Tannery Drift
First School

Enjoyment – Achievement – Respect

Behaviour Policy

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Artsmark Gold Award Awarded by Arts Council England

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Behaviour Policy

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1. Our Approach

We follow a therapeutic approach to behaviour that prioritises prosocial experiences and feelings. This approach seeks to understand behaviour and identify what a child is communicating to us in their actions (see Appendix 1).

Children won't necessarily behave pro-socially unless they are first feeling safe, happy and welcome at school and in wider life. Consistent management, both within the context of the classroom and outside the classroom, are of paramount importance in establishing good practice of behaviour within the school. A therapeutic approach is adaptable to meet the needs of children including those with SEND/SEMH needs.

Our policy is underpinned by the principles of Therapeutic Thinking.

When we use a therapeutic approach:

- We analyse behaviour rather than moralise it.
- We look for the root causes from feelings and experiences.
- We model therapeutic practices with all children, adults in school and parents or visitors from outside.
- Our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive.

'All behaviour is communication; each behaviour will have a function and it is our job as professionals to analysis what the pupil is trying to communicate'.

2. Supporting all Learners

At Tannery Drift First School we provide children with what they need to succeed in their learning. We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self-discipline and respect for others.

We teach behaviour through:

- Building trusting relationships
- Being a good role model
- Being consistent in our approach
- Following routines – but with flexible thinking
- Prioritising prosocial behaviour
- Planning alternatives to anti-social behaviour
- Providing feedback and recognition
- Providing comfort and forgiveness – tomorrow is a new day
- Ignoring (unsocial and low-level behaviours)
- Using positive language and reinforcement
- Our curriculum teaching and incidental teaching
- Following restorative practice – follow up the behaviour, its impact, and consequences at an appropriate time.

By being a member of our team, adults are agreeing to follow a therapeutic approach to understanding and teaching behaviour. The first step for all adults is to build positive relationships with children. At the beginning of each school year our priority is building positive relationships within each new classroom environment – this refers to relationships between children and their peers, children and adults and children and their environment. This transition period begins in the summer term and gives children the opportunity to visit their new classroom as well as further opportunities for children, staff and families to get to know one other.

As we build these relationships they are underpinned by a shared understanding of expectations and our Golden Rules (see Appendix 2). Positive relationships are actively promoted, prioritised and discussed with regard to those outside of the classroom too, such as office staff, midday supervisors, staff at Breakfast Club and After School Childcare, peers from other year groups as well as visitors to school.

We also believe in recognising good behaviour and developing every child's confidence and self-esteem. Children need to feel secure and good about themselves to help them treat others with consideration and respect. We make every attempt to focus on the positive rather than the negative behaviour and class teachers use positive classroom management strategies. We treat every child with respect and encourage children to do likewise. We do not discriminate against any child on the grounds of gender, race, faith, or disability.

Consistency

We aim to create a culture and environment where children know that all school adults have the same expectations for their behaviour and the way their behaviour is managed will be the same. We achieve consistency by ensuring all staff are trained in a therapeutic approach to behaviour management every two years and in the interim a formal refresher is given. Informal reminders of this policy are also given via email, staff meetings and one-to-one conversations. New staff are given this policy as part of their induction and this policy is reviewed by staff and governors annually.

Routines

Having clear routines that all children are aware of creates a sense of safety. We use visual timetables in every classroom to outline what the day is going to include. Personalised timetables, social stories, clear explanations from adults, and now and next boards may also be used to support children with identified needs.

Transitions

A therapeutic approach encourages us to think about transitions in the widest context. Following school holidays, moving on to a new school year, moving between activities within the classroom and between places within the school are all examples for our children. For some children who have experienced adversity, change, can trigger feelings of threat and hypervigilance. We are mindful of this and plan accordingly.

Playtime

Playtimes are supervised by teachers and classroom assistants who encourage the children to play well together to form good relationships. The staff closely monitor the children and follow the procedures set out under the anti-social behaviour section when behaviour is causing concern.

Lunchtime

At dinner times, supervising staff interact fully with the children, and are actively engaged in playing games with them and encouraging pro-social behaviour through positive play. They monitor behaviour on the playground and in the hall and report any concerns about behaviour to the class teacher or Headteacher, if relevant. The supervising staff abide by the schools 'Golden Rules' and follow the procedures set out under the anti-social behaviour section when behaviour is causing concern.

Rewards and Positive Reinforcement

'Catching children getting it right' is embedded in the culture of our school. Thanking children for doing something kind and sharing this with others promotes a positive sense of self, makes them a good role model and exemplifies the pro-social behaviours we want to see. For a small number of children public praise would not be appropriate - adults working with these children will be made aware and alternative ways of reinforcing positive behaviours.

