

Behaviour Policy

Aspire Federation


'Let your light shine!'



Reviewed and updated: December 2025

Ratified by Governors: 21st January 2026

Next review: December 2026

Signed: ... 

Name: Laura Martin
(Executive Headteacher)

Date: ...21.1.26.....

Signed: 

Name: Peter Hilton
(Chair of Governors)

Date:21.1.26.....

Contents:

Statement of intent and aims of the policy


1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Staff induction, development and support
5. Social, emotional and mental health (SEMH) needs
6. Behaviour Curriculum
7. Responding to behaviour
8. Prevention strategies, interventions, and sanctions for unacceptable behaviour
9. Suspected Criminal Activity
10. Zero tolerance to Sexual abuse, sexual harassment and discrimination
11. Smoking and controlled substances
12. Prohibited items, searching pupils and confiscation
13. Effective classroom management
14. Behaviour outside of school premises
15. Data collection and behaviour evaluation
16. Monitoring and review

Appendices

1. Behaviour Principles Statement
2. Behaviour Incident Recording
3. Adult strategies to develop excellent behaviour
4. The Zones of Regulation
5. Stepped Boundaries
6. Emotion Coaching Script
7. Dojo rewards
8. Summary of Lincolnshire Ladder of Behaviour Intervention

Statement of intent


William Hildyard C of E Primary and Nursery School and St. George's C of E School believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We believe that every member of our schools' communities should feel valued, respected and treated as an individual, in accordance with our school vision which states:



As part of the Aspire Federation, at St George's C of E Primary School, we aspire for everyone to **let their light shine.**

Our Christian values are at the heart of all we do. We provide an inclusive and nurturing space which allows children to celebrate their uniqueness and supports them to become confident, resilient and independent learners. We encourage children to develop curiosity and have enquiring minds, to enable all to flourish and reach their full potential within our school and as part of the wider community.

Matthew 5:14-16
You are the light of the world. A town on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.



As part of the Aspire Federation, at William Hildyard C of E Primary and Nursery School, we aspire for everyone to **let their light shine.**

In our school community, we grow well-rounded individuals, who utilise our Christian values to prepare for the challenges of the wider world. We provide a safe, nurturing and inclusive environment where individuality is celebrated. We support the children to develop curious minds and enable happy, confident learners to reach their full potential.

Matthew 5:14-16
You are the light of the world. A town on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.

Our Christian Values form the basis of our behaviour expectations. These are: Friendship; Generosity; Thankfulness; Forgiveness; Respect; Courage; Community; Peace; Joy; Hope; Dignity; Wisdom. In actively promoting these values we develop, reinforce and promote consistency of positive behaviour throughout the school.

We encourage, challenge and inspire our children to exceed their own expectations. Our community will demonstrate love, care and respect to all, regardless of their religious and ethnic background. The schools are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-regulation, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Aims of the Behaviour Policy

Our Behaviour Policy is intended to provide guidelines for members of staff in dealing with acceptable and unacceptable behaviour. At the core of our policy towards good behaviour in our School there are some important underlying principles:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment which allows them to 'let their light shine'.
- Establish a whole-school approach to maintaining high standards of behaviour that reflects and the values and vision of the school
- Outline expected behaviour and consequences of misbehaviour behaviour
- Promote understanding of how our behaviour affects others and support the restoration of positive relationships through reflection and restorative practices.
- Provide a consistent approach to behaviour management that is applied equally to all pupils and considers those with SEND.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy

- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Reviewing and approving a statement of behaviour principles (see appendix 1) and providing guidance for the Executive Headteacher and Head of School on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, special educational needs and disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Reviewing the behaviour policy in conjunction with the Executive Headteacher and monitor its effectiveness.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Holding the Executive Headteacher to account for its implementation.
- Ensuring this policy is published on the school website.

The Executive Headteacher will be responsible for:

- The monitoring, implementation and review of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.

