

Little Stoke Primary School



Behaviour Policy and Principles of Behaviour

Review Details

Date reviewed	September 2024
Next review due	September 2026
Document location	Teachers Shared Drive - Policies

Signed	Dan Ross	Matt Fowles	Key changes
			Rewards and sanctions updated to reflect in school practice. 'fixed-term exclusions' now 'suspensions'

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1. 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 the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- Provide an clear overview of how our approach to behaviour links to our **values and aims**

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](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

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
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- Behaviour in Schools – DfE September 2022

3. Values and Aims

Education is a human right. It is therefore the responsibility of every member of the school community to allow others to learn in a safe, happy environment. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and where pupils, staff and parents uphold high expectations of personal conduct. Our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. Like any skill, positive behaviour has to be taught and children need to learn a range of skills to enable them to behave well and regulate their own emotions whether they are being watched or not. These beliefs link directly with our school values and aims.

4. Definitions

Our approach to behaviour is personalised. Although there will be consistent rules across the school and consistent definitions of what constitutes misbehaviour, individual children may be supported in different ways to adhere to expectations. This will depend on vulnerability, SEND and other circumstances.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude, including refusing to follow instructions

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Physical or verbal aggression towards pupils or adults
- Any form of bullying
- Any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting (including play fighting)
- Racist, sexist, homophobic or discriminatory behaviour

We have defined positive or constructive behaviour in children and adults as

- Being able to follow a set of socially agreed, context specific rules even if they are different from your experience outside that context
- Being able to regulate behaviour so it is not driven by negative reactions or feelings to external events
- Being aware how behaviour impacts on others and being able to adjust it accordingly
- Being able to give up the need to be fully in control

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Either physical or verbal

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy and pupil anti-bullying leaflet.

6. Roles and responsibilities

6.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

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

6.2 The Head teacher

The Head teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (appendix 1). The Head teacher will also approve this policy.

The Head teacher 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.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Arbor and, if relevant, CPOMs

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

6.4 Parents

Parents are expected to:

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

7. Pupil code of conduct

The code of behaviour at Little Stoke Primary School is centred by the following three words:

SAFE

Children are expected to behave in a way which keep themselves and other people **SAFE**. This includes in class, in transit around the school, in the playground, dining room and whilst on school property before and after school. Children are not allowed to play fight or retaliate when provoked but are taught to seek help from an adult

KIND

Children are taught the meaning of the word **KIND** and how this manifests on a daily basis. As children move through the school, this is interchanged with the word **RESPECT**. Children are expected to treat each other with kindness both in the words they use and the physical behaviours they show towards each other. They are expected to treat adults with equal respect, ensuring that they speak politely and follow class guidelines.

USEFUL

Children are expected to behave in a way which is **USEFUL**. This may mean productive in terms of working hard and not disrupting others, helpful, in terms of supporting other students or staff, or positive in terms of attitude or looking after the environment. For younger children this is interchanged with the word **HELPFUL**.

All staff, whatever their role, talk to children about their behaviour in terms of these three words, This is a consistent approach across the school. All classrooms will display these words with a visual reminder of how they apply to children.

8. Rewards and sanctions

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Non-verbal positive reinforcement
- Verbal Praise
- Instantaneous rewards such as stickers and house points
- Use of house point boards in order to recognise and reinforce individual successes linked to learning behaviours and attitudes
- Over and above positive notes home (parents also notified in person or by phone)
- Special responsibilities/privileges
- Certificates
- Whole class reward focused on a particular target
- Termly HP reward events
- Weekly celebration assemblies – teachers choose a ‘Star of the Week’ – an individual who has embodied the school behaviour rules and excelled in one or more of the school values. Some children may receive more than one STOW certificate each year. The parents of the chosen pupil will be invited to join for the assembly which will usually be held on a Friday morning.
- Celebration assemblies are also used to celebrate other achievements such as participation in homework learning platforms (e.g. Times Tables Rock Stars and Numbots), for reading regularly at home and other interests (such as music, sports and other recognition/celebrations from organised clubs)

Sanctions are used to hold pupils to account for the high expectations of personal conduct. The sanctions listed below are in order of escalation:

