



Behaviour & Relationships Policy

**January 2026
Review: January 2027**

School Behaviour Policy and Procedures

Contents

Part A	4
A.1 Application	4
A.2 Approval and review	4
A.3 Responsibilities	4
A.4 Associated policies and procedures	4
Part B	5
B.1 Policy Statement	5
Part C - Procedures	5
C.1 Legislation, statutory requirements and statutory guidance	5
C.2 Definitions	6
C.3 School Behaviour Curriculum	6
C.4 Classroom management	7
C.5 Mobile phones	7
C.6 Safeguarding	7
C.7 Responding to good behaviour	7
C.8 Responding to unacceptable behaviour	7
C.9 Reasonable force	8
C.10 Searching, screening and confiscation	8
C.11 Off-site unacceptable behaviour	8
C.12 Online misbehaviour	8
C.13 Suspected criminal behaviour	9
C.14 Zero-tolerance approach to sexual harassment and sexual violence	9
C.15 Malicious allegations	9
C.16 Removal from classrooms	10
C.17 Detention	10
C.18 Suspension and permanent exclusion	10
C.19 Anti-Bullying	11
C.20 Recognising the impact of SEND on behaviour	11
C.20.a Adapting sanctions for pupils with SEND	12
C.20.b Considering whether a pupil displaying challenging behaviour may have unidentified SEND	12
C.20.c Pupils with an education, health and care (EHC) plan	12
C.21 Supporting pupils following a sanction	12
C.22 Inducting incoming pupils	13
C.23 Preparing outgoing pupils for transition	13
C.24 Training	13
C.25 Monitoring and evaluating school behaviour	13
C.26 Suspensions and Exclusions	13
Part D - School Specific Procedures	16
D.3 School Behaviour Curriculum and School Rules	
D.7 Responding to good behaviour	
D.8 Responding to unacceptable behaviour	
D.16 Removal from classrooms	
D.17 Detention	

D.19 Anti Bullying Strategies

D.20 Recognising the impact of SEND on behaviour

D.21 Supporting pupils following a sanction

Part A

A.1 Application

Our school works closely with the Greenshaw Learning Trust (GLT), and has adopted this policy in line with the vision and values of GLT.

Parts A, B and C of this Behaviour Policy and Procedure apply to the Greenshaw Learning Trust as a whole and to all the schools in the Trust in accordance with and pursuant to the Student Welfare Policy of the Greenshaw Learning Trust. Part D of this Behaviour Policy and Procedure applies specifically to our school.

The Policy and Procedure is subject to the Trust's Scheme of Delegation for Governance Functions. If there is any ambiguity or conflict, then the Scheme of Delegation takes precedence. If there is any ambiguity or conflict between Parts A to C and Part D, Parts A to C take precedence.

In implementing this Policy and Procedure the Governing Body, Headteacher and school and Trust Shared Service staff, must take account of any advice or instruction given to them by the GLT CEO, GLT Education Directors or Board of Trustees.

If there is any question or doubt about the interpretation or implementation of the Procedure, the GLT CEO, or GLT Education Directors should be consulted.

A.2 Approval and review

Maintenance of the Policy and Procedure is the responsibility of the GLT Directors of Education (Part A, B & C) and the Headteacher (Part D).

- The Policy and Procedure (Parts A, B & C) was approved by the Board of Trustees on: 16 December 2022.
- The School Specific Procedures (Part D) were approved by the Governing Body in March 2023
- The Policy and Procedure is kept under review and updated where necessary by the Education Directors in line with statutory guidance.
- The Policy and Procedure is due for review by (Parts A, B & C) 31 March 2025 (Part D) May 2025.

A.3 Responsibilities

The following persons and bodies have a role in ensuring compliance with this Behaviour Policy and associated Procedures and providing and maintaining the Trust's expectations for behaviour in its schools:

The GLT **Board of Trustees** is responsible for monitoring the effectiveness of this Behaviour Policy and associated Procedures, and holding each Governing Body to account for their implementation.

It is the responsibility of the **Governing Body** and **Headteacher** of each school to ensure that their school and its staff adhere to this Behaviour Policy and Procedures.

A.4 Associated policies and procedures

This Behaviour Policy and Procedure are constituent part of the:

- GLT Student Welfare Policy.

The following Trust and School policies and procedures are directly related to and complement this Policy and Procedure:

- GLT Safeguarding Policy.
- GLT Suspensions and Exclusions Procedure.
- School Safeguarding Policy.

Part B

B.1 Policy Statement

The Board of Trustees of the Greenshaw Learning Trust believes that its schools have a responsibility to promote a culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

This is achieved by establishing a Trust wide approach to maintaining high standards of behaviour that reflect the values of Greenshaw Learning Trust as set out in the Procedure.

This School Behaviour Policy and Procedure and any associated school rules and approaches will ensure that: In all GLT schools:

- Schools have a consistent approach to behaviour management that is applied consistently and fairly to all pupils.
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy.
- The school will work to create an environment where removal from class and exclusion from school is not necessary because pupil behaviour does not require it.
- Removal from class, suspensions and permanent exclusions will only be used in response to serious or persistent breaches of this policy.
- Exclusions will only be used as a last resort.
- The Behaviour Policy and Procedure are understood by pupils and staff.
- Pupils are helped to take responsibility for their actions.
- When pupils are involved in behaviour incidents, their families are engaged to foster good relationships between the school and pupils' home life.

