

# ***Stepgates Community School***



## ***Behaviour Regulation Policy***

## Mission Statement

At Stepgates Community School everyone has the opportunity to learn and grow together, as independent, enthusiastic and confident learners, in an inclusive, creative, safe and healthy environment.

This policy is based on our Mission Statement and Aims for our school.

## Rationale

*Stepgates Community School has a holistic approach to education, valuing all learning in and out of the classroom. We are a Compassionate Trauma-Informed school which means we focus on building positive relationships between children and staff and children with their peers. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong ... Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world".*

## Aims of this Policy

Stepgates Community School is committed to the emotional mental health and well-being of its staff, pupils / students and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

### This behaviour policy will:

- Identify the roles and responsibilities of members of the school community in relation to encouraging and promoting good behaviour.
- Identify the roles and responsibilities of members of the school community in relation to discouraging unwanted behaviour.
- Reward and celebrate children's achievements in behaviour.
- Be fair and consistent, helping children to manage their own behaviour and giving them the tools to be able to manage their own behaviour.

### The chief aims of our approach to behaviour are:

- The maintenance, encouragement and promotion of good behaviour wherever possible.
- The shared and agreed identification of what we consider to be unacceptable behaviour.
- The establishment and shared understanding of class and school rules.
- Agreed sanctions where rules are broken.
- A firm, consistent approach across the school.
- A shared understanding of consequences and sanctions i.e. what will happen if...

- The involvement of children - encouraging children to take responsibility of their actions.
- The discussion with children in circle time, assemblies, PSHE, restorative and 'Fix-it' Circles about the need for rules and the responsibilities we each have to one another.
- A readiness to look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour, which does not override our behaviour system, but compliments it.
- The use of a multi-agency approach wherever appropriate.

### **Through this policy we promote our school aims by:**

- encouraging each child to develop self-discipline and a respect for their own and others rights and responsibilities;
- creating an atmosphere in school in which high quality education can be delivered;
- using a consistent and balanced approach towards discipline;
- creating a safe environment in which pupils can feel physically and emotionally secure;
- supporting pupils to manage their own behaviour;
- providing a calm, purposeful and caring environment enabling pupils to work and live in harmony with others;
- Responding to incidents that cause children anxiety and deal with them promptly; we shall report to parents/carers on actions when necessary. Incidents of bullying, racial, religious and sexual harassment and acts of violence will be recorded, monitored and followed up appropriately;
- promoting the use of Restorative Practices to help children to resolve difficulties and disagreements;
- Ensuring that the management of children's behaviour is in line with the Equalities, Diversity and Community Cohesion Policy.

### **Relationship to other documents and policies**

- Governors Written Statement of Behaviour Principles (Appendix D)
- Policy Against Bullying
- Child Protection and Safeguarding Policy
- Equalities Policy
- SCC and DfE Exclusions Guidance and Procedures
- Inclusion Policy
- PSHE Policy
- SEND Policy
- Touch & the Use of Physical Restraint Policy
- Infection Control Policy

### **A positive environment**

Perhaps most important of all is the overall climate and ethos of our school. Our ethos of care, forgiveness and recognition of individual need and worth should be maintained. This can be seen through:

- a positive climate that relies upon and promotes reward and praise rather than criticism and sanction;
- the example set by members of staff in their relationships and communications with children;
- the support and relationships that members of staff have with one another;
- the sense of community within the school and that all children are ambassadors for us;
- interesting and well-prepared lessons that cater for individual need;
- a colourful and stimulating environment in and around the school building;
- varied opportunities for children with different gifts and talents to see these celebrated;
- A recognition that we are all different and that there is no 'best fit' model for a human being.

### **Our expectations of children's behaviour – Rewards and Sanctions**

It is important that we try to remain as positive as possible at all times. We have a supportive school with a caring ethos. In order to make the most of this, it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour.

At the beginning of each school year the school rules are agreed between children, staff and parents/carers. These can be found in our Prospectus and are displayed throughout the school:

- Always do your best.
- Listen and follow instructions carefully
- Keep your hands and feet to yourself
- Be fair and take turns
- Be polite and show respect for others
- Look after other people's belongings

**When children follow our school rules there are rewards**, either individual or collaborative.

#### Examples of Individual rewards

- Verbal praise
- Stickers
- Team points
- 'Wow Clouds'
- 'Golden Time' where appropriate
- 'Well Done' certificates presented in assemblies
- Visits to the Headteacher - Head Teacher's Award
- Weekly raffle for good behaviour around the school

#### Examples of Collaborative rewards:

Class or group tokens will be awarded e.g. marbles/pencils in a pot, when the class or group have followed the school rules and expectations of the teacher. When the class or group has reached the agreed number, the whole class/group receives a pre-agreed reward of an agreed activity.