The Head of School will be responsible for:

- The day-to-day implementation of this policy.
- Ensuring that all staff understand the behavioural expectations and the importance of upholding them.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Writing and sharing individual positive behaviour support plans with staff.
- Implementing the graduated approach to behaviour through collaboration with external services and professionals, in line with the Lincolnshire Ladder of Behavioural Intervention.

Teachers and Staff will be responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Communicating the school's expectations, routines, vision, values and standards through teaching behaviour and in every interaction with pupils
- Considering their own behaviour on the school culture and how they can uphold school rules, expectations, vision and values
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.
- Developing supportive, respectful, and trustworthy relationships with each other.
- Keeping the relevant staff up to date with any changes in behaviour:
 - SENCO.
 - Head of School
 - Executive Headteacher.

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

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Following the behaviour policy
- Embodying the school's vision and values

Pupils will be supported to meet the behaviour standard, and the consequences they will face if they don't meet the standard.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Discussing any behavioural concerns with the class teacher promptly
- Taking part in any pastoral work following misbehaviour (for example attending any reviews of specific behaviour interventions)

The school will endeavour to build positive relationships with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to work in partnership with the school.

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items

- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

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

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti
- Borrowing without permission
- Pushing in line
- Running in corridors
- Bad language (one off)
- Unkind remarks

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and social, emotional and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the Executive Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

6. Behaviour curriculum

At The Aspire Federation, we believe in providing a safe, welcoming, happy, calm and purposeful school environment, in which children can learn effectively and reach the highest standards of which they are capable. Our core values and school vision are at the heart of everything we do with the aspiration that we are all the best, decent and moral human beings that we can be.

The purpose of this policy is to ensure a consistency of approach within our school community, one which also understands that we are all individuals. We believe that the partnership between home and school plays a vital role, and that all members of the school community should be valued and supported equally. We believe that a whole school community approach is the means to achieving the positive behaviour that allows us all to learn and grow as people.

These core values are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. We encourage children to absorb these values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be stable, educated, respected and respectful adults.

We expect no child to ever feel unsafe, unhappy or like an outsider. We expect all children to be kind and give their best.

At The Aspire Federation, we support positive behaviour and a positive environment through:

- Offering a broad and balanced curriculum
- Communicating realistic but positive expectations
- Treating pupils as individuals
- Promoting positive self-esteem through a range of strategies to ensure that everyone has opportunities to succeed
- Ensuring pupils know they are valued by taking a personal interest in them
- Teaching cooperation through group work
- Teaching self-regulation; The Zones of Regulation is our whole-school approach.
- Providing clear and positive learning experiences fairly and consistently
- Creating a distraction reduced classroom environment
- Developing the voice of the child, through for example School Council
- Appreciating and following the agreed school rules
- Developing the skills of co-operation and discussion
- Encouraging everyone to take pride in the school environment
- Monitoring pupil attendance and taking swift action where necessary

Pupils are expected to be **Ready, Respectful and Safe**. These three terms allow for a shared understanding and consistency in application of our school expectations:

Be respectful and care for our school

Be safe and work together in harmony

Be fair and do what is right

Be kind and loving to all

Be caring and think of others

We will...

Work quietly and sensibly, so that everyone can learn.

Ask before borrowing things.

Show good manners at all times.

Think about other people's feelings.

Help each other.

Always walk quietly and sensibly around school.

Remember the proper places to play.

Not bully or display unkind behaviour.

Talk to an adult if we have a problem.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

The Zones of Regulation

This approach underpins our behaviour curriculum by teaching pupils to:

- **Develop self-awareness**
 - internal emotional states *'What am I feeling right now?'*
 - bodily cues, triggers, and patterns in emotional responses
- **Choose and evaluate strategies:**
 - regulation tools - breathing, movement, sensory strategies
 - tool effectiveness - *'Did that help me?'*
- **Use a shared language to think about emotions and behaviour:**
 - critical language to describe thoughts, feelings, and actions e.g. 'expected/unexpected behaviour'
 - emotional literacy and thought processes to reflect for restorative practice.
- **Structured reflection and planning:**
 - Lessons help to reflect on past experiences
 - Anticipate challenges
 - Plan strategies for future situations and develop life skills
- **Adult modelling and co-regulation:**
 - Staff model metacognitive thinking aloud e.g., *'I'm noticing I'm getting frustrated — I'm going to take some deep breaths.'*
 - Co-regulation scaffolds pupils' ability to *internalise* regulation strategies over time.