Part C - Procedures

C.1 Legislation, statutory requirements and statutory guidance

These procedures are based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

C.2 Definitions

Misbehaviour is defined as, but is not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Poor attitude.

Serious misbehaviour is defined as, but not limited to:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments.

- Sexual jokes or taunting.
- Physical behaviour like interfering with clothes.
- Online sexual harassment, such as unwanted sexual comments and messages. (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Smoking.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
 - Knives or weapons.
 - Alcohol.
 - Illegal drugs.
 - Stolen items.
 - Tobacco and cigarette papers.
 - Fireworks.
 - Pornographic images.
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

C.3 School Behaviour Curriculum

The school has a behaviour curriculum which teaches pupils to do what is expected of them, including to:

- Behave in a safe and respectful way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn, support and promote a disruption free environment.
- Move quietly, and calmly around the school as directed.
- Care for the school buildings and school property.
- Wear the correct uniform at all times, including to and from school and home.
- Accept sanctions when given, seeing it as an opportunity to correct wrong choices.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online, including travel to and from school.

Where appropriate and reasonable, adjustments may be considered to ensure all pupils can meet behavioural expectations.

The approach and rules used at our school are detailed in our school procedures, see Part D.3.

C.4 Classroom management

The school's 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.
- May display the behaviour curriculum or their own classroom rules.
- Will 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.
 - Following the school procedure for dealing with low-level disruption.
 - Using the rewards procedures to encourage positive behaviours.

C.5 Mobile phones

- In schools where they are allowed, mobile phones and smart watches, and connected devices must be switched off and stored (out of sight) during the school day and whilst on site, in accordance with the school's procedures.
- Mobile phones and smart watches, and connected devices must be switched off and stored (out of sight) during the school day, and whilst on site.
- School procedures will follow DFE guidance on the confiscation of mobile phones.

C.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. The Headteacher will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school will follow the school's safeguarding policy and procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

C.7 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, school staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

The Headteacher will ensure that positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. These will be outlined in the school's rewards procedures.

The approach used at our school is detailed in our school procedures, see Part D.7.

C.8 Responding to unacceptable behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, school staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of unacceptable behaviour.

Staff expect classrooms and learning environments to be disruption free.

Staff will endeavour to create a predictable environment by consistently challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unacceptable behaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues escalating.

All pupils will be treated equitably, with any factors that contributed to the behavioural incident identified, and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour expectations in the future.

Suspension or permanent exclusions will only be used in the most serious of circumstances.

The approach used at our school is detailed in our school procedures, see Part D.8.

Personal circumstances of the pupil will be taken into account when deciding on consequences and with regard to the impact on perceived fairness.

C.9 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils.

All members of school staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

Reasonable force 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.

When considering using reasonable force, staff will, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

C.10 Searching, screening and confiscation

Searching, screening and confiscation will only be conducted in line with [DfE Guidance on Searching, Screening and Confiscation - Advice for Schools](#) (July 2022).

C.11 Off-site unacceptable behaviour

School staff may apply sanctions where a pupil has misbehaved off-site when representing the school. This means unacceptable behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of the school.

Sanctions may also be applied where a pupil has behaved unacceptably off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the school.

The decision to sanction should only be made on school premises or elsewhere when the pupil is under the lawful control of a staff member.

C.12 Online misbehaviour

School staff can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

C.13 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the Headteacher will report the incident to the police.

When establishing the facts, school staff will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the decision for who makes the report.

School staff will not interfere with any police action taken. However, school staff may continue to follow their own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to the LADO if appropriate.

C.14 Zero-tolerance approach to sexual harassment and sexual violence

The Headteacher will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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.

Individual schools have their own 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 and carrying out risk assessments, 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 the School Safeguarding Policy and procedure for more information.

C.15 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to the School Safeguarding Policy for more information.

C.16 Removal from classrooms

In response to serious or persistent breaches of this policy, and to ensure disruption free learning for all pupils, school staff may remove the pupil from the classroom for a limited time. The approach used at the school is detailed in the school procedures, see Part D.16.

Pupils who have been removed will continue to receive education under supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour, including disruption of learning of others. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Maintain the learning environment for all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child has been removed from the classroom.

The Headteacher will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

C.17 Detention

School staff can issue detentions to pupils during break, after school or on weekends during term time. School staff will inform pupil's parents in accordance with school procedures.

When imposing a detention, staff will consider whether doing so would:

- Compromise the pupil's safety.
- Conflict with a medical appointment.
- Prevent the pupil from getting home safely.
- Interrupt the pupil's caring responsibilities.

The approach used at our school is detailed in the school procedures, see Part D.17.

C.18 Suspension and permanent exclusion

The school will work to create an environment where exclusion from school is not necessary because pupil behaviour does not require it. However, suspensions and permanent exclusions are an appropriate, and essential, element of school behaviour management processes.

Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.

The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2022*).

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

See Part C.26 for further information.

C.19 Anti-Bullying

The school expects all children to be treated with respect and we respond decisively where bullying is found to be taking place.