**When children do not follow the rules there are sanctions.** If a child has to be removed from class, an adult goes with them for a break and time out of class, this is not to 'shame' the child, but

give them and the rest of the class a break. It is vital, therefore, that an adult goes with the child. This can be referred to as a 'time in, rather than a 'time out'. (Our Behaviour Expectations poster can be seen in Appendix A, Incident Form Appendix B & Behaviour Management Scenarios Appendix C.)

### **Supporting children with Social Emotional Mental Health needs:**

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. We are a caring community, whose values are built on mutual trust and respect for all. The school's 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 able to learn.

We recognise that children may experience a range of social and emotional or medical difficulties which manifest themselves in many ways. These may include children displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties, social interaction difficulties, or sensory disorders. Other children may have attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties. These children will be supported using a variety of strategies and these will be developed with key adults within the child's life (staff, professionals, parents) in order to best meet their needs.

We recognise that children with SEMH may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) comes from a place of fear, stress, low self-esteem, dysregulation or as a result of a school-based barrier to learning e.g. pitch of task, classroom environment. We have a duty to strive to help children to return to a place of regulation as only then will the child be in a place to reflect on the behaviour and find ways to repair the situation.

We also recognise that children in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation.

In order to effectively support children it is vital that staff are well trained and understand the potential root causes of behaviour(s).

We also recognise the needs of children with Special Educational Needs and Disabilities and follow the policies and procedures associated with supporting these children, including but not exhaustively, the SEND code of practice, Equal Opportunities, Disability Act.

### **For effective provision for SEMH needs, all staff are trained in the following areas:**

- ADHD
- Autism
- Adverse Childhood Experiences
- Attachment
- Trauma - how we track this and how we can plan for potential difficult times
- Sensory needs
- Emotion Coaching
- Zones of Regulation

- School ethos for working with children

### Key principles in supporting the universal needs of all pupils:

- All behaviour (positive or negative) is a reflection of a person's emotional state
- Understand brain development and impact of stress and fear on behaviour
- Children have different 'stress windows of tolerance'
- You can't always see the 'trigger'
- Behaviours communicate a need
- Scared children can do scary things
- Don't take things personally
- Negative behaviour mostly comes from an unconscious place
- In times of stress children's thinking process is distorted and confused and short-term memory is suppressed
- Children who are dysregulated are unable to access the thinking part of their brain
- Children without the strategies and skills need to manage their emotions need to be supported

### How we support the universal needs of all pupils:

- Use of natural consequences rather than 'punishments'
- High Structure (Strong routines and boundaries) High nurture
- The use of PACE/PLACE (Playfulness, Love, Acceptance, Curiosity, Empathy)
- Use wondering in order to explore the potential cause of the behaviour
- Giving children time, space and support when dysregulated BEFORE attempting to deal with the behaviour
- Engaging children at an emotional level
- Regulate our own emotions
- Time in not time out
- Using staff presence to help regulate
- Naming need
- Empathetic Commentary
- Access to learning mentors
- Understand that any traumas in a child's life can impact on behaviour

### How we support children with additional SEMH needs:

In addition to the above we have a package of therapeutic support for specific difficulties. Children having difficulties are identified through members of staff, parents or other children raising a concern, or as a result of school tracking showing that there is a change in behaviour(s).