1. Non-verbal reinforcement
2. A verbal reprimand (“**That is your 1st warning**. You are not following our school rule of _____. You are responsible for following our school rules as we all have the right to learn)
3. Another warning: move the child within class – they will then miss 5 mins of lunchtime “**That is your 2nd warning**”
4. “**That is your 3rd warning**” Third warning - Sending the child to their partner class for a period of no more than 10 minutes. If a pupil is sent out of class the pupils’ parent needs to be informed by the class teacher. A child who has needed to go to a partner class will miss 10 minutes of lunch time to catch up on learning missed.
5. If the pupil continues to not follow the school rules, SLT will be called to cover the class so the teacher or support staff can speak to the pupil about expectations. Or if it is more serious, SLT to speak to the pupil with the teacher. This could lead to an exclusion from the class to a space where the child is able to complete their learning without causing further disruption to the learning of their peers.
6. Persistent disruption or failure to follow expectations will lead to a child missing part their lunch time. This time will be used to reflect further on why following the school expectations are vital responsibility of every pupil. Parents must be informed. If the behaviour persists the parents need to be asked to come in and meet with the class teacher and the deputy head to put in place relevant support. The SENDCo may also been involved if there is an identified need.
7. Fixed term suspensions or permanent exclusions may be used where there is persistent disruption because of behaviour. Fixed term suspensions or permanent exclusions are used as a consequence for serious misbehaviour.

Where there is continued behaviour issues, a behaviour plan may be written.

Where learning has been missed because of behaviour, work can be completed at home, or for a maximum of half of break time or 15 minutes of lunchtime.

For more serious behaviour:

Violence against a child or adult, throwing objects in class/school, vandalism, extreme behaviour, persistent disobedience or discrimination. This behaviour is rare at Little Stoke Primary School but when it occurs must be dealt with firmly and promptly, the usual steps do not apply.

Incident is analysed and appropriate action taken which may involve looking at internal exclusion or suspension.

Parents/carers will be contacted by phone as soon as possible that day.

See Appendix 3 for a quick reference flow chart.

8.2 lunch time behaviour

The expectation of behaviour remain the same at lunchtime. Lunchtime supervisors will use the same rewards and sanctions as all other school staff. The only variation is that if a child has been given a verbal reprimand and behaviour has not improved, they will be given a timeout for no more than 10 minutes at the edge of the play area. After a timeout, if the pupil continues to not follow expectations, they may need to have a time out inside the school building.

A lunchtime/playtime specific behaviour plan may be written for pupils who continually fail to follow the school rules during these times.

8.3 Off-site behaviour

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.

The school may remove a pupil from inclusion in an off-site visit if there have been serious misbehaviour incidents as it is likely that the behaviour of the individual may pose a safety risk, or impede on the others' right to participate in the activity.

8.4 Swimming

If children misbehave at swimming they will be given an initial warning. If behaviour does not improve they will be asked to get out the pool and get dressed. If behaviour poses a danger to the child or others, or if children ignore or disobey a direct instruction after an initial warning, the child will be stopped from swimming the following session and parents will be notified. If there further issues at swimming, the pupil can be removed from further participation due to the safety risk and impeding on others' right to participate.

8.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head teacher will discipline and support the pupil and their family in accordance with this policy. The discipline would depend on the child and the circumstances of the allegations.

Please refer to our Managing allegations of abuse policy for more information on responding to allegations of abuse which also contains information on unfounded allegations.

The Head teacher will consider the pastoral needs of staff accused of misconduct.

8.6 Fixed-term suspensions and permanent exclusions

Only the Head teacher (or the Acting Head teacher) has the power to suspend a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. If the Head teacher suspends or excludes a pupil, they will inform the parents immediately, giving reasons for the suspension/exclusion and explaining the appeals process.

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions, beyond five days in any one term.

The governing body will have a discipline committee when required, which is made up of between three and five members. This committee considers any suspension or exclusion appeals on behalf of the governors.

Suspensions or exclusions will only be given as a last resort after every alternative strategy has been exhausted and when satisfactory provision is in place for the child in terms of staffing, resources and curriculum.

Pupils represent their school in the local community; therefore the behaviour of a pupil outside school can be considered grounds for an suspension or exclusion.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Following a suspension, there will be a reintegration meeting with the pupil and parent with a member(s) of the SLT. The meeting will be used to reintegrate the pupil back in to school and to discuss any changes to provision to support the pupil to follow the school's behaviour expectation.

9. Behaviour management

At Little Stoke Primary School staff share the belief that children learn to behave well given appropriate teaching, guidance and positive modelling. Well regulated behaviour is shown by all adults in school.

Adult Behaviour

All adults in school will model the highest standards of behaviour, following these established guidelines.