There is no legal definition of bullying, however our definition of bullying is: 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, behaviour that is:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">● Racial● Faith-based● Gendered (sexist)● Homophobic/biphobic● Transphobic● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We will always take bullying seriously, using a range of proactive and reactive strategies to:

- Combat and prevent bullying.
- Prevent, de-escalate and/or stop any continuation of harmful behaviour.
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard the pupil who has experienced bullying and to trigger sources of support.
- Apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible. The approach used at our school is detailed in our school procedures, see Part D.19.

C.20 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, school staff will consider them in relation to a pupil's SEND, although recognising that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, Headteachers will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#)).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.
- As a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. This may include approaches such as:
 - Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
 - Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
 - Adjusting uniform requirements for a pupil with sensory issues.
 - Training for staff in understanding conditions such as autism.
 - Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, do and then review the impact of any support being provided.

C.20.a Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, school staff will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- If the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The Headteacher will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

C.20.b Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The special educational needs co-ordinator (SENCO) 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, school staff will liaise with external agencies and plan support programmes for that child. School staff will work with parents to create the plan and review it on a regular basis.

C.20.c Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the Headteacher will cooperate with the local authority and other bodies.

If school staff have a concern about a pupil with an EHC plan's behaviour, the Headteacher will make contact with the local authority to discuss the issues. If appropriate, the Headteacher may request an emergency review of the EHC plan.

The approach used at our school is detailed in the school procedures, see Part D.20.

C.21 Supporting pupils following a sanction

School staff will employ strategies for successfully reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension, including measures such as reintegration meetings, daily contact with identified staff and personalised behaviour goals. The approach used at our school is detailed in the school procedures, see Part D.21.

C.22 Inducting incoming pupils

School staff will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and procedures and the wider school culture.

C.23 Preparing outgoing pupils for transition

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.

C.24 Training

As part of their induction process, school staff are provided with regular training on managing behaviour, including training on the needs of the pupils at the school and how SEND and mental health needs impact behaviour. Behaviour management also forms part of continuing professional development.

C.25 Monitoring and evaluating school behaviour

Data will be collected on the following:

- Attendance, permanent exclusion and suspension.
- Incidents of searching, screening and confiscation.
- Behavioural incidents, including removal from the classroom.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of bullying and discriminatory behaviour.
- Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the behaviour culture.

The data will be analysed from a variety of perspectives including:

- At Trust level.
- At school level.
- By age group.
- By vulnerable group.
- By protected characteristic.

Data will be collected, analysed and reported to the School's Governing Body.

The school will work with the Greenshaw Learning Trust Shared Service to interpret this data, and identify whether there are patterns across the Trust, recognising that numbers in any one school are often too low to allow for meaningful statistical analysis.

The Headteacher will use data analysis to decide whether investigation is required to ensure that the school is meeting its duties under the Equality Act 2010.

Data will be collected, analysed and reported to The Greenshaw Learning Trust Board of Trustees.

C.26 Suspensions and Exclusions

Definitions:

- A **suspension** removes a pupil from school for a specific period of time. A pupil may be suspended for one or more fixed period, up to a maximum of 45 school days in a single academic year. Lunchtime suspensions are counted as half a school day. (Suspension is described in legislation as an exclusion for a fixed period.)
- A **permanent exclusion** involves a pupil being removed from the school roll. The 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 such as staff or pupils in the school.

The decision:

- Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.
- The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2022*).

The process:

- When a Headteacher decides to suspend or permanently exclude a pupil they will inform the pupil's parents/carers immediately, usually by telephone, to allow them to ask any questions or raise concerns directly with the Headteacher.
- The Headteacher will then formally notify the pupil's parents/carers in writing, giving the reasons and how to make representations against the suspension or exclusion; and for a suspension describing the arrangements for the pupil to return to school. (*This may be by email if they have given written consent for notice to be sent this way*).
- Representations should be made in writing to the Clerk to the Governing Body - details of how to do this will be provided in the notification letter.

Review by a governors' Exclusions Committee:

- For:
 - i. a **permanent exclusion**;
 - ii. a **suspension** that would bring the pupil's total number of days out of school to **more than 15 days in one term**; or
 - iii. a suspension that would result in a **pupil missing a public examination or national curriculum test**:

Then an Exclusions Committee will meet within 15 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension/permanent exclusion, or may direct that the pupil is reinstated immediately or from a specific date.

- For a **suspension** that would bring the pupil's total number of days out of school to **more than 5 but no more than 15 school days** in one term AND the parents/carers **have** made representations:

Then an Exclusions Committee will meet within 50 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension, or may direct the pupil is reinstated immediately or from a specific date.

For a suspension or permanent exclusion that would result in a pupil missing a public examination or national curriculum test, the Exclusion Committee must, as far as is reasonably practical, meet to review the suspension or permanent exclusion before the date of the examination or test.

- For a **suspension** that would **not** bring the pupil's total number of days out of school to **more than 5** school days in one term **or** would not bring the pupil's total number of days out of school to **more than 15 school days in one term**:

Then an Exclusions Committee will consider any representations from the parents/carers, but will not meet with the parents/carers, and cannot direct reinstatement.

The meeting of the Exclusions Committee will be arranged by the Clerk to the Governing Body, who will communicate with relevant parties including the pupil's parents/carers.

Whether or not the parents/carers make representations or attend the meeting, they will be notified in writing of the decision of the Committee.