If an adult needs to talk to a child about behaviours that are anti-social, this will most often be done directly and 'in the moment'. An adult's tone of voice, volume and location will be considered important to avoid humiliation or giving too much attention to unwanted behaviours. A one-to-one discussion at break time may be best suited to discuss repeated calling out or lack of effort in class work rather than a discussion about this during lesson

time, with multiple witnesses. A child is less likely to repeat unwanted behaviour if an adult explains why this is unwanted and how this has impacted on the learning environment. Consequences will be considered when reward and positive reinforcement are not having the desired impact – further details are outlined in Appendix 5.

Whole school approaches

Whilst we acknowledge and verbally praise achievement and success, we aim to develop children's intrinsic motivation by doing the following:

- Identify and nurture what students need and want
- Have students' internal states guide their behaviour
- Encourage active participation
- Encourage students to accept more responsibility for their learning
- Provide structured guidance
- Provide optimal challenges
- Give positive and constructive feedback
- Give emotional support
- Acknowledge students' expressions of negative effect
- Communicate value in uninteresting activities
- Give choices
- Direct with 'can, may, could' instead of 'must, need, should

Whole class rewards systems are in place and may include, for example, Wow board, marble jar, secret pupil, beat the teacher.

3. Pro-social Behaviour

We recognise pro-social behaviour as being:

- behaviour that is positive, helpful, and intended to promote social acceptance.
- characterised by a concern for the rights, feelings and welfare of other people.
- behaviour which benefits other people or society.

Examples of the behaviours we actively teach and positively reinforce:

Classroom	Around School	On the Playground
Asking questions Listening when others are speaking Managing distractions Trying your hardest Sharing ideas Joining in Collaborating with learning partner Sitting safely Using equipment safely Get a tissue for someone who is crying Tidying up Monitor roles assigned by class teacher	Walking Looking where you are going Staying in your line and watching what is happening Saying hello/good/morning/good afternoon Saying please and thank you Saying excuse me when you need to get through or want someone's attention Knocking on a door before going in (office/staff room/another classroom) Flushing the toilet and washing hands, leaving the floor tidy	Asking others to join in Asking if someone is feeling okay Taking turns / sharing Helping to tidy up Using equipment safely and sensibly Listening to adults Listening to friends Saying 'Stop I don't like it,' If someone is doing something you don't like Telling an adult if you see unkind or unsafe behaviour Lining up when the bell rings Walking away/taking a deep breath if a game is going wrong/you feel angry

Emotional Literacy (including Zones of Regulation)

Emotional literacy involves:

- ✓ Self-awareness.
- ✓ The ability to name emotions and feelings.
- ✓ Recognition of your own emotions and feelings.
- ✓ Knowing how to manage your emotions and feelings.

This might look like the ability to stay calm when angry or to reassure yourself when in doubt. It also includes empathy - having an understanding of the feelings of others. Explicit teaching of emotional literacy is part of our culture. Through our Personal, Social, Health Education (PSHE) curriculum, we specifically teach the knowledge and skills required to develop emotional literacy. We also view incidental opportunities to teach emotional literacy as vital, for example, a class discussion following an upset at playtime.

Children learn that all feelings are okay, but all behaviours are not.
e.g. It is okay to feel angry, but it isn't okay to kick somebody because you are angry. It may be okay to stamp your feet, clench your jaw or ask for space, but it isn't okay to put your hands or feet on anybody else.

Children also learn that feelings can be helpful or unhelpful.
e.g. feeling sceptical and reluctant might be helpful when engaging with people you don't know online. Feeling excited and overjoyed may be unhelpful on the carpet when your teacher is talking about maths.

All conversations with children around an unmet expectation involve a discussion of the feelings involved, both their own and the feelings of others. From the beginning on Nursery to Year 4, children learn the Zones of Regulation. The Zones link four colours to a range of emotions/feelings (see below). We use the colours as a hook for children to relate to. For our youngest children we would start by naming this for them 'I can see you are in the red zone, you are shouting and stamping your feet' and as children become more proficient, we are able to 'wonder' aloud: 'I wonder if you are in the X zone and feeling X, it might help to X or X'.

Blue	Green	Yellow	Red
Sad Disappointed Tired Sick/unwell Down Bored	Happy Calm Feeling ok Focused Safe Ready to learn Relaxed	Frustrated Worried Excited Silly Wiggly Unsettled Some loss of control (body/volume)	Angry Terrified Elated Yelling/Hitting Livid Cross Furious Unsafe

We encourage children to say 'I feel angry' rather than 'I am red' – developing their ability to name specifically what they are feeling. We may offer, 'How can I help you?' or co-regulate alongside them, 'How can you help yourself get back to the green zone, so that you are calm and ready to learn?'

The Zones of Regulation will not put a lid on a child's developing emotional vocabulary. When discussing feelings, adults and children are not limited to using the above below. As adults, we will facilitate and support a continual growth in vocabulary when discussing and recognising feelings. When we label children's feelings, we understand a need to be curious, starting with 'I wonder if you are feeling…' For example, a 3-year-old who is throwing things because they can't have the toy they want may look angry but the source of the anger may be disappointment. A 6-year-old may look angry when they have fallen over and responded by hurting someone who laughed at them, but their overriding feeling may have been shame or embarrassment, the angry behaviour was a response to being laughed at.