7. Responding to behaviour

Responding to positive behaviour

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

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- verbal praise
- class dojo points
- achievement certificates
- Headteacher's Awards
- Written comments in books
- Special responsibility jobs e.g monitors, School Councillors, playground leaders

- Communication home e.g., email or phone call to parents

Children are regularly rewarded with verbal praise immediately after displaying our expectations. When appropriate, children will be given the opportunity to share their work with other adults in the school to recognise their excellent efforts. Individual classes may choose to operate their own rewards system e.g. stamps, stickers, raffle tickets, star of the week, VIP for the day etc. These reward systems will be chosen by the class teacher and will be set appropriately according to the age of the children in the class.

Class Dojo:

We use 'Class Dojo' to reward children's individual achievements. Children can be awarded a 'Dojo Point' for displaying any of the following: excellent work; helping others; on task; persistence; responsibility; teamwork; the current term's value; working hard.

Individual accumulation of Dojo points can lead to further rewards throughout the year.

See Appendix 4.

Celebration Worship:

Whole-school weekly celebration worships take place to celebrate individual achievements. Each class teacher will nominate a child for a 'Merit Award' to be presented by the Head of School. At the end of each term teachers also nominate two individuals to be presented with a special 'Values Award' certificate to congratulate them on consistently displaying our school values.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

8. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of:

- The Zones of Regulation tools and critical language as part of this approach
- Positive behaviour support plans identifying specific approaches, phrases and scripts to support de-escalation
- Team Teach Positive Behaviour Support

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

Dual coding; a visual and verbal reminder of the expectations of behaviour will be given and referring pupils to The Zones of Regulation Toolkit so pupils will always be given the opportunity to modify their behaviour before sanctions are given, often by being reminded of the rule using '**Ready, respectful, safe**' and of expected behaviour.

A sanction may be necessary for repeated offences after a warning has been given, and depending on the nature of the misdemeanour, these may include:

- Sending the pupil out of the class for a short period of time or being asked to work away from the group or task in another classroom or quiet space overseen by an adult
- Setting of written tasks such as an account of their behaviour, written apologies; putting things right/reparation
- Expecting work to be completed at home, or at break or lunchtime
- School-based community service, such as tidying a classroom
- Loss of privileges – for instance, the loss of a prized responsibility, missing a given amount of time from a break or lunch time – a teacher will determine the length of time but suggested 5 minutes for EYFS/KS1 and 10 minutes for KS2
- Referring the pupil to a senior member of staff if other sanctions outlined above have not been successful in supporting the pupil to return to expected behaviour, or a child has repeatedly demonstrated unexpected behaviour throughout a lesson or morning/afternoon session.
- Contact with parents/carers by the child's class teacher
- Being asked to see the Head of School
- Agreeing a behaviour contract with the support of the SENCo
- A positive behaviour support plan put in place with the support of the SENCo
- Suspension
- Being asked to see the Executive Headteacher
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. Through use of CPOMs and SENCo referral forms, relevant members of the SLT and pastoral staff will be aware of any pupil that is:

- Persistently misbehaving
- Supported through the graduated approach e.g. has underlying additional needs and what their behaviour may be communicating
- Not improving their behaviour following low-level sanctions or reasonable adjustments put in place
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of interventions to address misbehaviour may include, but are not limited to, the following:

- Check-in / Check-out: Brief daily meetings with a key adult to set goals, review progress, and reinforce positive behaviour.
- Emotional regulation support: Use of *Zones of Regulation*, calm boxes, or sensory breaks to support self-regulation.
- Restorative conversations: Reflective discussions to repair relationships and rebuild trust.
- ELSA support: Time-limited sessions to develop emotional literacy and problem-solving.
- Positive playtime support: Adult-led or structured play to promote social interaction and cooperation.
- Short-term class adaptations: Adjustments such as seating changes, task breaks, or visual prompts.
- Parent partnership meetings: Early collaboration with parents to ensure consistent approaches.
- Targeted support plans: Medium-term goals set with the pupil to monitor and adapt strategies.
- Lincolnshire Ladder of Behavioural Intervention: Used as a graduated approach before involving other services.
- Pastoral Support Plan (PSP): A 12-week plan to involve Behaviour Outreach Support Service (BOSS) and a keyworker to provide structured support where needed.
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil
- A reduced timetable with parental consent reviewed every 4 weeks
- If the pupil has an EHC plan, contact with the case worker to keep them informed and/or to request a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific needs, strengths and provision of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Individualised IEP and/or positive behaviour support plan with personalised targets and strategies.
- Reasonable adjustments to environment, teaching, and expectations.
- Key adult for support and regulation.
- Visual aids and structured routines to aid understanding and predictability.
- Access to calm/safe space for de-escalation.
- Use of emotion regulation tools (e.g., Zones of Regulation, sensory breaks).
- Differentiated tasks and reduced demands where needed.
- Positive reinforcement and restorative approaches.
- Collaboration with SENCO, parents, and external professionals.
- Regular monitoring and review of impact.

Positive Behaviour Support Plans

Positive behaviour support approaches are based on overarching ethics which include the commitment to providing support that promotes inclusion, choice, participation, and the equality of opportunity.

A positive behaviour support plan is a person-centred framework to support an individual with significant and persistent behaviours that challenge when our systematic whole school strategies are not effective. Therefore, a personalised, clear, and strategic plan will be required to shape the process of behavioural change and improvement.

Only a very small number of individuals may require a plan when behaviour persistently goes beyond what is reasonably expected to effectively be addressed through whole school systems and strategies.

A positive behaviour support plan will ensure that all adults and stakeholders understand the individual's behaviour from a shared, informed and often psychological perspective. The purpose of the plan is to inform individual provision to positively support behaviour through identified targets and strategies, consistently reinforced over a period of time, so that the pupil can take ownership of their behaviour.

It is not the case that pupils with additional needs or SEND will also require a positive behaviour support plan. Their behaviour can usually be well managed through systematic whole school strategies, including the graduated approach or EHC plan that addresses any social, emotional and mental health (SEMH) needs.

A positive behaviour support plan may also include strategies recommended by other services and professionals, where a referral has been made by the School SENCO, for example involvement of BOSS (Lincolnshire Behaviour Outreach Support Service), PRT (Placement Review Service) and/or the involvement of other services as part of Lincolnshire Local Offer.

The positive behaviour support plan will be written by the SENCO, teacher, parents and pupil (where appropriate) with the aim of understanding the behaviour from a shared perspective, including pupil voice. Parents/carers will be informed and involved at all stages.

Adults should be aware that persistent misbehaviour could be associated with additional or unmet needs, adversity and/or safeguarding involving the DSL including:

- > Trauma
- > Abuse/neglect
- > Adverse childhood experiences (including bereavement and parental separation)
- > Attachment needs
- > Mental health conditions
- > Other needs.

The Positive Behaviour Support Plan will identify:

- > Triggers/behaviours/situations are likely to result in need for positive behaviour intervention
- > What the behaviour looks like and when it occurs
- > What is important *to* and *for* the child
- > Key adult/s and their role/s within the plan
- > The provision and targeted strategies to use, how and when it will be implemented
- > Consistent expectations, adult modelling, and explicit teaching
- > The desired outcomes and time scale of the plan
- > SMART targets (specific, measurable, achievable, realistic and timebound) measuring impact and success of the plan on improving behaviour.