If a permanent exclusion is upheld, the parents/carers have the right to ask for a review by an Independent Review Panel - details of how to do this will be provided in the decision letter.

Reasonable endeavours must be made to arrange the meeting within the time limits stated and at a time that suits all relevant parties; but the Committee's decision will not be invalid simply on the grounds that it was not made within these time limits.

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

Following a suspension or permanent exclusion:

- During the first 5 school days of a suspension or exclusion, the school will set and mark work for the pupil that is accessible and achievable by pupils outside of school; or the school may arrange alternative provision for the pupil.
- From the 6th day of a suspension, the school must arrange suitable full-time education for the pupil.
- From the 6th day of a permanent exclusion, the pupil's Local Authority must arrange suitable full-time education for the pupil.

Part D - School Specific Procedures

D.3 School Behaviour Curriculum and School Rules

At Whitleigh Community Primary School we believe that...

All pupils should be **ready, respectful and safe**

Staff promote high expectations of the standard of behaviour throughout the school day by:

- being consistent and fair
- setting a good example of politeness, mutual respect and kindness
- focussing attention and praise on those children who are showing good learning attributes and social behaviours
- building relationships and trust with pupils
- ensuring pupils are responsible for their behavioural choices and the consequences of them
- setting the provision of an interesting, relevant, challenging and varied curriculum
- maintaining a calm and focussed school environment

Whitleigh Community Primary School distinguishes between the pupil and the pupil's behaviour. The pupil is encouraged to understand that they control their own behaviour – it is their choice as to how they behave. At all stages the pupils will be reminded that we need all behaviour to enable all pupils to be Ready, Respectful and Safe.

At Whitleigh Community Primary School we deliver our behaviour curriculum through our PSHE curriculum, our collective worship programme and direct instruction in the classroom. It is also modelled by all staff across the school.

Further information about our behaviour curriculum is available on the website here. Classroom rules and expectations of behaviour around the school are clearly displayed on posters, and regularly communicated to pupils.

Our school rules are encapsulated in the words 'Ready' 'Respectful' and 'Safe' - we teach these through our behaviour curriculum.

We are a Rights Respecting School. At the beginning of the new school year, each class agrees a 'Class Charter' (based on the Convention on the Rights of the Child) which is signed by all class members including the adults. Each class will spend time considering the overarching aim of 'Ready, Respectful and Safe' alongside the CRC. They will use age appropriate ways (discussion cards, diamond 9 activity etc) to discuss the CRC and decide on the most important articles to enable all children to be 'Ready, Respectful and Safe'. Therefore, each class charter may vary in content and appearance however, all are based on articles from the CRC, and uphold our aim to ensure everyone is 'Ready, Respectful and Safe'.

For some pupils, school may need to establish alternative formalised procedures, which could be adapted if the whole school support approach does not match the needs of an individual child, including seeking advice from other agencies a one-page profile and an IBP.

D.7 Responding to good behaviour

Class Dojos

We believe that there should be no 'invisible' children and that children who are continually demonstrating that they can be 'Ready, Respectful and Safe' should be rewarded for doing so. Children who demonstrate that they are 'ready, respectful and safe' are therefore recognised by being given Dojo Points.

Pupils are expected to display appropriate behaviours at all times and are regularly awarded Dojo Points for meeting these expectations. Throughout the day, there are 7 identified sessions where Dojo Points will be awarded, these are:

Session 1 – Before Break
 Session 2 – Before Break
 Session 3 – Break
 Session 4 – After Break
 Session 5 – Lunch
 Session 6 – After Lunch
 Session 7 – After Lunch

Dojos	Description	Frequency
1	Being Ready, Respectful and Safe: Basic and frequent rewards for meeting expectations	Teachers are to award a 1 Dojo point every session for children that have been 'ready, respectful and safe'. Extra house points can be awarded for academic and non-academic achievement, for demonstrating our school values or in recognition of positive learning behaviours.
5	Beyond expected: effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.	As a very rough guide, teachers should look to award once a week per pupil. This would equate to 6 children a day, or one child per session. Wristband is given.
10	Extraordinary: effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.	Approximately 2 per week. Postcard home is given.
25	Exceptional: effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.	Reserved for exceptional circumstances! Very rare! Approximately 2 per class per half term. Top table event with HT and DHT.

Children may also be awarded extra Dojo Points for academic and non-academic achievement, for demonstrating our school values or in recognition of positive learning behaviours.

Bronze Award – When children have been awarded 200 Dojo points, they will receive a bronze certificate in the celebration assembly held on Fridays. After they have received their bronze award, a bronze mufti day will take place in the last week of that term.

Silver Award – When children get to 600 Dojo points, they will receive a silver certificate in the celebration assembly held on Fridays. A silver party will be held for one afternoon once all class members have received their award.

Gold Award - When children get to 1200 Dojo points, they will receive a gold certificate in the celebration assembly held on Fridays. A gold party takes place on a chosen day once all class members have received their award.

Teams

We have four teams: Walkham (green), Yealm (yellow), Tamar (blue) and Plym (red). Each child contributes towards a Dojo Point team total which is rewarded with a team trophy in the weekly celebration assembly.

Reward Time

Each week, on a Friday, children who have demonstrated the expected behaviour of ready, respectful and safe will take part in reward time. This will be for any child who has not had one of the following consequences that week: Think and Reflect (TaR), Regulate, or Reset. Those children who have received one of the listed consequences will lose 10 minutes of the reward time for each occasion that week.

