weapons brought into school
- Making an allegation, found to be unfounded
- Repeated harmful sexual behaviour

Minor (responses)

- Use of de-escalation strategies to help child feel safe and secure & return to class
- Techers may follow a script -
  "I can see..."   "How can I help you..."
  "Remember when..."   "You need to..."
- A look
- A verbal warning
- A move - either within the class or to another area of the school
- Missing an small amount of playtime
- Restorative justice
- Consider referral to PFSA/ELSAA

Moderate (responses)

- Use of de-escalation strategies to help child feel safe and secure & return to class
- Discussion with Head/deputy as appropriate
- Asking the child how they will improve/what they will do to apologise
- Missing an appropriate amount of playtime
- Removal from playtime/1:1 supervision if behaviour occurs during playtime
- Loss of golden time/privileges
- A move to another class/area of the school to work
- Restorative justice
- Implementation of ELSA support or PFSA involvement

Serious (responses)

- Use of de-escalation strategies to help child feel safe
- Head/deputy called
- Missing an extended amount of playtime
- Internal exclusion
- Parents may be called to support in school
- Asking the child how they will improve/what they will do to apologise if appropriate
- Restorative justice
- Implementation of ELSA support or PFSA involvement

Very Serious (responses)

- Use of de-escalation strategies to help child feel safe
- Head/deputy immediately called
- Safeguarding referral – external support
- Potential police involvement
- Child excluded - school to follow D for E Guidance
- Parents called immediately

Minor (outcome)

Teaching staff to consider a STAR analysis or behaviour log; and whether to inform parents, depending on the extent of behaviour and the child's response to sanction

Moderate (outcome)

Teaching staff likely to complete a behaviour log and inform parents

Serious (outcome)

Teaching staff to complete a behaviour log, consider a pastoral support plan and inform parent. Safeguarding – possible external referral If behaviours are reoccurrences, external exclusion would be considered

Very Serious (outcome)

Teaching staff to complete a behaviour log, a pastoral support plan to be completed before the exclusion ends