Children learn to regulate their emotions at different rates and school has a central role to play in supporting every child's social, emotional and moral development, just as it does their academic development. We recognise that by teaching pro-social behaviours and giving children specific praise when they demonstrate these behaviours, we make it clear what is expected of them. We talk to children about pro-social behaviours, enabling us all to feel safe, happy and ready for learning.

The development of emotional literacy is a gradual process, reinforced by many conversations and learning opportunities. In school, children learn to empathise with others and, just like every other skill, they will accomplish this at varying rates. Where children need additional support in this area, we will work with parents and carers to support them.

4. Unsocial Behaviour

Unsocial behaviour is defined as when individuals are unwilling or unable to behave socially in the company of others, but not to the detriment of themselves or others, for example:

- Wandering around the classroom.
- Leaving the seating place without permission.
- Refusing to complete work.
- Rocking on their chair.

Possible strategies that could be used:

- Differentiated learning space.
- Fiddle toy / wobble cushion.
- Whiteboard to write on.
- Timer.
- Learning broken down into smaller steps/task adaptation.
- Scaffolds.
- Individualised timetable.
- Now and next board.
- Brain break/movement break.
- Positive experience.
- Class job.
- Adult support/peer support.
- Additional resources.

We must listen to quiet unsocial behaviour with as much understanding as we do loud demanding behaviour. Children may choose to communicate with quiet non-compliance. It's a natural communication style of intuitively quiet people. Adults should strive to interpret unsocial behaviour as a communication of negative feelings and so should provide differentiation or support.

5. Anti-social Behaviour

- Behaviour that causes harm to an individual/group/community/environment.
- Likely to cause injury, harassment, alarm or distress.
- Violates the rights of another person.
- Is contrary to the laws and customs of society.

Difficult Behaviour	Dangerous Behaviour
Behaviour that is unsocial and/or antisocial, but not dangerous. Difficult behaviour should be acknowledged in terms of context (e.g. *** continually shouting out is difficult within a group teaching activity).	Behaviour that will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person were of the age of criminal responsibility.
Distracting others from learning by shouting, making noises, banging. Invading personal space Disruptive behaviour in assembly. Ripping work, damaging displays.	Not keeping themselves safe Physically harming another child/adult Damaging property and/or resources
Children who **externalise** their detrimental behaviour affect other people as well as themselves. Difficult behaviour can also be harmful **internalising** behaviour such as scratching themselves or pulling their hair out. These behaviours also need to be planned and understood, in the context of their needs, to mitigate the levels of harm.	

There can be many reasons for a child demonstrating difficult or dangerous behaviours. These include but are not limited to, special educational needs, adverse childhood experiences (ACE's, for example, living with abuse or adults who use drugs/alcohol) early trauma, disorganised attachment, inconsistent boundaries, a medical diagnosis, anxiety, insecure relationships, bereavement or living with parents/carers who have experienced adverse childhood experiences themselves. Toxic stress from ACEs can change brain development and affect how the body responds to stress.

As classroom practitioners, it is our duty to model and teach children prosocial behaviours, and that words and actions have consequences.

Wherever possible, to have the greatest impact and with the aim of maintaining strong relationships, consequences should be taught/directed by the adult who was working with the child at the time. Senior Leaders, other teachers or colleagues, may step in to support anti-social behaviour, to provide a change of face, to oversee a task a child has been set or to monitor children during playtimes or lunchtimes. However, they must not be the person who delivers 'news' of the consequence to the child unless it was a direct result of something they were involved in. By delivering consequences on behalf of somebody else (unless in exceptional circumstances), Senior Leaders or other colleagues would undermine the relationship the child has with the adult they were with at the time. See Appendix 5 for examples. Consequences will always be logical and can be educational and/or protective. It is the adult's role to make the consequence clear to the child – 'Because of X, I cannot let you join Y until…'

Emotional recovery

Children will need varying lengths of time to regulate their emotions. Time to regulate can be offered in a variety of locations within the school and will be personalised depending on need. No adult will attempt a 'reflect and restore' conversation with a child until the child has had

time to regulate their emotions.

Restorative Practice

After any anti-social behaviour has happened an in-depth de-brief with the child, will take place as soon as regulation is restored, to understand why the anti-social behaviour occurred. Staff will then implement protective and educational consequences following any antisocial behaviour. This will be clearly explained to the child setting out expectations and what will happen next:

Protective consequences: Removal of a freedom to manage harm e.g. playing inside at lunchtime, with teachers' choice of friends, to keep others safe / zoning the playground.

Educational consequences: The learning, rehearsing or teaching, e.g. spending time with an adult and/or small group to learn how to take turns.