Examples of targeted behaviour interventions are listed below. This list is not exhaustive:

- > The Boxall Profile – a behaviour assessment tool to identify specific areas of need
- > Beyond the Boxall Profile – a tool informing provision to address behaviours
- > Recommendations and/or reports made by other professionals or services
- > Coaching/mentoring with a trained adult, e.g. ELSA (emotional literacy support assistant)
- > Emotion coaching
- > Social stories
- > Therapeutic stories
- > Lego Therapy
- > Social skills groups
- > Circle time games/nurture group activities
- > Role play activities
- > Direct teaching, instruction and practice
- > Circle of Friends and/or a buddy system

- > A sensory diet identified through sensory profiling
- > A safe or quiet space when needed
- > Visual supports

The risk a behaviour poses will also be considered. A risk assessment and a positive handling plan may also be written, particularly if an individual is deemed to be at risk of absconding, self-harm or displays physical behaviours.

Behaviour plans and targets will be shared with the child (where appropriate), parents and school staff by the Head of School/SENCo. It is important that staff can understand the drivers and issues affecting behaviour, feel well informed and confident to address these through a consistent, strategic approach by adhering to plans put in place.

Staff must continue to record all behaviour incidences using the CPOMS system. This system can also be used by leaders to track behaviours, both incidences and where there has been a particularly positive behaviour incident or strategy used that was effective in supporting regulation.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple language referring to The Zones of Regulation.
- Avoiding being defensive or taking behaviour personally, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and giving appropriate time and space for them to regulate
- Creating an outcome/goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Preventing risk of harm and/or hurting themselves or others
- Absconding and leaving the school grounds
- Damaging property
- Committing an offence

Incidents of 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 reported to parents
- Being logged on the CPOMS safeguarding system in school

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

Detailed advice is available in Use of Reasonable Force – advice for school leaders, staff and governing bodies. All school staff should read this guidance [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Removal from the classroom

The Head of School may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff e.g. Team Teach positive behaviour support or SLT in their absence

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space
- Where an internal suspension has been agreed

Staff will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the Head of School to decide, in conjunction with the SENCo or EHT where appropriate. This could be for more than one school day. SLT will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Head of School will request that the pupil's class teachers set them appropriate work to complete.

The Head of School will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat and drink during the allocated times of the school day and may use the toilet as required.

Supporting pupils following a sanction, such as suspension

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This may include, but is not limited to:

- Re-integration meetings
- Daily contact with a named adult
- A report card/ positive behaviour support plan with personalised behaviour goals

9. Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school 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 Head of School and/or Executive Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its 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 children's social care, if appropriate.

10. Zero-tolerance approach to Sexual abuse, sexual harassment and sexual violence

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Safeguarding and Child Protection Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

11. Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke, nor to vape, on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

12. Prohibited items, searching pupils and confiscation

The Executive Headteacher and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by a senior leader, or by the senior leader themselves.

Where possible, the authorised member of staff carrying out the search will be of the same sex as the pupil. There should always be a senior leader present as a witness to the search, and ensure a written record of the search is kept.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- › Assess whether there is an urgent need for a search
- › Assess whether not doing the search would put other pupils or staff at risk
- › Consider whether the search would pose a safeguarding risk to the pupil
- › Explain to the pupil why they are being searched
- › Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- › Explain how and where the search will be carried out
- › Give the pupil the opportunity to ask questions
- › Seek the pupil's co-operation

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

- › An authorised member of staff may search a pupil's outer clothing, (e.g. a jumper or jacket being worn over a t-shirt, hats, scarves, shoes/boots), pockets, possessions, desks or lockers.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- › Desks
- › Lockers
- › Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- › Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A senior leader will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing).

Mobile phones and Smart Watches

Children do not need a mobile phone, nor smart watch, during the school day and so we ask that they are not brought into school. If a child needs a way to communicate with a parent/carer at the end of the school day, e.g. they are walking home or attending a friend's house, the phone must be switched off on arrival at school and taken to the school office. It will be stored securely during the school day and pupils may collect their phone at the end of the day.

13. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour, as outlined in section 8 of this policy.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

The classroom environment

The school understands that a well-structured, distraction reduced classroom environment is paramount to supporting positive behaviour. This includes the teacher positioning themselves

effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

14. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Online Misbehaviour

The school 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

If staff are provided with evidence of online misbehaviour or bullying, contact will be made with parents and advice provided around safe use of technology. Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

15. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the Executive Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

16. Monitoring and review

This policy will be reviewed by the Executive Headteacher, Heads of Schools and SENCo on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is December 2026.

Appendix 1: written statement of behaviour principles

The children recognise and agree that they have the following Rights and Responsibilities:

Rights	Responsibilities
<p>To be valued as members of the school community.</p> <p>To be given help when they seek it, whether with their work or with bullying or other personal worries</p> <p>To be treated fairly, consistently and with respect.</p> <p>To be consulted about matters that affect them, have their views listened to, and as far as is reasonable, acted upon</p> <p>To be taught in a pleasant, well-managed and safe environment, free from the disruption of others.</p> <p>To learn and play within clearly defined and fairly administered codes of conduct, which they have had a part in devising.</p> <p>To experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met.</p> <p>To be free from any form of discrimination</p>	<p>To work to the best of their abilities and allow others to do the same.</p> <p>To treat others politely and with respect.</p> <p>To come to school on time, suitably equipped for the lessons in the day ahead.</p> <p>To respect the views, rights, and property of others, and behave safely in and out of class.</p> <p>To co-operate in class with the adults in school and with their peers.</p> <p>To follow the school rules 'Be Ready, Respectful and Safe'.</p> <p>To seek help if they do not understand or are in difficulties.</p> <p>To be prepared to listen to others and try to understand other people's point of view.</p> <p>To accept ownership for their own behaviour and learning</p>

- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by staff and shared in a way that pupils to understand
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2: Behaviour Incident Recording (to guide incident logs on CPOMS)

Name of pupil		Year group	
Date		Time	
Location of observation		Name of staff member	
Before the incident: what led to the behaviour?			
During the incident: what did the pupil do?			
What behaviour strategies were used?			
After the incident: what were the consequences of this behaviour?			
Actions			

Appendix 3 Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTICE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Appendix 4: The Zones of Regulation



© 2024 The Zones of Regulation, Inc.



Each pupil will have a 'Zones toolkit' which use to choose a regulation strategy for blue, green and yellow zones.

Staff carry visuals strategies on their lanyards and a poster/display is in each classroom.

When a pupil is in red zone they are supported through reassurance, time and space to regulate before interaction with an adult about the incident. Staff will ask:

- **What happened?** (neutral, dispassionate language)
- **How did it make you feel?**
- **What did others feel?**
- **What could you do differently next time?**
- **How can you put it right?**

*The Zones of Regulation is a curriculum, and all classes are taught lessons from this.

Appendix 5: Stepped Boundaries

Stepped Boundaries - Supported Approach using The Zones of Regulation, use child's name, child level, eye contact, deliver message calmly.

1. REMINDER

I noticed you (noticed behaviour)

This is a reminder that we need to (be ready, be respectful, be safe etc.)

Example - '(name) I notice that you're running. Our school rule is to be safe, so we need to walk. Thank you.'

"It looks like you're in the Blue Zone. Taking a few stretches or a short movement break will help you feel ready again."

"You're in the Green Zone and ready to learn. Let's keep going with this good focus!"

"I notice you're in the Yellow Zone. Let's take a strategy to help you get back to the Green Zone. (e.g. deep breaths or a quick stretch)."

2. WARNING

Relational Behaviour Reminder Script

1. **Notice and name the behaviour:**

"I've noticed that [describe behaviour]. Lets use the Zones poster and a brief regulation strategy"

2. **State previous reminder / expectation:**

"This is the second time I've reminded you. Please speak to me for two minutes after the lesson so we can check in."

3. **Offer choice and natural consequence:**

"If this behaviour continues, you will need to [work at another table / work in another classroom / go to a quiet area]."

