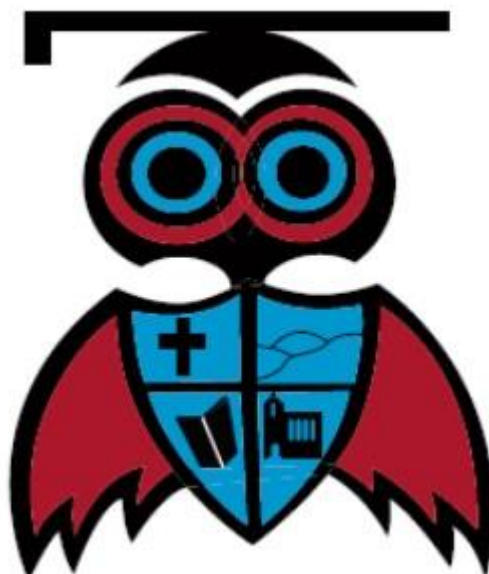


William Alvey Primary School



Behaviour Policy 2025/26

This policy is reviewed annually at the beginning of the autumn term by the Headteacher. It is then ratified by the governing body during their first meeting in the autumn term. It was updated in spring 2026 to reflect the changes made in terms of physical interventions, which schools implemented in April 2026

BEHAVIOUR POLICY

How this policy reflects our school vision

Our vision underpins everything we do at William Alvey. We work to ensure all our children, and staff, realise their potential and develop their character. We believe this can be achieved by working together, as well as serving others. Strong behaviour for learning habits are a crucial tool to enable us to achieve our vision and are the drivers behind our approach to encouraging good behaviour across school.

Statement of intent

The William Alvey School believes that, in order to facilitate effective teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We are committed to:

- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Promoting desired behaviour.
- Promoting self-esteem, 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.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils.
- 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.

Every individual has a responsibility for the way that they behave. For most individuals, positive behaviour is a norm and serves as a benchmark to which all should aspire. Good behaviour is acknowledged and often celebrated. We recognise that the learning of the personal skills of self-motivation and self-control are an integral part of the learning process which must be taught, encouraged and nurtured.

All classes adhere to a 5-step daily recording system of behaviour. This is clearly displayed in each classroom using five images and children's names or photographs. Children begin each day on the 'middle step' and then move up or down according to their behaviour.

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.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. We 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

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

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 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education 2025'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Anti-bullying Policy
- Home-school Agreement
- Health and Safety Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Physical Intervention Policy

2. Roles and responsibilities

The governing body will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- 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.
- Ensuring this policy is ratified, published on the school website and is reviewed according to the policy review cycle.

The headteacher will be responsible for:

- The monitoring and implementation 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.
- 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 day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils.
- 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 SENDCos will be responsible for:

- Collaborating with the governing body and headteacher 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.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCos and, where appropriate, the pupils themselves.
- Aiming to teach all pupils a curriculum that is matched to their needs, 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.
- 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.
- Recording incidents or points of concern on CPOMs.

All members of staff, including teaching and support staff, will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- 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.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - Headteacher
 - SENDCos
 - Pastoral Manager.
- As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour.

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.

Parents will be responsible for:

- Discussing the home-school agreement with their child.
- 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.

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 repeated 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
- Use of mobile phones without permission
- 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 other 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:

- Low-level disruption and talking in class
- Failure to complete tasks through lack of effort
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Graffiti

'Low-level unacceptable behaviour' may be escalated to 'serious unacceptable behaviour', depending on the severity of the behaviour or the occurrence, e.g. if it is repeated. See Appendix.

4. Staff induction, development and support

All new staff will be inducted 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 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.

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

5. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. They will consider afterwards how to prevent such behaviour from recurring and, where appropriate, will record them on CPOMS. This is monitored by the headteacher, deputy headteacher, SENDCos and Pastoral Manager. Any other relevant adults, e.g. teachers in the same year group will also be notified.

All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection. Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable, for example:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Removal of privileges
- Missing a break time or part of it in order to reflect on their actions.

Where a pupil's misbehaviour is causing significant disruption, is deemed serious enough by a staff member or following repeated incidents of unacceptable behaviour, procedures as outlined in 'Responding to Inappropriate Behaviour' (see Appendix) will be followed.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.
- All discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

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

Our aim is to prevent unacceptable behaviour and minimise the severity of incidents by using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

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. A system (CPOMS) is in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

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

- Frequently engaging with parents
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider 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.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the PSHE curriculum, to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The PSHE curriculum focuses on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive adult-pupil relationships

Positive adult-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 and other adults to understand the 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 graduate 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 circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions.