Celebrations

Each week, during assemblies, other celebrations take place. These are:

- Awards for Times Tables Rockstars
- Awards for Renaissance Reading
- Attendance
- Star of the Week
- House Point Winners

Termly assemblies

- Governor's assembly – awarded for demonstrating the school values
- Endeavour award – end of Key Stage - those who have tried hard to achieve something

D.8 Responding to unacceptable behaviour

The school utilizes a 'Behaviour Curriculum' to explicitly teach, model, and rehearse the routines required for a safe and purposeful learning environment. While this policy outlines standard sanctions, the list is non-exhaustive.

Staff maintain the professional discretion to implement reasonable, proportionate, and age-appropriate corrective measures to reinforce these expectations.

If a child demonstrates behaviour which prevents other pupils or themselves to be ready, respectful and safe, then the behaviour needs to be addressed. Typically, this can be done moving through the recovery strategies outlined in the graduated response. Pupils should move systematically throughout the stages starting at the Low Level and moving up. At all times the focus should be to refocus the pupil onto their learning. Teachers must always consider whether there is something causing the behaviour such as: level of challenge, seating arrangements, pace of lesson, personal issues etc and reasonable adjustments can be implemented. Although this understanding will not excuse poor behaviour it may help to avoid certain situations reoccurring.

There may be times when certain behaviours require an elevated point of entry into the recovery system. This may require bypassing all previous stages of the system to a High-Level approach. Examples of these are outlined below.

If a pupil's behaviour regularly reaches upper Medium Levels of the chart or above (as recorded on CPOMS), then the teacher will consider the pupil being placed on an Individual Behaviour Plan. Parents or Carers will be called in for a meeting with the teacher and a senior leader to discuss the implementation of the plan.

Whereas there is not an exhaustive list of challenging behaviours, some behaviours that would be considered extreme and moved to a high-level consequence could include:

- Physical assault on another child
- Physical assault on an adult
- Vandalism
 - Any damage to school property, the school will seek payment from the parents for the damage caused
 - If a pupil vandalises any property but it is not broken, for example, ripping down display boards or throwing chairs etc, it is expected that the child will fix the damage with parental help if necessary
- Spitting
- Bullying – including racial or homophobic language
- Persistent low-level disruption
- Refusal. To ensure children are safe, they must comply and do what is asked by an adult. Should a child refuse an adult's instructions or request, this would be deemed as a challenging behaviour.

Parent Conduct

All members of Whitleigh staff have the right to work without fear of violence and abuse so that they can be confident that they are operating within a safe environment.

We expect parents and other visitors behave in a professional and appropriate way towards members of school staff and work in partnership to support the education of Whitleigh pupils.

Where abusive behaviour towards staff, pupils or other parents is reported, either face to face, over the phone or through electronic communication, we will take necessary steps to address this and prevent it from happening again.

Parents and carers are expected to support this policy and understand their role in working in partnership with Whitleigh Community Primary School to ensure their children behave responsibly during their time at school, in the local community and in preparation for their life at secondary school.

D.16 Removal from classrooms

Pupils will be given verbal reminders about their behaviour. It is anticipated that this should be enough to refocus a child. If it gets to a third reminder, the pupil will be asked to go to the TAR (Think and Reflect) space outside the classroom.

The pupil will be expected to take some time and complete a reflection sheet (appendix) which will be handed to the teacher upon completion. Some children may require longer than five minutes to be able to be ready, respectful and safe and will remain in TAR until they are ready to return to the classroom.

If the behaviour pattern escalates, they will be asked to revisit TAR. TAR will only be available to a child a maximum of two times in one day. If the behaviour continues to deteriorate, the child will be sent either to REGULATION or RESET depending on the behaviour and the context. This will be supervised by a member of SLT where possible but in the event of unavailability, another member of staff will supervise.

We are aware that some children demonstrate more challenging behaviours and become dysregulated. This puts the learning and safety of themselves and others at risk. Should this happen, it may be deemed that being sent to TAR is not appropriate. In these situations, a child may be sent straight to the RESET room or the Sensory Room to help regulate themselves.

D.17 Detention

At Whitleigh Community Primary School, we have two sanctions for poor behaviour choices. These are not recognised as formal detentions.

REGULATION

TaR is designed to give children the opportunity to think about their behaviour choices, reflect on them and then be able to go back to class and be successful. If TaR has happened and behaviour does not improve as a result, the next tier is to be sent to Regulation.

Regulation is a similar strategy to TaR except it will be completed in the area outside the Headteacher's and Deputy Headteacher's offices. This will be for a minimum of thirty minutes and the expectation is that the work will be completed during this time or at home with parents. Parents will be informed on the day either face to face if collecting or by phone call, when their child has been sent to Regulation.

RESET Room

After failing to improve behaviour choices having been given three warnings and a visit to 'Think and Reflect' (up to twice in a day) and/or being sent to Regulation, children will be sent to the RESET room. This is to allow them to calm down, not disrupt other children's learning and to keep both themselves and others safe.

If a child has been sent to RESET on three occasions within a half term, this could result in a suspension. **RESET is considered a serious consequence**, therefore at every point a child is put in Reset, a meeting is called between parents, teachers and a member of the Senior Leadership Team.