4. **Connect to past positive behaviour:**

"[Learner's name], do you remember when (model of previous good behaviour) ? That's the behaviour I expect from you today. I know you can do this."

5. **Close positively:**

"Thank you for listening / I'm glad we had this conversation."

Example 1 – Not ready to start work:



"I've noticed that you are not ready to start your work, which goes against our school rule of being ready. It looks like you might be in the Yellow Zone, feeling a bit distracted or restless. Let's use a strategy to help you get back to the Green Zone — for example, take 3 deep breaths or use the calm corner for 2 minutes. You will catch up on this work at playtime. Do you remember yesterday when you started your work straight away and finished it? That's the behaviour I need to see today. I know you can do this. Thank you for listening."

Example 2 – General reminder / redirect:

"I've noticed that you are [talking/distracting others/not following instructions],"

	<p>which is not following our school rules. It seems like you might be in the Yellow Zone and having trouble focusing. Let's take a moment to think about how to get back to the Green Zone. Do you remember when you [example of previous positive behaviour]? That's the behaviour I need to see now. I know you can do this. Thank you for listening."</p>
<p>3. TIME AND SPACE</p>	<p>Time to regulate / Calm Space Reminder – Relational Approach</p> <ol style="list-style-type: none"> 1. Notice and name behaviour: "I've noticed that [describe behaviour]." 2. Link to Zones of Regulation and strategy: "It looks like you might be in the blue Zone / Yellow Zone. Lets use a strategy to help you get back to the Green Zone, like taking deep breaths, using your calm box, or stretching for a minute." 3. Explain next step / natural consequence if behaviour persists: "To help you calm, please [go to the calm corner / sit with another class / go to another table / stand by another staff member / playground: sit on the bench]." 4. Reassure about follow-up: "I will come and speak with you when you are calm." 5. Close positively: "Thank you for listening. I know you can make good choices." <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. Please go and sit (state a quiet area). I will come and speak to you shortly. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to other adults in front of the child.</p>
<p>4. FOLLOW UP – REPAIR & RESTORE</p>	<p>What happened? (Neutral, dispassionate language). What were you feeling at the time? How did this make others feel? Who has been affected? What should we do to put things right? How can we do things differently?</p>
<p>*Remember it's not the severity of the consequence, it's the certainty that this follow up will take place that is important.</p>	

Appendix 6: Emotion Coaching Script

<p>Step 1: Recognise and empathise</p> <ul style="list-style-type: none"> • "I'm sorry that happened to you, you must feel angry/very annoyed" • "I think I'd feel annoyed if that happened to me" • I would feel angry too" • "It's normal to feel angry about that" • "It's ok to feel upset by what happened" • "I understand why you're sad" • "I'd feel sad if that happened to me" 	<p>Step 1: Recognise and empathise</p> <ul style="list-style-type: none"> • Recognise all emotions as being natural and normal and not always a matter of choice • Recognise behaviour as communication (Relational vs Behavioural Model) • Look for physical and verbal signs of the emotion being felt • Take on the child's perspective (Mentalising/ Mind-mindedness) <p>Affirm and empathise, allowing to calm down</p> 
<p>Step 2: Validate and label</p> <ul style="list-style-type: none"> • "you look angry to me" • "I wonder if you're feeling sad" • "I can tell you're feeling...." • "I can see that has made you feel..." 	<p>Step 2: Validate and label</p> <ul style="list-style-type: none"> • Validate the emotion and acknowledge its existence • Use words to reflect back child's emotion • Help child/ young person to label emotion • Provide a narrative/translation for the emotional experience (creating cognitive links)
<p>Step 3: Setting limits (If needed)</p> <ul style="list-style-type: none"> • "....it's not ok to behave like that" • "....we can't allow that to happen" • "...doing that is not ok" • "....that behaviour is not acceptable" 	<p>Step 3: Setting limits (If needed)</p> <ul style="list-style-type: none"> • Safety first • State the boundary limits of acceptable behaviour • Make it clear certain behaviours cannot be accepted • But retain the child's self-dignity (<i>Crucial for responsive behaviour and well-being</i>)
<p>Step 4: Problem-solving with the child</p> <ul style="list-style-type: none"> • "How were you feeling when that happened" • "Let's think of what you could have done instead" • "try and do this next time you feel like that." 	<p>Step 4: Problem-solving with the child</p> <p>When the child is calm and in a relaxed, rational state:</p> <ul style="list-style-type: none"> • Explore the feelings that give rise to the behavior/problem/incident • Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes <p>Empower the child to believe s/he can overcome difficulties and manage feelings/behaviour</p>