### Following the identification of a child with additional SEMH needs, we:

- Meet with staff, child and/or parents to explore the issues and develop a plan or approach (A key approach is non-judgemental listening)
- Observe the child in lessons including review of approaches to teaching, classroom environment, access to learning and relationships

Following this, support will be given in a range of ways

Approach	What it might look like	Purpose
Regulation times	<p>Access to:</p> <ul style="list-style-type: none"> <li>- A quiet area/member of staff</li> <li>- Safe place in every class</li> <li>- 'The Den' - Nurture Classroom</li> <li>- Nurture Room</li> <li>- Physical / Sensory activities</li> <li>- Sensory circuit or Rainbow Sensory Room</li> <li>- Time with the School Dog Lolly</li> <li>- Use of the swing in school</li> <li>- individualised books</li> </ul>	Enable children to regulate before going into class before school/ after break/dinner etc.
Self-Elected withdrawal	<p>Child can ask teacher to leave the room to go to a specific place e.g. Home School Link office, The Den, Rainbow Sensory Room</p> <p>NB: Child may be angry - use limited talk or discussion. This is a strategy that has been discussed and planned for.</p>	<p>Enable children to develop skills to recognise their own dysregulation and remove themselves from the situation.</p> <p>Enables an adult to be close by and support the child to regulate - where needed and when the child is ready.</p>
Anger management groups	<p>1 to 1 or small group work working with ELSA or other support staff trained in anger management.</p> <p>Looking at specific issues for children, identifying triggers and areas that cause stress/anger for the child.</p>	Support child in developing approaches to managing these feelings.
Sensory Assessment	Use of sensory checklist	To identify sensory needs and triggers in order to develop provision for that child.
ELSA, Learning Support Assistant	<ul style="list-style-type: none"> <li>- In class support</li> <li>- Transition support from activities/ break etc</li> <li>- Small 1 to 1 or focus groups</li> <li>- Daily / regular check ins</li> <li>- targeted support in the playground</li> <li>- Nurture room</li> </ul>	Provide overall support for children's mental health and emotional needs in order to reduce anxiety
Behaviour Plans	Formal written support plan written by class teacher/ key adult / parents	Identifies the emotional needs for the child and the actions needing to be taken by school in order to support

		their emotional needs.
Individual Support Targets	Short term targets for pupils to address a specific issue. Written with the child and usually reviewed at the end of each lesson/ break. (For some children the use of a sticker/comment is used for each session - this must be agreed with the Inclusion Leader/SENDCo before being introduced)	This approach is not suitable for all children - especially those with more complex needs or trauma and should only be used following discussion with the Inclusion Leader.
<b>Approach</b>	<b>What looks like</b>	<b>Purpose</b>
In class amended provision	Busy boxes, stress balls, fidget toys, social stories, drawing pads, self-withdrawal, specific 'safe' places (e.g. tent) or other activities specific to the child	To help children remain regulated in order for them to access learning.
External Support and / or assessments	A range of support: Mental Health contact School Nurse CAMHS Educational Psychologist Specialist Teachers for Inclusive Practice (STIPs)	To provide a range of assessments and support for more complex needs - including individual assessment and family support.



All children will follow the school's behaviour expectations. Children with specific behaviour difficulties will be given extra support, where needed to follow our school rules. These can include:

- Individual behaviour target & reward chart;
- Reward for achieving target chosen by child;
- Desired behaviour = reward;
- No desired behaviour = no reward;
- Log of behaviour incidents when target not achieved;
- Agreed timeout procedure and location;
- Behaviour Plan detailing the unwanted behaviours and consequences for poor behaviour known in advance and followed through;
- If timeout is taken, class rules apply again as soon as the child re-joins the lesson.

## Extreme Behaviour

At Step gates Community School, we follow the Surrey policy and guidance on Touch and the use of Restrictive Physical Intervention and guidance (2010) and this is placed within the context of the school's Behaviour Policy. It is part of a graduated response to behaviour management in school.

The law allows for teachers and other persons authorised by the Headteacher to use Restrictive Physical Intervention to prevent a child from doing or continuing to do any of the following: -

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property;
- Engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school.

Following Government and SCC guidance, Education and Inspections Act 2006, school behaviour policy, staff will execute emergency restraint as a last resort on children who are:

- at risk of injuring themselves;
- at risk of injuring other children;
- at risk of injuring adults;
- At risk of damaging school property.

Key staff at Step gates Community School are trained and authorised annually by the Headteacher to use restrictive physical intervention as part of a structured and planned intervention within this school.

All staff **must** be aware of the Touch and Use of Physical Restraint Policy and its implications. We take the view that staff should not be expected to put themselves in danger, and that removing children and themselves is the right thing to do.

Trained staff will use the minimum force needed to restore safety and appropriate behaviour. Restraint at Step gates Community School means:

- only the minimum force necessary will be used to prevent severe distress, injury, or damage;
- the use of approved MAPA (Management of Actual and Potential Aggression) holds;

Physical contact or restraint is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. Physical contact will not become a habit between a member of staff and a particular child.