Comfort and Forgiveness

When children feel safe, happy and respected they are better able and more likely to demonstrate pro-social behaviour. However, they won't always manage this, and it is vital that when they don't, they are shown forgiveness. Every day is a fresh start.

- When a child is showing us anti-social and/or difficult/dangerous behaviours we remember this means they are ultimately not feeling safe (regulated) and/or happy.
- It is important in all conversations that we distinguish between the behaviour and the child. For example, 'I like you, I don't like spitting.'
- We aim to work out what the trigger is for the behaviour, de-escalate it and introduce preventative measures to avoid repetition.
- A child who has spent time in 'crisis' (significantly dysregulated) may need time to calm down (regulate) before any consequence or follow up conversation can take place.
- During difficult and dangerous behaviours children need to encounter adults who are calm and follow school agreed scripts. Change of face, where one adult replaces another as the person leading de-escalation, or using distraction to de-escalate behaviours are two therapeutic strategies which can provide comfort during crisis.
- It is vital that all adults remain calm and consistent and respond to every child in a predictable, consistent and empathetic way.

Specialist Support and Therapeutic Planning

Adults at school will seek to understand the reasons behind anti-social behaviours and make plans to pre-empt these wherever possible. For children who are regularly displaying anti-social behaviours we follow the Graduated Response (see Appendix 3) and use the Therapeutic Thinking Toolkit (see Appendix 4), to formulate a plan to support staff in managing risks and support the child in changing their behaviour. This will advise staff on how to predict and prevent behaviours, use appropriate strategies to calm and regulate the child, helping them to recognise better prosocial ways to deal with uncomfortable situations.

The documents within the toolkit are sequential, and it is not necessary to complete all documents for all children who display anti-social behaviour. It depends on the levels of danger, the persistence of antisocial behaviour and the impact any interventions/protective consequences/educational consequences are having.

In addition to the tools above, Senior Leaders and the Inclusion team are available for professional discussion and to offer support on how to action early intervention. External advice and support may also be accessed via Links, Nessie, Virtual Schools, educational Psychologists or DSPL.

When creating plans, we apply the principles of equity rather than equality.

Equity is giving everyone what they need to achieve success.

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help – in this context, this isn't reality.

Different strategies which may be used at Tannery Drift First School to support children are (this is not an exhaustive list):

- Starting the day with a positive and personalised experience - early morning and afternoon 1:1 connection – high interest task, for example, cold water, bread sticks, choice of 12 or 14 minutes, football magazines and conversation about the latest football results.
- A designated learning space outside of the classroom (possibly outdoors).
- Pencilled timetable each morning and afternoon – allowing for flexible routine.
- Limited choices – offering 'Handwriting now, 3 or 4 minutes – you choose?'
- Motivating breaks between adult directed tasks.

Children may leave their class/learning space for a short time: these may be planned opportunities, such as movement breaks, time outdoors or in an alternative space. If a child is in crisis, we will be supporting that child to manage and recover – it's often preferable for a child in crisis to have space outdoors rather than try to regulate their behaviour in a classroom/indoor space. If the child is indoors and unable to come out, there may be occasions when any other children will be taken somewhere else to learn for a short time while this child is supported to recover and move on from the situation.

Children are given positive experiences: we are clear that some children come to our school needing extra help with reading, writing and maths. We also know that some children who come to school need extra support to behave pro-socially. At any point a child may have a negative experience in their lives which affects their behaviour, for example, a bereavement. Our children will get the support they need to help them. We understand that negative experiences can lead to negative feelings which can lead to negative behaviour. When a child needs a positive and motivating experience, we will make it part of their day or week. Positive experiences lead to positive feelings which lead to positive behaviour. This is how we can change the behaviours we see. This can mistakenly be seen as 'rewarding negative behaviour.' It is not, it is part of the process that is needed for a child to behave more positively and begin to develop internal discipline.



At any point a child may have a negative experience in their lives which affects their behaviour. All staff at Tannery Drift First School will be ready to support each child and implement the approach described in this policy.

6. Unforeseeable Behaviour

The majority of pupils behave in a pro-social way the majority of the time and respond positively to the strategies for teaching behaviour as explained within this policy. Occasionally, and for a small minority of children, the use of physical intervention may be needed. At Tannery Drift First School, adults will intervene physically to ensure children are safe from harm. Children need to be safe and to know that the adults around them are able to manage them safely and confidently. All school adults need to feel that they are able to manage behaviour, and respond to a child in crisis, free of undue worries about the risks of legal action against them if they use appropriate physical intervention.

Parents and carers need to know that their children are safe with us, and will be informed if a member of the team has needed to intervene physically to keep their child or other children safe from harm in a context not described in this policy, for example, in a small number of cases, unforeseeable behaviour results in the emergency use of force (e.g. stopping a child from running into a road) in these cases we would expect staff to act in a proportionate way appropriate to the context.