Appendix 7 – Dojo rewards

1 dojo should be awarded each time the children demonstrate that they have

'let their light shine'.

Below is a suggested list of the reasons children may be awarded a dojo, however, the list is not exhaustive, and children may receive dojos for other reasons, as long as only 1 dojo is allocated at a time.

- Reading
- Writing
- Maths
- Homework
- Working hard/trying your best
- Being respectful/ready/safe
- Careful listening
- Being kind and helpful
- Demonstrating a school value (linked to termly value)
- Determination

Appendix 8 - Summary of Lincolnshire Ladder of Behavioural Intervention

Initial Steps - Whole School approaches

Creating a culture of care and respect throughout the school community so that behaviour in school is everyone's responsibility
Consider the use of audit tools for identifying what is working well and areas for development
Create positive relationships over time through relational practices
Utilise a school wide system to give consistency for pupils and staff
Implement a 'Relational Behaviour Policy'
Teach learning behaviours alongside managing misbehaviour
Consider creating a responsive co regulation plan for your school
Provide regular whole school staff training e.g. behaviour as a communication and de-escalation. This needs to have been done in the last 2 years and evidenced with date and training provider (Can be BOSS/ WTT/ Virtual School or any other external training provider). How this training has been implemented, and its impact should also be recorded

Next Steps - Identifying Factors - Assess

Screen for unmet learning needs and underlying causes such as learning difficulties, speech/language needs, and mental health concerns
Use tools such as the PSP Questionnaires and Behaviour Risk Screening Tool to identify specific areas of behaviour for targeting or significant factors that may impact on behaviour
Use of the VSEND tool to help identify areas for support
Consult Ask SALL
Complete any additional screening for pupils with SEND that may be appropriate
Consider trauma and attachment issues
Engage with resources like the SEND Inclusion Toolkit
Consider wider concerns (home/ community) that have an impact on behaviour by completing an EHA wherever possible or other screening tool
TAC opened if felt necessary
Continue reflective planning cycles and CPD utilising BOSS and WTT universal training

Next Steps - Early Intervention - Plan and Do

Pastoral Support Plan (PSP) started
Involve the Pupil Reintegration Team (PRT) Caseworker for guidance and possible funding considered for specific support
Consider off site direction or short-term placement discussed on a case-by-case basis with your PRT Caseworker
Anonymised, bookable consultation with BOSS (40 minutes). This can be identified through consultation with PRT case worker in the following cases prior to the 12-week referral process;
Children moving into Lincolnshire displaying significant needs
Where a child has entered school through the mid-year admissions process and additional support is required to enable their transition
Children showing a rapid increase in challenging behaviours
Where risk of exclusion is felt to be scaled at 8+
Where a PSP has been started but impact is minimal, and it is felt that specialist advice would be useful to inform outcomes
Revisit Ask SALL if appropriate
Seek targeted training for pupil needs such as ADHD and PDA.

Further Steps - Targeted Involvement - Do, Review, Assess

Involve targeted support agencies such as a STT or an EP

Referral to BOSS after 12 weeks of PSP support. This can be escalated to an earlier timescale through a consultation with PRT and BOSS (see early Intervention above)

Use Behaviour Improvement Plans (BIPs) alongside PSPs.

Maintain multi-agency collaboration and review progress regularly