**Please note that it is the policy of this school, that no adult working in the school will run after or follow an angry child. Children should be left to calm down unless they are at risk of injuring themselves or others when restraint may be used as a last resort.**

### **Power to search**

The Headteacher has the power to search children if they suspect a child is carrying something that may cause an offence. At Stepgates Community School this will normally be done after the Headteacher has contacted the parents and will be carried out with another member of staff. In an emergency the Headteacher will do this with another adult present.

**All incidents of restraint and search must be recorded, logged and placed in the child's confidential file.**

### **Exclusions:**

There are two types of exclusion: **suspension and permanent**.

A suspension, where a pupil is temporarily removed from the school, may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, Headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Headteacher's duty to notify parents, apply in all cases.

A child cannot be excluded for an indefinite period and neither should parents be asked to keep their child at home "voluntarily" for any length of time.

Suspensions / Exclusion should **not** be used for:

- Minor incidents such as failure to do homework or to bring dinner money etc;
- Poor academic performance;
- Non-attendance or lateness;
- Pregnancy;
- breaches of the school's uniform policy including hairstyle or the wearing of jewellery and body piercing, unless it becomes clear that a child's refusal to wear

the appropriate school uniform is an act of defiance and where all other avenues for resolving the uniform dispute have been exhausted;

- Punishing children for the behaviour of the parents, for example, by extending a suspension until the parents agree to attend a meeting;
- To effect a change of placement, especially for children with a statement of special educational need. If the placement is not considered appropriate, an early annual review should be convened.

Individual suspensions should be for the shortest time necessary. OFSTED inspection evidence suggests that **one to three days** is often long enough to secure the benefits of suspension without adverse educational consequences. Suspensions must never be given for an unspecified period, for instance until a meeting can be arranged; such suspensions have no basis in law.

In all suspensions, the child must return to school immediately after the period of the suspension has expired. Short, part-time or "package" arrangements can only be implemented with the full agreement of parents and must have clear plans for the length of time for which the arrangements will apply.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). 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.

As part of our positive behaviour strategy, and depending upon the severity of a misdemeanour, the school will use a range of strategies possible before moving to the formal terms of our out of school Exclusions Procedure. For a serious breach of the school's behaviour code, the Headteacher has the right to suspend children from school for a fixed term. Surrey Exclusions guidance which follows DFE guidelines will be followed. The decision to permanently exclude a child is a serious one and should normally be used as a last resort by the Head teacher. The process is complex and is in accordance with the DFE and Surrey Exclusions Guidance.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a Headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

### **Multi-agency meetings**

Where children do reach a high level of suspensions it is likely that they fall into the category of having a high-level of need and could be categorised as having Social, Emotional, Mental Health (SEMH) needs. At this point (or before) it might be appropriate to call a

**professionals meeting** to discuss a next steps. At this meeting plans will be made to minimise possible permanent exclusion. The people called to this meeting can include:

- the Headteacher;
- the class teacher;
- parents;
- a Learning Support Assistant (LSA) involved with the child as part of SEMH provision;
- a member of the relevant external agencies (social services, health service, educational psychologist, Behaviour Support, EWO, Traveller Support);
- A representative from SCC e.g. Area Inclusion Manager.

The outcome of this meeting should be discussed by the Headteacher with the parents, if not present and the child themselves. A review date should also be set.

### **Children with Social, Emotional & Mental Health difficulties who exhibit extreme behaviour (SEMH)**

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may have little effect upon the child. This might be because of other circumstances at home or because of medical conditions. In some cases, children have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward / sanction process.