Information on Restrictive and Acceptable Forms of Physical Intervention can be viewed in our 'Reducing the need for restrictive physical intervention' policy.

7. Communication and recording within school

All dangerous or difficult anti-social behaviour is recorded on our internal Child Protection Online Management System (CPOMS), categorised as 'Behaviour Concern', by the staff who witnessed and dealt with the incident. This record is shared with SLT and the Inclusion Team for monitoring purposes.

Accounts of incidents are accurate and factual - they are not emotional and do not over describe:
Trigger: Learning/unknown/incident with a friend (there is always a trigger even if we don't know what it was.)

Behaviour: Leaving the classroom, threw a chair, emptied resources on the floor

Consequence: Reflect and Repair / conversation / apology / tidied away / made repairs /made a card.

Repeated dangerous or difficult behaviour

An ABC model of behaviour can be used to record and consider behavioural concerns.

- 'A' stands for antecedents, that is, what happens immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information.
- 'B' refers to the behaviour itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like.
- 'C' refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the person.

8. Communication with parents and carers

Communication with parents is vital in helping us build trust and understanding with families in supporting children with their behaviour and attitudes. We ask that parents support the school in the implementation of this policy and make their children aware of appropriate behaviour in all situations, encouraging independence and self-discipline.

Working closely with parents helps us understand the children better, so that we can put consistent strategies in place, which support the child to make modifications to being more pro-social.

All dangerous behaviour is reported to parents/carers, by the class teacher or member of SLT, as appropriate. This contact will be made on the day of the incident, either by telephone, or face-to-face at the end of the school day, depending on the severity of the incident. A record of this contact should be made on CPOMS, including follow-up actions and next steps.

If a pattern of consistent difficult behaviours has been observed and reasonable adjustments have not improved the behaviour, parents/carers will be invited into school to discuss a child's progress, strengths, and difficulties. This contact should also be recorded on CPOMs.

Behaviour Support Meetings

If a personalised plan is in place for a child, there will be regular review meetings with parents/carers to highlight the success of the plan and make any necessary changes for further success. In these meetings with parents/carers, school staff are open and transparent about the behaviours a child is demonstrating at school and seek to gain a parent/carers perspective on this, sharing actions/ consequences/analysis/plans as appropriate.

These reviews will continue until the child has had enough success to manage without a plan in place. A review meeting can also be used for a child without a plan to focus on the positives and work on the areas needed. These are led by a member of the inclusion team or senior leader or a member of the senior leadership team.

9. Suspensions and Exclusions

If there are occasions where discipline and good conduct cannot be maintained by a particular child, or if by allowing that child to remain in school it would be seriously detrimental to the education or welfare of the child or others in the school, there may be no other option but to suspend. This will only be considered after all possible avenues have been explored and will be a last resort.

Suspensions

If it is deemed necessary to suspend a child for a fixed period, the pupil's parents/carers will be notified without delay, with the specific reason and length of the suspension. This will be followed by written information, no later than the end of the afternoon session of the first day on which the pupil is excluded. Only the Headteacher (or Acting Headteacher) can suspend for one or more fixed term periods – up to a maximum of 45 days. The parents/carers will also be notified that they have the right to make representations to the Governing body and the Local Authority (LA) and how any such representations should be made. They will be given the name and address of the appropriate people to contact and be invited to inform the Governing body and LA in writing of their intention to make representations. The Headteacher will inform the Chair of Governors at this stage, without delay. The Headteacher must notify parents in writing of the reasons and the period of fixed period suspension.

The Governing body has the power to direct the Headteacher to reinstate a pupil who has been suspended for a period in excess of five days. The LA may also direct reinstatement, however they must consult the Governing body first.

If parents give notice to the Governors or LA that they wish to make representations, the Governing body will arrange and convene a meeting to discuss the suspension as soon as practicable. Where there is a legal requirement for the governing body to consider the suspension, parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend. In the case of a short, fixed period suspension the pupil will usually be back before the meeting is arranged, however the meeting may nevertheless serve the purpose of enabling the parents to be satisfied that their views have been heard. Governing bodies are required to notify all parties of their decision following consideration of an suspension.

The committee convened for the purpose of considering suspension requires at least three members of the Governing body, none of whom should be the Headteacher.

If the Headteacher decides to extend the fixed period suspension for a further period not exceeding 15 days in total in any one term, or in very exceptional circumstances to replace a fixed period suspension with one which is permanent, the parent will be informed without delay.

If the fixed suspension period is for 5 days or more, the Governing Body must arrange suitable fulltime education for the child. The suspended pupil will receive schoolwork to do at home, which should be returned to school for marking until he or she returns to school. The Governing body will keep these arrangements under review.

Very careful arrangements will be made to ensure that any child returning to school after suspension is helped to behave appropriately. The Special Educational Needs Code of Practice will be used to support children, if emotional or behavioural difficulties are identified.