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, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route unless there are safety implications.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and 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".

Physical intervention and seclusion

The school's approach to physical intervention, and seclusion, is outlined in our Physical Intervention policy. Our Physical Intervention policy aligns to the most up to date DfE expectations (April 2026). This policy is available on our school website.

Removal from the classroom

The 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.

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.

The school 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 school to decide. The school 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 headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher and pastoral manager 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 during the allocated times of the school day and may use the toilet as required.

7. 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.
- 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.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "Act respectfully towards your peers and teachers", rather than "Do not act disrespectfully towards your peers and teachers".

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor 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 always have full view of the room.

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.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project

8. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance given in school about good behaviour will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when 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 discipline 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.

9. Behaviour Evaluation

The information on CPOMS will be monitored and objectively analysed by the headteacher, the SLT and the SEND and Pastoral Team. 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. (See Appendix).

10. The use of mobile phones, smart watches, and similar devices, in school

School policy is that no child should bring a mobile phone, smart watch or similar device, into school. A similar device is defined as one with the same functionality (e.g. to message, film, take photographs and cause unnecessary distraction). This stance is based on the grounds below:

- Phones, smart watches and similar devices with the same capacity can be used inappropriately and lead to lost learning time, both in school and on the way to school.
- Phone and smart watch messages can cause disagreement and conflict. This already happens with messages posted outside school hours. If they were posted in school, these issues would only increase.
- Who takes responsibility for phones, smart watches and similar devices when they are in school? Some parents believe phones, smart watches and similar devices should be looked after by school staff, who then become responsible if they are damaged or lost. The school view is our staff should concentrate on teaching and learning, and not be distracted from this unnecessarily.
- The disparity between different types of phones, smart watches and similar devices can lead to ill feeling between children.
- Research shows time away from screens has a positive impact on children's development. This rule is understood by children and parents alike. On the rare occasion a child brings their phone, smart watch or similar device into school, it is confiscated for the day and returned to the child's parent. The child's teacher rings the parent to remind them of the school expectation and nearly all parents agree to support school in this regard.

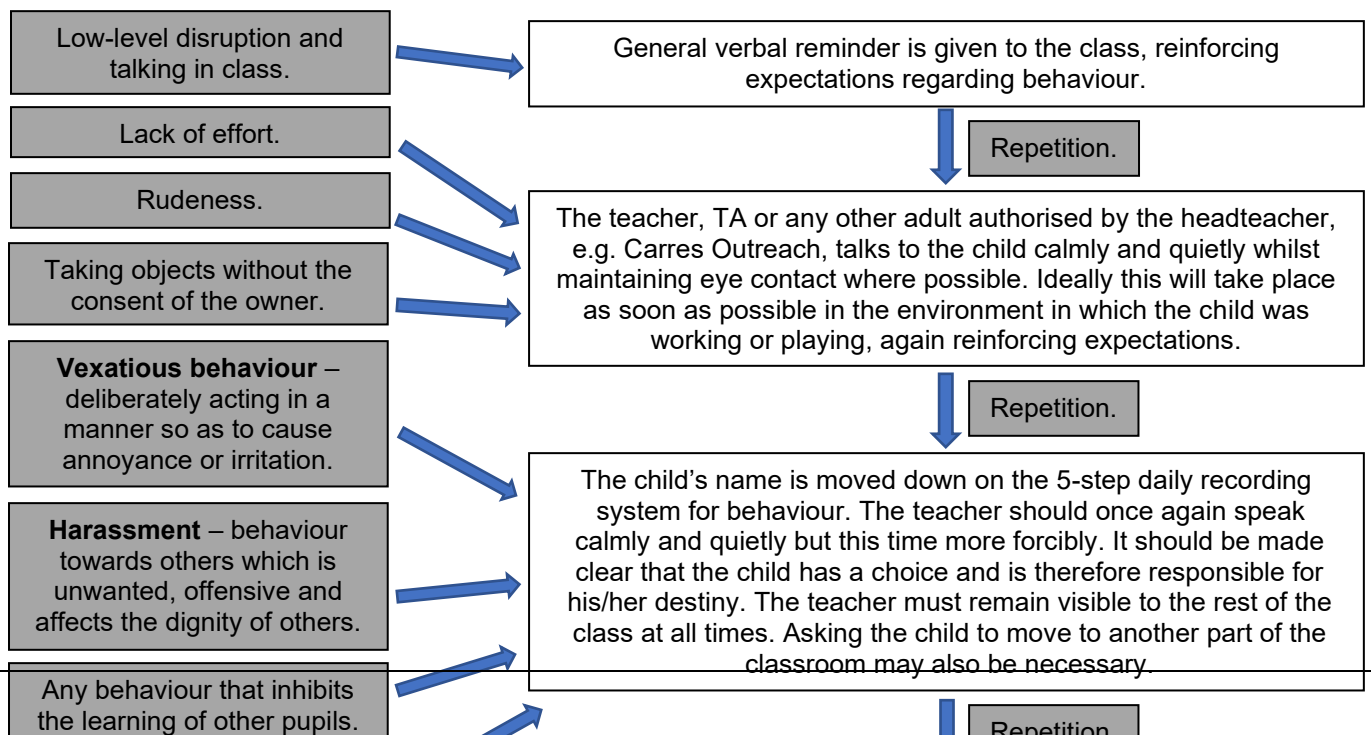
If a parent refuses to support school, we would not punish the child for the actions of an adult. We would confiscate the phone and smart watch each day.