In these cases, different approaches will be necessary and 'personalised' according to the needs of the child. Options for supporting children who fall into this category include:

- **Individually adapted reward cards and stickers** - some children will respond to individual rewards tailored to their interests and level of concentration. These should be negotiated between the child, class teacher and LSAs. In some cases, parents might also be involved in further supporting at home and the school
- **Support from an ELSA.** A highly experienced group of ELSAs are on standby to provide support and encouragement (e.g. Social Skills or Emotional Literacy group) for individuals who may lack the concentration to stay in class for the full school day. In some cases, they will work with children in class to give the support and encouragement they need. In others, they may remove the child from class to provide an alternative personalised curriculum. Once more the emphasis will be upon raising self-esteem of the child, basing the work upon their individual needs and interests and finding ways of motivating them within class.
- **Providing responsibilities** - some children in this category will benefit from being placed in a position of responsibility either in relation to a task or a peer. Helping younger children with a task, an adult or being given set routines at 'trigger' times can increase their self-esteem and bring out the best in them. These should be considered as options.
- **Adapting the curriculum** - in some cases children will not be able to cope all day with the set curriculum. It may be that in the afternoon alternative arrangements are made and more practical, 'fun' type activities arranged to keep them on track. This might take form of a rewarding activity for the child and a friend after a successful

day. It might also include class rewards as peers have helped the child to remain included.

- **Temporary part-time timetables** as part of reintegration following an incident or exclusion. These would be negotiated between parent, child and class teacher and are always seen as a temporary measure enabling children to find a positive base from which to increase their time in school.
- **Parents accompanying children into school** - in some cases children may benefit from parents being involved with them on the school site. Once more this would require negotiation and support from all parties concerned.
- **Mentoring with Key Adult** - some children will find it difficult to work with a number of people but may benefit from establishing particular links with one individual in the school who can act as a mentor. The mentor might meet the child on a weekly basis to discuss progress and/ or support in or out of class. Where behaviour is likely to erupt, the mentor's support might be requested to help talk to the child and pre-empt any further difficulties. The mentor should not be expected to apply any sanctions as this would alienate the child from them.

It is worth remembering that for some of these children:

- **Friendships and relationships** are crucial. They may develop a particular rapport with any member of the school community - this should be built into the support for the child.
- **A chaotic home life is experienced.** Their behaviour in school might be directly linked to events at home and awareness of these issues (whilst acknowledging confidentiality) can help those supporting them to understand where their actions might originate from.
- **Find it difficult to be praised.** For some children praise is not part of their normal expectation and as such they can find it almost a threat. This might be seen where a child is close to obtaining a major reward only to 'fail' at the last moment. Quickly administered incentives very closely linked to desired behaviour should be considered. It might also be appropriate to 'freeze' rather than remove rewards. This can help remove the 'self-fulfilling prophecy' of constant failure.
- **Actions are not easily linked with consequence** - their pattern behaviour may be so entrenched that they continue to repeat it even though they dislike the resulting consequence.
- **Feeling 'cornered' will result in extreme reactions.**

There are no quick fixes and time and patience are needed. This can be draining on the staff most directly in contact with children with SEMH. They should also be given counselling as appropriate and provided with the opportunity to vent their frustrations. Dealing with children with SEMH is always a balance between:

- the needs and inclusion of the individual child concerned
- the entitlement of the class
- The capacity of the teacher to remain calm in what can be extremely testing circumstances.

Where a child is 'acting out' a no-blame approach should be taken. Adults involved with the child can take extremes of behaviour as a personal attack. This is rarely the case. Often the child will retain little of the actual events leading up to the behaviour or the behaviour itself. They may not be able to explain themselves why they behaved as they did and can just as suddenly revert to the normal behaviour expected of them.

In cases such as this, opportunity for the child to 'fit back in' should be provided whilst also acknowledging that follow-up action may need to be taken but when circumstances are more settled and the child can be encouraged to reflect on their behaviour. Every attempt should be made to avoid escalation of problems through direct confrontation or 'backing children into a corner'.

Children should be encouraged to consider and discuss their own feelings and the feelings of others and come up with their own solutions where possible. Involving the child in a particular activity which invites discussion can be one way of calming down a situation and providing the opportunity for reflection and discussion.

SEMH children can make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the child and the members of staff involved with them. Staff may find it helpful to talk confidentially to another member of staff - remember the school is there to support worried or concerned staff as well as its children.

## **Roles and Responsibilities**

We believe that our Behaviour Policy will achieve its greatest success with the support and involvement of parents/carers and children.

Parents/carers are introduced to our approach to behaviour management in our school prospectus, on initial school visits and at induction meetings. We give support and guidance to parents/carers if needed. Parents/carers are offered regular communication with staff about their child's behaviour, especially if there is cause for concern.

Children are introduced to our approach at induction and at the beginning of each school year, with regular reminders in class and assemblies.

The success of this policy depends on the full support of the staff, parents/carers and children.