Permanent Exclusion

The Headteacher will inform the pupil's parents/carers of the exclusion and the specific reason for it without delay. The notification will provide sufficient particulars to ensure that the reason for the exclusion is fully understood and that all relevant circumstances are made known. The notification will also document for reference, any relevant previous warnings, fixed period exclusions or other disciplinary measures taken prior to the excluded behaviour being committed. Rather than delaying notification of exclusion, this information will be contained in a prompt follow-up letter.

The Headteacher will notify the parents of their right to make representations to the Governing body and the LA and how any such representations should be made. This will be done within seven days of notification. The parents/carers have right of access to all curricula records of the pupil and to other educational records through a request to the Governing body.

The LA will be notified of all permanent exclusions. The LA are under a duty to consider whether permanent exclusions should stand. They have the power to direct the Headteacher to reinstate the excluded pupil.

The Governing body has the power, but is not under any duty, to direct the Headteacher to reinstate a permanently excluded pupil. The Governors will convene a meeting to consider the exclusion and any representations made by the parents/carers, within a maximum of 15 school days of the notification by the Headteacher. Where there is a legal requirement for the governing body to consider the exclusion, parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend. The Governing body will then make their view known to the LA as the LA consider their response to the exclusion.

If the Governing body and the LA decline to reinstate the excluded pupil they must notify the parents of their decision. The LA must do this within 20 school days from the day the Headteacher informed them of the exclusion. Parents must be informed of their right to appeal to an Independent Appeals Committee. The notification will make it clear that parents should set out their grounds for appeal within 15 school days of notice from the LA of their right to appeal.

A direction by the LA is binding unless the Governing body appeals against the direction. This must be done within 5 school days of the date of the direction.

The pupils name should remain on the school roll until the appeals procedure is completed, or until the time for appeals has expired without an appeal being lodged, or earlier if the parents/carers give notice in writing that they do not intend to appeal.

The above procedures have been taken from the DFE circular 09/17 EXCLUSIONS FROM MAINTAINED SCHOOLS, ACADEMIES AND PUPIL REFERRAL UNITS IN ENGLAND. In the event of exclusion reference should be made to this circular for more in depth details.

https://consult.education.gov.uk/school-absence-and-exclusions-team/statutory-exclusion-guidance/supporting_documents/Draft%20statutory%20guidance%202017.pdf

Where a pupil has SEN, the LA must ensure that appropriate full-time placement in identified school is provided. Parents still retain the right to express the preference for the school.

When notifying parents about an exclusion, the Headteacher should draw attention to

relevant sources of free and impartial information. This information should include:

- a link to this statutory guidance on exclusions https://www.gov.uk/government/publications/school-exclusion
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre and their advice line service www.childrenslegalcentre.com / ACE Education (http://www.aceed.org.uk / 03000 115 142
- where considered relevant by the Headteacher, links to local services.

A decision to suspend or permanently exclude a child will be taken only in response to a serious breach or persistent breaches of the school's behaviour policy. The long-term effect on the child will be considered when considering suspension and permanent exclusion.

Our therapeutic approach and focus on developing/teaching pro-social behaviours reduces the likelihood of behaviour escalating to the point of suspension or permanent exclusion. It is important to note that we have a duty of care to all children; therefore, if despite support, behaviours impact adversely on the safety and wellbeing of other children or adults, the Headteacher and Governors reserve the right to suspend or permanently exclude children who put others at risk. This is in line with DfE guidance: suspension and exclusion may be considered when 'approaches towards managing behaviour have been exhausted' or as a measure to ensure that other children and staff are protected from disruption and can learn in a safe, calm and supportive environment. (DfE 2022, p3).

Appendix 1

Function of Behaviour

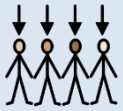
- All behaviour has a function.
- Function is what the behaviour is communicating.
- One behaviour may have more than one function.

Sensory 	Meeting a known or unknown need. Provides input to one or more of the senses.	Can happen any time especially when excited or anxious	Provide appropriate space or if harmful provide alternative that meets the same sensory need
Escape or Avoid 	The need to leave when already doing something. Avoiding a situation or demand when asked to do something.	When task is: under stimulating, hard, easy, boring, undesired, scary or anxiety producing	Provide first/then prompt, alter length of tasks, pitch task at right level, teach child to ask for break, give choice within activity, etc
Attention 	Interaction with or reaction from another. Verbal, physical, social or related to proximity. Positive or negative attention.	When social attention is desired	Provide attention when on task
Tangible 	To obtain access to something (location, item, activity or someone).	When a preferred item or activity is wanted/desired	Teach child to ask for item, first/then or now/next

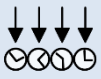
Appendix 2

TANNERY DRIFT
• FIRST SCHOOL •

Golden Rules

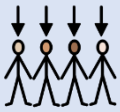

We are gentle and kind to everyone in our school.



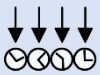


We always try our best.