Should a child ignore the rule, the behaviour sanctions outlined above would be followed.

11. Monitoring and review

This policy will be reviewed by the headteacher on an annual basis. Any necessary changes will be communicated to all members of staff and relevant stakeholders.

Responding to Inappropriate Behaviour



When SEND is identified, Lincolnshire's 'SEND Inclusion Toolkit' and 'Valuing SEND' tool are integral components to providing early support.

If required, access the SEND advice line for Lincolnshire (SALL).

Escalation

Ensure that an Individual Behaviour Plan (IBP) identifies intervention and reasonable adjustments such that pupils can thrive and school is not inadvertently discriminating through the application of an inflexible behaviour policy.

For complex needs, follow the SEND graduated approach, engaging specialist support as required, e.g. Working Together Team, paediatrician, etc.

Consider an Early Help Assessment and subsequent Team Around the Child (TAC) to support with identifying wider holistic needs.

Ensure staff are aware of the plan, including who the key adults involved are, in order to maintain a consistent approach. This information will be held on the child's 'Passport'.

If the pupil is a Child in Care (LAC), ensure the home Virtual School is aware, contact the named co-ordinator.

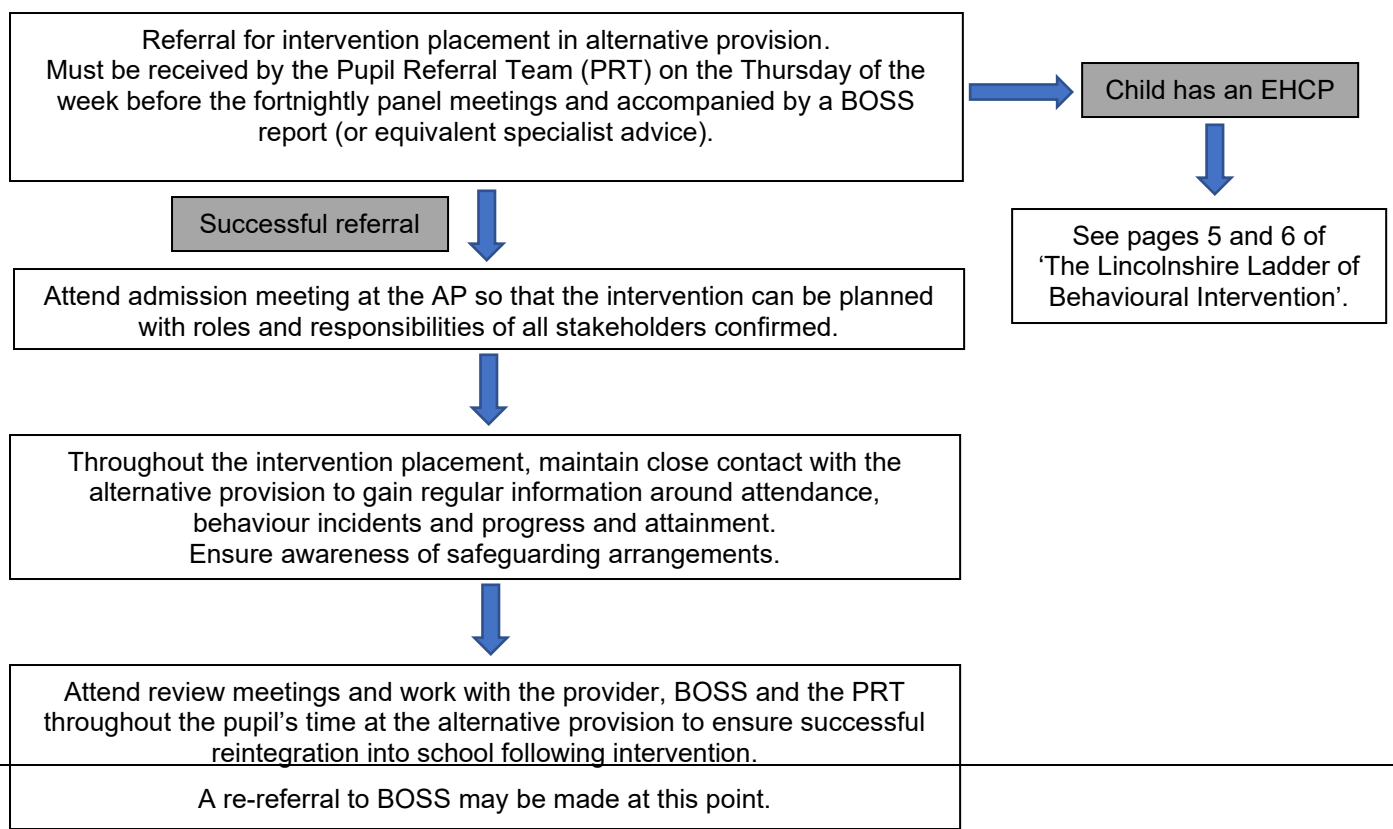
IBP to be co-ordinated by the SEND Team and reviewed three times a year.