- Positive consistency
- Kindness/respect
- Emphasis on building relationships

We insist on the highest standards of behaviour management with the following consistencies:

Visible Consistencies at Little Stoke

- Meet and Greet in the morning and after lunch
- Calm talking (no voices raised in anger)
- Smart Walking
- Privacy when dealing with behaviour (no public humiliation)
- Use of scripted conversations when discussing behaviour with pupils (see Appendix 4)
- Use of emotion coaching approach (validating feelings whilst maintaining high expectations of behaviour)

9.1 SEN and Behaviour

We understand that for some children, adverse childhood experiences in their lives necessitates personalised behaviour plans. These will be written, taking advice from the SENDCo and in close liaison with parents. These will form part of a broader perspective on children's learning both emotionally, socially and academically and will form part of their SEN Support Plans.

9.2 Classroom management

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

They will:

- Remain emotionally regulated themselves which will manifest in a calm, non-judgemental manner being shown toward children
- Create and maintain an enabling environment that encourages pupils to be engaged
- Display the school's three key rules (safe, kind and useful) in the classroom with an explanation of how these are applied
- Develop a positive relationship with pupils, which should include:
 - Greeting pupils in the morning/at the start of lessons
 - Proactively using the house point board
 - 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
 - Regular communications with parents

9.3 Physical restraint

No member of staff is to use physical restraint on a child unless they have up-to-date training on a recognised Team Teach course. This includes, pulling a child, forcibly steering them or holding them in place.

In some circumstances, appropriately trained staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

9.4 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Prohibited items are listed in the previous link in reference to the most recent DfE guidance.

9.5 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 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.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. If appropriate the SENDCo will begin collecting evidence in support of an EHCP.

10. 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.

11. Training

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of professional development and teachers challenged to consider their own responses to challenge from pupil. There will be regular conversations about children when concerns arise.

12. Monitoring arrangements

This behaviour policy will be reviewed by the Head teacher and Full Governing Body every two years. At each review, the policy will be approved by the Head teacher.

The school keeps a variety of records of incidents of behaviour. The Class Teacher makes records of classroom incidents using schools safeguarding system CPOMs. Incidents of poor behaviour at break or lunchtime are also recorded. Individual Behaviour Plans (this may be incorporated within a SEN Support Plan) are started as appropriate to support individual children, there are monitored by the SENDCo.

The Headteacher keeps a record of any pupils who are excluded for a fixed term or permanently and informs the local authority. The Deputy Head monitors behaviour and the incidents of suspensions.

It is the responsibility the Governing Body to monitor the rate of fixed-term suspensions and permanent exclusions and to ensure that the school policy is administered fairly and consistently.

13. Links with other policies and guidance

This behaviour policy is linked to the following policies:

- Special Educational Needs Policy
- Safeguarding policy
- Anti-Bullying Policy
- Equality policy
- Staff Code of Conduct
- Acceptable user policies

- Managing allegations of abuse policy
- Exclusion from maintained schools, academies and pupil referral units in England - September 2022
- Behaviour and discipline in schools Advice for head teachers and school staff - September 2022

Appendix 1 Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2022) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour

This is a statement of principles, not practice

Practical applications of these principles are the responsibility of the Head teacher. The statement of behaviour principles has been adopted by the Governing Body as a whole. The Governors at Little Stoke Primary School believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At Little Stoke Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- All children, staff and visitors have the right to feel safe, valued and respected at all times in school and learning free from the disruption of others.
- Little Stoke Primary is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies
- The school expectations should be clearly set out in the Behaviour Policy and modelled consistently by all staff and volunteers. The Behaviour Policy is fully understood by pupils, staff and parents
- Pupils are helped to take responsibility for their actions. Staff believe that learning to behave well is another significant aspect of child development and that school and parents should work together to foster good relationships
- Rewards and sanctions are used consistently by staff in line with the Behaviour Policy. These are fairly applied in such a way as to encourage positive behaviour
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use his discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- Suspensions or exclusions, particularly those that are permanent, are used only as a last resort and in extreme circumstances
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy.

Appendix 2 A4 summary of Behaviour Policy

Aims and values

Education is a human right. It is therefore the responsibility of every member of the school community to allow others to learn in a safe, happy environment. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and where pupils, staff and parents uphold high expectations of personal conduct. Our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. Like any skill, positive behaviour has to be taught and children need to learn a range of skills to enable them to behave well and regulate their own emotions whether they are being watched or not. These beliefs link directly with our school values and aims.