### **ALL STAFF WILL:**

- ➔ be an excellent role model for children;
- ➔ promote positive behaviour in the school by following the Behaviour Regulation Policy and Procedures;
- ➔ provide a safe and secure environment for children's learning;
- ➔ encourage children to keep the Stepgates' School Rules and to take responsibility for their own actions and behaviour;
- ➔ have high expectations of children's behaviour, and praise and reward good behaviour;
- ➔ Use Restorative Practices to help children resolve difficult situations and disagreements, where appropriate.



**THE CLASS TEACHER WILL:**

- discuss concerns with parents/carers and inform all staff working with the child and those concerned with behaviour management;
- identify causes for concern;
- liaise with SENDCO to initiate a SEN or Pastoral Support Plan when there are causes for concern;
- Liaise with external agencies to support children's behaviour.

**THE SENDCO and/or INCLUSION LEADER WILL:**

- provide support and guidance to staff;
- liaise with external agencies;
- keep Head Teacher informed;
- liaise to produce a Behaviour Support Programme/Pastoral Support Programme for individual children where appropriate;
- Monitor the delivery of recommended procedures.

**THE HEADTEACHER AND LEADERSHIP TEAM WILL:**

- be aware of children whose behaviour is a cause for concern;
- implement procedures set out in agreed behaviour programmes;
- communicate with parents/carers in accordance with behaviour programmes;
- monitor use and success of Restorative Practices in school;
- Follow exclusion procedures as advised by the Local Authority.

**PARENTS/CARERS WILL:**

- sign the Home-School Agreement to show their support for the school's Behaviour Policy;
- Bring to the school's attention any matter that may affect their child's behaviour.

**ALL CHILDREN WILL:**

- strive to be excellent role models for each other by keeping the Stepgates' School Rules and taking responsibility for their own actions and behaviour;

**GOVERNORS WILL:**

- write and review on an annual basis the Governors Written Statement of Behaviour Principles (Appendix D)
- receive reports from the Head teacher on behaviour and exclusions termly;
- Sit on the Disciplinary Committee that deals with excluded children, to ensure fairness and consistency in the schools approach to behaviour management.

**Monitoring and Evaluation**

The success of this policy will be judged according to:

- ✓ the number of playground and in school incidents;
- ✓ the total number of suspensions and permanent exclusions;
- ✓ the anecdotal comments of the school community;
- ✓ Comments from children in Schools Council and parent and staff questionnaires.

The Headteacher and Leadership Team monitor incidents of unacceptable behaviour each half term and report concerns/exclusions to Governors meetings.

The Headteacher evaluates the impact of the school's Behaviour Regulation Policy on the general ethos of the school - classroom practice, staff-children communication, weekly Merit Awards, monthly "Well Done" Assembly certificates, and in the number of incidents reported.

**Governors** will liaise with the Headteacher to monitor the implementation of this policy and will include references to children's behaviour in any written report to governors, following a governor visit into school.

**Review due:** Summer 2025.

### **Appendices:**

Appendix A: Our Behaviour Expectations poster

Appendix B: Incident Report Form

Appendix C: Behaviour Management Scenarios

Appendix D: Governors Written Statement of Behaviour Principles





## Appendix A: Our Behaviour Expectations Procedures

At the beginning of each school year the school rules are agreed between children, staff and parents/carers. These can be found in our Prospectus and are displayed throughout the school:

- Always do your best.
- Listen and follow instructions carefully
- Keep your hands and feet to yourself
- Be fair and take turns
- Be polite and show respect for others
- Look after other people's belongings

## Roles and Responsibilities

The success of this policy depends on the full support of the staff, parents/carers and children. All staff will be an excellent role model to pupils and will promote positive behaviour in the school by following the Behaviour Policy and implementing its sanctions.

**When children follow our school rules there are Rewards:**

### Individual rewards

- Verbal praise
- Stickers
- Team points
- 'Golden Time'
- 'Well Done' certificates
- Visits to the Head Teacher - Head Teacher's Award
- Weekly raffle for good behaviour around the school

### Collaborative rewards:

Class or group tokens will be awarded e.g. marbles/pencils in a pot, when the class or group have followed the school rules and expectations of the teacher. When the class or group has reached the agreed number, the whole class/group receives a pre-agreed reward of up to 10 minutes on an agreed activity.