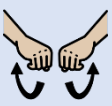


We always listen carefully and politely to everyone.





We always look after our property, other children's property and property belonging to adults and the school.




We try hard to be honest at all times.

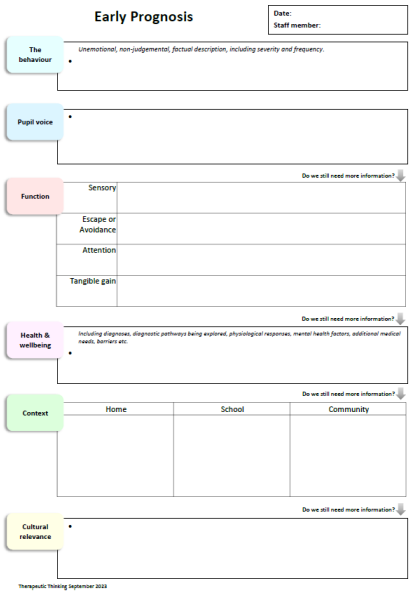
Appendix 3

Therapeutic Thinking Graduated Response

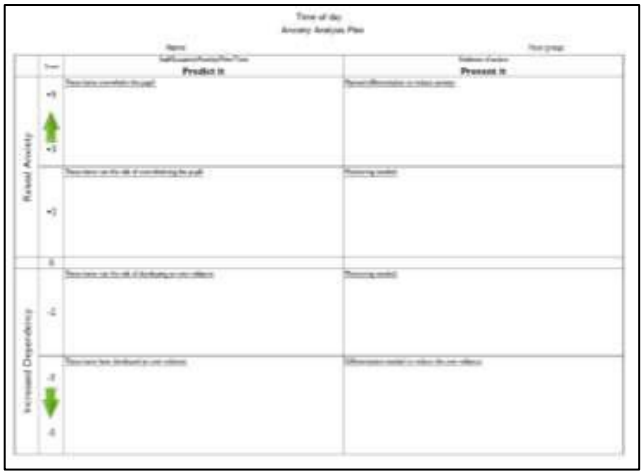
Universal Behaviour Curriculum	❑ Teach pro-social behaviour. ❑ Include within pupil induction. ❑ Establish routines. ❑ Staff role-model expectations. ❑ Create positive relationships. ❑ Use positive phrasing to communicate expectations.
Targeted Behaviour Policy	❑ Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. ❑ Check if the identified behaviour is covered in policy. ❑ Follow the policy. ❑ Record the impact of policy on pupil's behaviour. ❑ Analyse the dynamic using the inclusion circles. ❑ If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
Targeted Plus Early Prognosis	❑ Describe the behaviour factually and unemotionally. ❑ Gather appropriate and authentic pupil voice. ❑ Gather information from relevant parties, including multi-agency colleagues, in respect of: o Function of behaviour o Health and wellbeing o Context o Cultural expectations ❑ Use the collated information to Assess, Plan, Do, Review. ❑ Where further intervention is needed, move to Predict & Prevent.
Specialist Predict, Prevent & Progress	❑ Update Early Prognosis document. ❑ Complete Risk Calculator. ❑ Identify any protective consequences needed. ❑ Identify educational consequences needed. ❑ Complete Subconscious and Conscious checklists. ❑ Complete Anxiety Analysis over a period of time. ❑ Identify factors the child can't cope with and which they can't cope without. ❑ Use all preceding analysis to create a Predict, Prevent & Progress plan. ❑ Review the plan regularly. ❑ Where further intervention is needed move to Therapeutic Plan.
Specialist Plus Therapeutic Plan	❑ Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). ❑ Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. ❑ Complete a Therapeutic Plan as a result of the completed analysis documents. ❑ Continue Assess, Plan, Do, Review cycles. ❑ Involve multi-agency colleagues in a review of the effectiveness of meeting need.

Appendix 4

Behaviour Toolkit











Appendix 5

Anti-social behaviour	Responses to behaviour	Possible scripts
Behaviour that has a detrimental impact to themselves: • Screaming/shouting • Self-harm • Ripping up work • Hiding under tables • Not keeping themselves safe – e.g. climbing on furniture	• Using positive phrasing to de-escalate • Purposeful ignoring • If behaviour continues adult to remind child of expectations for prosocial behaviour • If behaviour continues, use social story to promote pro-social behaviours • Use circle time to promote pro-social behaviours • Consequences to be meaningful to incident • Adjust provision for protective consequences, e.g. changing the adult which might help re-direct the situation	*"I can see something has happened....."* *"I wonder if you might be....."* ***Don't assume how they are feeling.*** *How do we know a child is feeling this way? They may look angry but actually feel worried.* *"When I feel..... I'm sometimes not sure what to do"* *Use the more general word 'upset' 'frustrated'?, until you find out the more specific feeling.* *Use a visual to support the child to try and identify the feeling. Often a child will not know how they feel and will not be able to express this.* *When you have found out more specifically how the child is feeling:* *"It's ok to feel....."* *"When I feel.....I find this might help me ..." (count to 10, take a deep breath, walk away to a quiet space, find some paper and draw how I am feeling etc")* *"I wonder if you need to.....e.g. eat something, have some time in a quiet space, have a story etc. so that you can feel better."* *"I am here to help. What can I do to help you?"* *"I'm here when you are ready."* *"I'm listening"* *"I feel worried that you aren't safe."* *"I understand it is difficult to ..... at times but I remember when you ..... and I was so proud of you."* *"Is there something I can do to make things better?"* *"I can see you might not be ready to ....."* *"I am going to wait over here until you are ready. I am going to move closer to you so that you know where I am. I am going to wait.....so that I know you are safe."* *"I remember the last time we tried..... and you felt better"* *"If you are able to, can you tell me how you are feeling at the moment?*