Expectations and Rules

At Little Stoke we have defined positive behaviour in children and adults as:

- ❖ Being able to follow a set of socially agreed, context specific rules even if they are different from your experience outside that context
- ❖ Being able to regulate behaviour so it is not driven by negative reactions or feelings to external events
- ❖ Being aware how behaviour impacts on others and being able to adjust it accordingly
- ❖ Being able to give up the need to be fully in control

As adults and children in our school community, we will behave towards each other in a way which is:

- ❖ **Safe**
- ❖ **Kind**
- ❖ **Useful**

Conversations about behaviour will focus around a discussion of one of these three key rules.

Adult Behaviour

All adults in school will model the highest standards of behaviour, following these established guidelines.

- ❖ Positive consistency
- ❖ Kindness
- ❖ Emphasis on building relationships

Visible Consistencies at Little Stoke

- ❖ Meet and Greet in the morning and after lunch
- ❖ Smart Walking
- ❖ Calm talking (no voices raised in anger)
- ❖ Privacy when dealing with behaviour (no public humiliation)
- ❖ Use of scripted conversations when discussing behaviour

Rewards	Sanctions
<ul style="list-style-type: none"> • Non-verbal positive reinforcement • Verbal Praise • Instantaneous rewards such as stickers and house points • Use of house point boards in order to recognise and reinforce individual successes linked to learning behaviours and attitudes • Over and above positive notes home (parents also notified in person or by phone) • Special responsibilities/privileges • Certificates • Whole class reward focused on a particular target 	<p>Sanctions are used to hold pupils to account for the high expectations of personal conduct. The sanctions listed below are in order of escalation:</p> <ul style="list-style-type: none"> • Non-verbal reinforcement • A verbal reprimand (“That is your 1st warning”. You are not following our school rule of _____. You are responsible for following our school rules as we all have the right to learn) • Another warning: move the child within class – they will then miss 5 mins of lunchtime “That is your 2nd warning” • “That is your 3rd warning” Third warning - Sending the child to their partner class for a period of no more than 10 minutes. If a pupil is sent out of class the pupils’ parent needs to be informed by the class teacher. A child who has needed to go to a