**When children do not follow our school rules there are Sanctions:**

### Classroom sanctions

If a child has to be removed from class, an adult goes with them for a break and time out of class, this is not to 'shame' the child, but give them and the rest of the class a break. It is vital, therefore, that an adult goes with the child.

### Playground Sanctions

For low level incidents:

If children are not able to follow our school rules the following sanctions will be applied (traffic lights are not on display, but the language will be used with the children on a one to one basis):

- First warning (Green traffic light) - verbal warning.
- Second warning (Amber traffic light) - Time out for 5 minutes away from other children with an adult.

- Third warning (Red traffic light) - At break time the child will be sent off the playground and the teacher on duty will complete an Incident Form, determine the actions to be taken and inform the class teacher who will then inform the child's parent at the end of the day, so that they are aware of the incident.
- A child who has become dysregulated and actions are more serious for example, causes injury to others, or damage to property, then they could move straight to the Red traffic light action, where they will speak with the teacher on duty. An incident form would be completed and the teacher will determine the actions to be taken depending on the severity of the incident, this could lead to fixed term suspension.
- After 3 incidents within a week, resulting in the child being sent to a member of the Leadership Team, the school will contact parents to discuss the situation further and explore possible causes alongside solutions.
- If behaviour persists then the child will be removed from the playground/dining hall at lunchtime for one week and parents/carers will be invited into school to discuss the areas of concern and a behaviour plan would be drawn up. This could result in a fixed term suspension.

For more serious incidents:

If a child were to be involved in a more serious incident whereby a child was injured for example or damage to property has occurred, then an Incident form will be completed, and like above, depending on the severity of the incident actions will be decided, this could lead to fixed term suspension.

**Appendix B: Incident Report form**

## Stepgates Community School INCIDENT REPORT

Child/children's names \_\_\_\_\_

Time \_\_\_\_\_ Date \_\_\_\_\_

Other children involved (not at fault) \_\_\_\_\_

All Adults involved \_\_\_\_\_

**Type of Incident:** Rough Play ☐ Deliberate hurting ☐ Wrong choices ☐ Inappropriate play ☐  
 Racist ☐ Swearing ☐ Verbal abuse ☐ Bullying (part of series of incidences) ☐

**Bullying:** verbal ☐ physical ☐ appearance ☐ disability/SEN ☐ emotional ☐ intimidation ☐  
 cyber ☐ racial ☐

**Summary of Incident:** Where did it happen? \_\_\_\_\_

What were they doing? \_\_\_\_\_

Any injuries? (however slight) \_\_\_\_\_

Full account of what happened (including any exact language used e.g. swearing, racial remarks)

**Actions:**

Class teacher informer? Yes/No By whom? \_\_\_\_\_ Date: \_\_\_\_\_

Parent informed? Yes/No By whom? \_\_\_\_\_ Date: \_\_\_\_\_

Signed \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix C: Behaviour Management Scenarios

TYPE OF INCIDENT	CONTEXT EXAMPLE	ACTION REQUIRED	CONSEQUENCE FOR THE CHILD	ACTION BY ADULT
<b>Rough /inappropriate play (accidental, one-off incident)</b>	Infant children playing power rangers and one has been hurt accidentally.	Adult deals with incident on the playground - Fix it Circle if necessary. If the behaviour continues the child should be sent off the playground to Senior member of staff on duty.	Child apologises for hurting the other child. If sent off the playground an Incident Report should be completed.	Class teacher should be informed if it is a repeated offence or a child has been hurt.
	Junior children playing football, hard tackle results in a child being kicked on the shins.			
<b>Deliberate hurting</b>	A game has gone wrong and a child has lost their temper and lashed out at another child	Low level incidents - Adult deals with incident on the playground, Fix-it Circle. If the behaviour continues the child should be sent off the playground to Senior member of staff on duty.	Child apologises for hurting the other child. If sent off the playground an Incident Report should be completed. This could result in a fixed term suspension.	Class teacher should be informed
	Deliberate pinching/pushing because the child is upset in some way.			
<b>Wrong choices</b>	Name-calling	Low level incidents - Adult deals with incident on the playground, Fix-it Circle. If the behaviour continues the child should be sent off the playground to Senior member of staff on duty.	Child apologises for hurting the other child. If sent off the playground an Incident Report should be completed.	Class teacher should be informed
	Child being silly and behaving in an unkind manner towards other children or adults			
<b>Damage to property</b>	Children pulling tree branches which break	Low level incidents - Adult deals with incident on the playground, Fix-it Circle. If the behaviour continues the child should be sent off the playground to Senior member of staff on duty.	If sent off the playground an Incident Report should be completed. Playground exclusion for up to one session. This could result in a fixed term suspension.	Incident should be reported to the Class teacher who may address the issue in Circle Time.
	Child throws stones and smashes window	Serious incident - child should be sent off the playground to Senior member of staff on duty.	Incident Report should be completed. Playground exclusion for a period of time e.g. up to 5 days.	Parents will be informed and asked to pay for any damage.