Serious breach of school rules.

Targets not met.

Consider application for EHCP.

Alternative Provision (AP)



One-off Breach

There will be limited occasions when a child can either be suspended, or permanently excluded, for a one-off incident, irrespective of their previous behaviour. This is rare and is reserved for only the most serious disciplinary breaches, such as a violent, unprovoked attack or bringing drugs/a weapon into school.

Whilst the headteacher has the ultimate decision making authority in these circumstances, he will seek relevant advice before taking such a momentous decision.

Suspensions and permanent exclusions

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. However, where suspensions are becoming a regular occurrence for a pupil there should be consideration as to whether suspension alone is an effective sanction for the pupil and rather, what additional strategies need to be put in place to address behaviour and the underlying factors that are causing the behaviour.

A decision to exclude a pupil permanently should only be taken when **absolutely necessary** and **as a last resort**:

- 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, welfare or safety of the pupil or others such as staff or pupils in the school.

Appropriate Responses to the Seven Phases of the Escalation Cycle

adapted from Managing the Cycle of Acting-out Behavior in the Classroom (Colvin, 2004)

Phase 1: Calm

Classroom structure and quality instruction

- Supervise, reduce distractions, and provide quiet space.
- Establish and teach **clear** expectations and acknowledge and praise compliance.
- Establish routines to decrease disruptions.
- Plan ahead for starter activities, transitions, and entry and exit routines.

Phase 2: Triggers

- Identify the situation where the behaviour is likely to occur.
- Use pre-correction to teach appropriate response. Rehearse the expectations, prompt or remind students as needed, and provide specific praise and reinforcement.
- Work with all staff to teach and reinforce social skills.
- School and non-school triggers - Group social skills, anger management, community services.

Phase 3: Agitation

- Show empathy: recognise the student's problem and communicate concern.
- Redirect and help the student become engaged in activity, lesson or task (passive or movement).
- Provide choices.
- Provide space in a quiet area or allow students to disengage briefly or put their heads down.
- Use proximity or brief interactions; show acceptance.

Phase 4: Acceleration

- Focus on student and staff safety.
- Pause and assess - "Is this an emergency situation?"
- Avoid escalating the student's behaviour.
- Pausing rather than responding immediately shows students that while they may be out of control, staff are calm and controlled.
- Use a calm but serious tone.
- Move to a calmer and less-stimulating area of the school (if the child agrees). This could be just outside the classroom or the sensory room.
- If the situation escalates, withdraw and follow school procedures for serious situations. If another adult is available, ask them to phone the headteacher or school office if they are not available. If the teacher is on their own with the class, use the messaging service to immediately notify the headteacher, SEND team and school office.

Phase 5: Peak

- Focus on student and staff safety.
- Notify necessary staff of situations and provide directions for response.
- If needed, evacuate others.
- Contact appropriate assistance.

Phase 6: De-escalation

- Monitor for health and safety.
- Once escalation is over, allow student space to calm down, under supervision.
- Avoid blaming - provide opportunity for non-judgmental discussion.
- Provide independent work that is fairly easy to complete to help regain focus.
- Debrief and document the incident on CPOMs.

Phase 7: Recovery

- Help student return to normal activities and engage in learning.
- Continue with planned consequence and do not discuss or negotiate.
- Acknowledge cooperative and appropriate behaviour.
- Encourage and support student in changing problem behaviour.