RESET is considered as an Internal Suspension.

Time Out

For poor behaviour in and around unstructured times, such as break time or lunch time, children will be sent to Time Out. This will mean children will not be able to interact with their peers on the playground the following day. At breaktime they will sit on the benches in the playground and at lunchtime they will be in the RESET room with the on-duty adult. Parents will be informed if their child is sent to Time Out verbally and with a text.

If a child has been sent to Time Out on three occasions within a half term, a letter will be sent home to parents inviting them to a meeting with the class teacher and team leader to discuss strategies moving forward; suggestions could be: a period off the playground; an alternative play space; a buddy system etc.

D.19 Anti Bullying Strategies

Our school ensures a proactive and preventative approach to prevent bullying, as well as responding swiftly to cases where bullying arises. Proactive approaches include direct teaching through PSHE lessons and collective worship lessons. Targeted support for those who have experienced bullying or have shown bullying behaviours include nurture work, peer mentoring, intervention groups and regular check-ins with designated members of staff.

D.20 Recognising the impact of SEND on behaviour

We believe that all staff in our school must take account of the individual needs and circumstances of pupils when implementing behaviour policies. Good practice would be to follow the guidance within this policy and to keep instructions short and clarify understanding by asking pupils to repeat them.

We would expect staff to make reasonable adjustments in the application of our behaviour policy for pupils with special educational needs and/or disabilities. Specific support mechanisms will be provided to assist those who need special consideration in the type of teaching provision and resources offered to them to ensure they reach their full potential.

All staff will be provided with regularly updated information regarding pupils who have special educational needs and/or disabilities. It is expected that staff will use this information wisely when implementing the school behavioural policy. Internal records will be regularly scrutinised in order to identify trends/ patterns/ antecedents of behaviour and also to monitor the impact of interventions used.

Pupils may be vulnerable at all times or at specific times during their school career. Liaison with the SENCO is advisable if particular pupils experience persistent difficulty in adhering to the school rules. The SENCO may be able to arrange suitable intervention.

D.21 Supporting pupils following a sanction

Following a sanction, it is important to ensure the child is aware that the relationships with staff have not broken down. There needs to be a restorative conversation and sometimes this will be with a member of SLT.

Where appropriate, an Individual Behaviour Plan will be written in agreement with the child and parent to ensure behaviour meets our high expectations and any route to further consequences is prevented. Strategies that we may use may include:

- Reintegration meetings
- Restorative conversations following a reset/reflection time
- Behaviour support plans

- Additional check ins with trusted adult
- Make use of pupil voice – make sure clear about what they perceive their successes and potential barriers

APPENDICES

Recovery Chart

Playground Recovery Chart

Behaviour log – positivity chart

Graduated Response Tool

TAR Sheet

TAR Log sheet

Regulation and Reset letter

Pupil Behaviour overview (linked to graduated response)

Example one page profile

Behaviour support plan



Recovery Chart

<p>HIGH LEVELS (Parents/ Carers to be kept fully informed at each stage)</p>	<p>The Sensory Room Sometimes children become dysregulated. For whatever reason, they may become angry, frustrated or upset and will communicate this through challenging behaviours. In these instances, they will be guided to The Sensory Room, a room which is equipped to support children to calm down and regulate their emotions. If a child is in The Sensory Room, once they have calmed and are in an emotional state of mind to reflect, a restorative conversation will happen. A consequence to being in Regulation could be time spent in RESET.</p> <p>RESET (room)</p>
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	<p>Reset is an intervention to prevent suspension and is considered as an internal seclusion from peers.</p> <p>Sending a child to RESET is a decision made by a senior member of staff. Normally, this will be done at the end of the day by informing parents and the child will spend the following day learning in isolation. However, there may be occasions where behaviour is a concern, and the child is sent to RESET during the school day with parents informed at the end of the day.</p> <p>A child can be sent to RESET on three occasions in one half term. A suspension will be considered should a child be internally secluded more than three times in one half term.</p> <p>Parents will be invited in for a meeting with the class teacher and a member of SLT to discuss the child's behaviour if a child has been sent to RESET.</p> <p>Graduated response to be used.</p> <p>Suspensions or permanent exclusions.</p> <p>Head teacher to liaise with parents and other professionals.</p> <p>Regulation</p> <p>Regulation is the step between TaR and RESET. It is designed to give children a space away from their learning area and to complete their work in the vicinity of the Headteacher or Deputy Headteacher. The minimum time a child will spend in Regulation is 30 minutes but this could be longer depending on the context.</p> <p>Parents will be informed if their child has been sent to Regulation.</p>
<p>MEDIUM LEVELS (Parents/ Carers to be kept fully informed if upper medium stages are reached)</p>	<p>Asked to move to TAR (Think And Reflect)</p> <p>What is TAR?</p> <ul style="list-style-type: none"> • This will be a space for children outside of their classroom. • Children will be sent with an egg timer or stop watch and a TAR sheet (see appendix) where they will be expected to reflect upon their behaviour choices. • KS2 TAR minimum time is 5 minutes but they can have up to 30 should they need it. The time they choose to stop the timer is the time that will be recorded by the class teacher. KS1 will be 5 minutes • Should the child not learn from this time given, they will be sent to TAR a second time but with an extended timer (10 minutes). • Parents will be informed verbally by the class teacher at the end of the day with the child's TAR log signed. • If a child has been sent to TAR three times in one half term, a meeting will be arranged between class teacher, Team Leader and parents. <p>Sometimes children's behaviour in class will warrant loss of privileges which include playtime/lunchtime. Time Out (see next chart) is a session in which children are kept away from their peers during these times.</p>
<p>LOW LEVELS</p>	<p>Discrete warning given to remind pupil of consequences</p> <p>Discrete verbal cues given to refocus the pupil</p> <p>Non-verbal cues given to refocus the pupil</p> <p>No Dojo for that session</p>