TYPE OF INCIDENT	CONTEXT EXAMPLE	ACTION REQUIRED	CONSEQUENCE FOR THE CHILD	ACTION BY ADULT
			This could result in a fixed term suspension.	
<b>Fighting</b>	Argument over football becomes physical and children exchange punches.	Serious incident - children should be sent off the playground to Senior member of staff on duty.	Incident Report should be completed. Playground exclusion for a period of time e.g. up to 5 days. This could result in a fixed term suspension.	Class teacher should be informed. Parents invited in to discuss incident and consequences.
<b>Any prejudice based comments e.g. Racist/ Homophobic/ Transphobic/ Religious/ Ageist comments</b>	Prejudice comments made to another child or adult on the playground.	Serious incident - child should be sent off the playground to Senior member of staff on duty.	Incident Report should be completed, clearly denoting prejudice incident to be reported to governors and LA annually. Playground exclusion for a period of time e.g. up to 5 days. This could result in a fixed term suspension.	Class teacher should be informed. Parents invited in to discuss incident and consequences.
<b>Gender based comments</b>	Inappropriate comments made to another child or adult on the playground.	Serious incident - child should be sent off the playground to Senior member of staff on duty.	Incident Report should be completed, clearly denoting gender based incident to be reported to governors annually. Playground exclusion for a period of time e.g. up to 5 days. This could result in a fixed term suspension.	Class teacher should be informed. Parents invited in to discuss incident and consequences.
<b>Swearing / Verbal abuse at another child or adult</b>	Argument disintegrates into verbal abuse including swearing at child/children/adult.	The child should be sent off the playground to Senior member of staff on duty.	Incident Report should be completed. Playground exclusion for a period of time e.g. up to one session, depending on the circumstance and words used.	Incident should be reported to the Class teacher who may address the issue in Circle Time and may discuss with a parent depending on the circumstance and words used.

TYPE OF INCIDENT	CONTEXT EXAMPLE	ACTION REQUIRED	CONSEQUENCE FOR THE CHILD	ACTION BY ADULT
<b>Theft</b>	Child steals from another child or adult	The child should be sent off the playground to Senior member of staff on duty.	Incident Report should be completed. Playground exclusion for a period of time e.g. up to 5 days. This could result in a fixed term suspension.	Incident should be reported to the Class teacher who may address the issue in Circle Time. Parents will be informed.
<b>Bullying</b>	Ongoing incidents involving the same children	The incident will be recorded immediately on an Incident Report by the Senior teacher on duty in line with the Policy against Bullying.	Fix-it Circle with all children involved to resolve in line with the 10 Step approach in the Policy against Bullying. This could result in a fixed term suspension.	Incident should be reported to the Class teacher who may address the issue in Circle Time. Parents will be informed.

## Appendix D: Governors Written Statement of Behaviour Principles

A statement of behaviour principles written by Governors is required by all maintained schools. These principles guide our Behaviour Policy and procedures at Stepgates Community School.

- At Stepgates Community School we strive to ensure that every child understands they all have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- All pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010.
- Staff and volunteers set an excellent example to pupils at all times.
- Pupils are helped to take responsibility for and reflect on their actions and choices.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- Rewards and sanctions are used consistently by staff, in line with our Behaviour Regulation Policy.
- The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of staff.
- The Behaviour Policy is shared with pupils, parents and staff.
- By effectively preventing and tackling bullying, we can help to create a safe, disciplined environment where pupils are able to learn and fulfil their potential.
- The Behaviour Policy explains that suspensions (fixed-term exclusions) and permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- The Governing Board of Stepgates Community School also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.