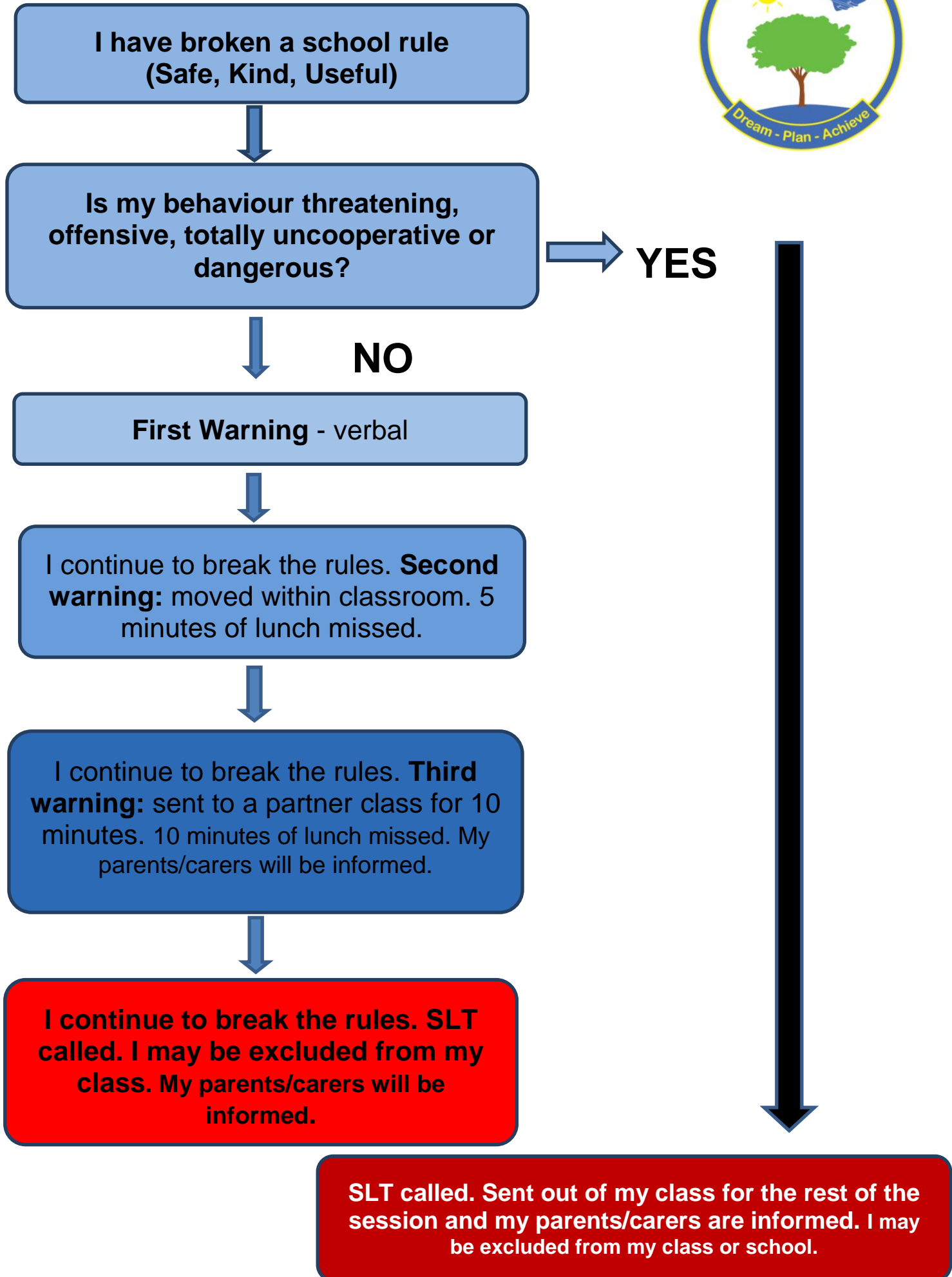
<ul style="list-style-type: none"> • Termly HP reward events • Weekly celebration assemblies – teachers choose a ‘Star of the Week’ – an individual who has embodied the school behaviour rules and excelled in one or more of the school values. Some children may receive more than one STOW certificate each year. The parents of the chosen pupil will be invited to join for the assembly which will usually be held on a Friday morning. • Celebration assemblies are also used to celebrate other achievements such as participation in homework learning platforms (e.g. Times Tables Rock Stars and Numbots), for reading regularly at home and other interests (such as music, sports and other recognition/celebrations from organised clubs) 	<p>partner class will miss 10 minutes of lunch time to catch up on learning missed.</p> <ul style="list-style-type: none"> • If the pupil continues to not follow the school rules, SLT will be called to cover the class so the teacher or support staff can speak to the pupil about expectations. Or if it is more serious, SLT to speak to the pupil with the teacher. This could lead to an exclusion from the class to a space where the child is able to complete their learning without causing further disruption to the learning of their peers. • Persistent disruption or failure to follow expectations will lead to a child missing part their lunch time. This time will be used to reflect further on why following the school expectations are vital responsibility of every pupil. Parents must be informed. If the behaviour persists the parents need to be asked to come in and meet with the class teacher and the deputy head to put in place relevant support. The SENDCo may also been involved if there is an identified need. • Fixed term suspensions or permanent exclusions may be used where there is persistent disruption because of behaviour. <p>Where there is continued behaviour issues, a behaviour plan may be written.</p> <p>Where learning has been missed because of behaviour, work can be completed at home, or for a maximum of half of break time or 15 minutes of lunchtime.</p>
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SEN and Behaviour

We understand that for some children, adverse childhood experiences may necessitate personalised behaviour plans. These will be written, taking advice from the SENDCo and in close liaison with parents.

Appendix 3

LSPS Behaviour Flow Chart



Appendix 4

Scripts help adults to remain regulated when dealing with challenging behaviour. They also provide a consistent approach which helps to separate the behaviour from the child, meaning that it is the behaviour which is challenged whilst maintaining the self-worth of the child.

The four steps of emotions coaching described below are the key elements of this approach they will need to be adapted to suit the specific situation.

(This scripts include adapted scripts from Paul Dix, 'When the adult change, everything changes' (2017)

Emotion coaching script:

1. Recognising the child's feelings with them

(I notice you are (describe the behaviour) I wonder if you are feeling...

2. Validating the feelings and labelling them.

It's okay to feel.....

3. Setting limits on behaviour (If needed).

It is not okay to.... (It is our school rule about being (safe/kind/useful) which you have broken.)

4. Problem-solving and reflect with the child.

I remember when you (describe the desired behaviour)/Would it help to.....