Playground Recovery Chart

HIGH LEVELS (Parents/ Carers to be kept fully informed at each stage)	Brought to attention of the Head Teacher/ Senior Leader Repeated Time Out (3 times in a half term) = Meeting with parents and a plan put in place for managing lunchtimes and playtimes. Individual Behaviour Plan created and agreed.
MEDIUM LEVELS (Parents/ Carers to be kept fully informed if upper medium stages are reached)	Refer to class teacher- Time Out Thinking zone (5- 10 minutes standing at the wall)
LOW LEVELS	Discrete warning given to remind pupil of consequences Discrete verbal cues given to refocus the pupil Non-verbal cues given to refocus behaviour

Managing Challenging Behaviour

Adults must consider the Behaviour Language they are using:

Do NOT ask behavioural questions ie “Why are you...?”

State what you would like you see happening (refocus the behaviour)

Use a clear and firm voice- avoid shouting.

Be non-confrontational and speak to the pupil discretely to avoid them escalating their behaviour due to their embarrassment.

Be respectful to all learners.

Type of behaviour	Strategies to use
Making noise/ talking Unhelpful calling out and interruptions Not sitting properly Playing or fussing with equipment Not following instructions Refusal to engage in learning	Begin Behaviour recovery using Low Level strategies
Being rude to an adult Indirect swearing Sulking or muttering Answering back Challenging authority Lying	Begin Behaviour recovery using Medium Level strategies
Direct swearing/ verbal abuse Physical abuse Bullying Vandalism Stealing Refusal to follow the instructions of an SLT member	Begin Behaviour Recovery using High Level strategies.

Re-integration and Re-entry to the classroom following TAR, Regulation, RESET or Suspension

Children need to be able to calm down and think about their behaviour so that they can return to the teaching and learning situation as soon as possible. This increases their own self-efficacy and confidence.

At any stage within the model, classroom re-entry needs to be considered carefully and thoroughly planned. The guiding principle should be on reducing the likelihood of unwanted behaviour being repeated within the classroom during the re-entry phase.

Reintegration: Points to consider:

- Seating plan
- Welcoming the student
- Allowing time for the student (and their classmates) to adjust
- Speaking calmly and sincerely
- Stating what the student needs to do rather than referring to previous misbehaviour or insisting on a public apology
- Praising positive behaviours in a non-counterproductive way
- Re-establishing rapport and continuing to build relationships

- Re-introducing the lesson and missed learning



Whitleigh Primary School Behaviour Log – Positivity Chart

Positivity Chart

Name: _____ **Class:** _____

Target: _____

Period	Rules	Tick	Period	Rules	Tick
Break	Ready		Lunch	Ready	
	Respectful			Respectful	
	Safe			Safe	
Lunch	Ready		Break	Ready	
	Respectful			Respectful	
	Safe			Safe	
Break	Ready		Lessons	Ready	
	Respectful			Respectful	
	Safe			Safe	
Lunch	Ready		Assembly	Ready	
	Respectful			Respectful	
	Safe			Safe	
Break	Ready		Total		
	Respectful				
	Safe				

Comments

Behaviour Graduated Response Tool

Stage	Group	Provision & Support	Resources	Who
5 Intense Support	Children unable to access mainstream learning	<ul style="list-style-type: none"> ● High Risk group (LA/borough) ● Off-site alternative provision ● High adult ratios (e.g. 2:1) ● EHCP ● No mainstream expectations in terms of timetable and curriculum ● Safety of pupil and of others is the priority 	<ul style="list-style-type: none"> ● Serious incident resources if required ● Supporting evidence documents 	<ul style="list-style-type: none"> ● Primary Director
4 Highly Focused Support	Children at risk of not accessing mainstream learning	<ul style="list-style-type: none"> ● External agencies involved ● Higher level referrals ● Internal Alternative Provision ● Increased adult ratio ● Adapted timetables and/or curriculum ● EHCP referral 	<ul style="list-style-type: none"> ● GLT Reasonable Adjustments ● Big Picture Meeting ● Pupil Centred Planning Meeting 	<ul style="list-style-type: none"> ● External Agencies ● GLT ADs ● Headship Team
3 Targeted Support	Children requiring more sustained support	<ul style="list-style-type: none"> ● Multi-team support within school ● School-based interventions outside of classroom structure ● Behaviour Support Plan ● Completion of risk assessment if appropriate 	<ul style="list-style-type: none"> ● Behaviour Support Plan ● Risk Assessment ● GLT Reasonable Adjustments ● Additional Offer Projects such as Behaviour With Specific Groups of Pupils 	<ul style="list-style-type: none"> ● SLT ● SENCO ● Family Support worker or equivalent ● Out-reach services ● GLT SILs/ Behaviour Team ● Line Manager

		<ul style="list-style-type: none"> • Parents signposted to external support • School uses outreach services to support work in school • ELSA/Thrive 		
<p>2 Early Intervention</p>	Children showing initial need for some additional support	<ul style="list-style-type: none"> • In-class interventions with usual class-based team • These interventions might become part of ongoing provision if effective • One page behaviour profile to be shared with parents • Initial fortnightly review 	<ul style="list-style-type: none"> • Behaviour Leads Network • Behaviour Profile • GLT Reasonable Adjustments • Additional Offer Projects such as Behaviour Audit Follow up or In-Class Behaviour Review 	<ul style="list-style-type: none"> • Class teacher • TA/s if applicable • Problem solve with colleagues
<p>1 Universal support</p>	All children	<ul style="list-style-type: none"> • Class based practices with usual class-based team • School behaviour policy • School behaviour curriculum • Routines • Scripts 	<ul style="list-style-type: none"> • GLT Behaviour Curriculum • Scripts • Routines • Shared Principles • Additional Offer Projects such as Behaviour Audit or developing aspects of Behaviour Curriculum 	<ul style="list-style-type: none"> • Class teacher • TA/s if applicable

LETTER FOR REGULATION

Dear Parent/Carer,

Today, your child struggled to meet our expectations of being ready, respectful and safe and as a result has spent time outside of the classroom in Regulation.

As per our behaviour policy, which was launched via our ClassDojo page in February 2024 and is available on our school website, this triggers a standardised letter home to inform you of the consequence. We understand that children sometimes make wrong choices however, to get sent to Regulation has meant that despite verbal, non-verbal reminders and time in TAR (Think and Reflect) the behaviour has not improved.

Please have a conversation with your child and support us in helping them see the importance of being ready, respectful and safe not just for their own benefit, but for the benefit of everyone working within the class.

Should you have any questions, please do not hesitate in speaking with the class teacher. We are here to help.

LETTER FOR RESET

Dear Parent/Carer,

Today, your child struggled to meet our expectations of being ready, respectful and safe and as a result has spent time/will need to spend time outside of the classroom at the RESET space.

As per our behaviour policy, which was launched via our ClassDojo page in February 2024 and is available on our school website, this triggers a standardised letter home to inform you of the consequence. We understand that children sometimes make wrong choices however, to get sent to Reset has meant that despite verbal, non-verbal reminders, time in TAR (Think and Reflect) as well as time in Regulation, the behaviour has not improved or has been deemed a serious one-off incident that warrants this consequence.

Our policy states that RESET is used to address either a serious incident or constant disruptive behaviour and is therefore a significant concern for the school and therefore, we would like to invite you to meet with us to discuss the incident and how we can work together to help your child meet our expectations of being ready, respectful and safe.

This meeting will be with your child's class teacher and a member of the school's Leadership Team.

Yours Sincerely,

Mr M Dyson
Headteacher

Child A

I have a big brain.

I am really good at playing games, especially UNO



Talkative – has a lot to say

Share thoughts and feelings in lessons

I am resilient with lots of my conditions I deal with

That I use great vocabulary

- Pokemon – Black and White, Pokemon Sun and Moon, Pokemon X Y series
- Playing with my toys at home – cars and hot wheels cars
- Reading – How to Train your Dragon series

- Give me a calm space to work in – the book corner or thinking zone
- Give me a calm space to think in – spare classroom
- Have Pikachu with me
- Give me time signals to help me
- Use a visual to help me realise when I need to go to my calm space
- Help me to recognise which emotion I am feeling

Whitleigh Community Primary School - Behaviour Support Plan

Pupil Name:		Year Group:	Date Issued:
PP: Y/N	SEN: C&I, C&L, SEMH, S&P	EAL: Y/L	Review Dates:
Things I find easy and enjoy..		I have a behaviour support plan because...	
I find things tricky when...		You'll know if I'm finding things tricky because I'll...	
Preventative Strategies		Agreed reasonable adjustments...	
Adults can help me by....			
Behaviours signs (Positive behaviour the child can do) (Warning signs) (Crisis)			
Reasonable Adjustment: (highlight bold if in place)	More details and date implemented/ended:	Reasonable Adjustment: (highlight bold if in place)	More details and date implemented/ended:
Visual Timetable		Daily Pastoral Check Ins	
Now/Next Board		Personalised Reward Chart	
Calm Card		Indoor Space at Break/Lunch	
Safe Space		Wobble Cushion	
Calm Area		Timer and Clear Choices	
Ear Defenders		Fidget Toy	
Reduced Timetable		Off Site Lunch	
Uniform Adjustments		Excused from Trigger Activity (e.g. PE)	
Individual Work Station		Risk Assessment	
Zones of Regulation		ELSA	
Lego Therapy		Speech and Language	
Play Therapy		Mentoring	
Alternative Provision		Home Communication Book	
Use of Laptop	-	Forest School	

Additional Task Time for Learning	-	Movement Breaks	
Talking Through Self Quizzing		Targeted Small Group Teaching	
Pre Teaching		Exaggerated Praise	
Discrete Praise		End of Day Reflection with an Adult	
Tangible Rewards		Other (please state)	