Behaviour that has a detrimental impact to another child. • Invading another child's personal space • Verbal abuse to another child, including shouting and screaming • Defacing another child's work • Physically harming another child • Leaving a child out	• Private discussion with child about personal space – 'An arm's length away is a good place to stay.' • Discussion with child to diffuse situation, use the class 'Feelings Hub', refer to RRS– restorative de-brief after incident. • If behaviour continues, use social story to promote pro-social behaviours. Use circle time to promote pro-social behaviours. Consequences to be meaningful to incident. Adjust provision for protective consequences.	*"An arm's length away is a good place to stay" " I'm a bit worried about ……because……."* *"I would love you to come and help me with ……" (have a helping job so that the child can feel useful/needed)* *"I remember when I was little and I was frustrated with a person in my class…… If I think back I remember I ……" (give a strategy that helped e.g. went off to a place where I could be on my own so that I had some space….etc)* **Restorative conversation when the child is in a place ready to do this:** *"I can see you were very upset… and I think …..was upset too"* *"Can you remember what happened before ……(the incident) happened?" (this gives the child a chance to say if there was possibly a trigger)* *"I wonder if you did that because ……"* *"What could we/you do to make things better again?"* *"Let's look at e.g. the Wheel of Choice to help us"* *"I saw…… happening……Is that because ……?"* *"This is why I needed to do that…. (e.g. remove the child from the space where the incident happened….) because I wanted to keep everybody safe"* Use Playmobil figures as a way to represent the situation that happened so that the child has a chance to say what happened and so that the adult can model an alternative scenario.

Behaviour that had a detrimental impact on the class: • Disrupting learning by shouting and calling out during whole-class sessions • Walking through the carpet, treading on children • Disrupting learning by damaging furniture or resources • Defacing/ripping displays/work • Playing roughly with children on the playground • Inciting others to behave in an antisocial way • Physically hurting/harming a group of children	• Purposeful ignoring. If behaviour continues adult to intervene using visual cues or non-verbal cues to encourage prosocial behaviour. If behaviour continues, an adult will intervene and have a private conversation with child. • Consider position the child sits in, on the carpet. Give them a responsibility/purpose whilst on the carpet. • Adult to intervene and de-escalate situation. Consider safety of others (Do you need to evacuate classroom or remove child?). Offer opportunity to move to a space (in the classroom or outside classroom) that will help them calm down. Offer opportunity to put things back and tidy resources/furniture. • Adult to intervene and de-escalate situation. Offer opportunity to move to a space (in the classroom or outside classroom). Child to help repair display/work. • Adult to intervene and de-escalate situation. Offer opportunity to talk through what's happened – use comic strip conversation. Social story in place to change behaviour to be pro-social. Adult to support/remind child of pro-social behaviour and regular check-ins with social story.	"I can see you are finding this a bit tricky to….would it help if we sat/stood……e.g. at the back or on the edge of the carpet? –(limit to 2 choices) "Let's take a walk…. so that we can…" (get some fresh air, find a place to run and use up some energy etc) "Let's all have a wiggle break …".(put on something that gets the children up and moving so that the cycle of calling out is broken "I understand it is difficult to …….. at times but I remember when you…….. and it made me so proud." "A safe class can be a happy class" "I know that if I walk around the edge of the carpet then I am keeping everybody in …..class safe" (this phrase needs to be drip fed regularly in front of the class) "Will you help me to look after the …" (pick a piece of furniture that can be cleaned/wiped down every day so that the child starts to have ownership of the classroom furniture. Then change to a new piece of furniture to 'look after) "Will you help me to put up this ……" (as above, encourage the children to help put things up in the classroom so that they have ownership of their environment) "I can see you are feeling ?upset/frustrated?...(avoid using an emotions word until you know more specifically how they are feeling) "I would love to hear about your game?" "Tell me about the game you are playing. What are the rules?" "I wonder how the game is making everyone here feel?" "I wonder if we can improve the game and make it even better!" "I wonder if it is keeping everyone safe?" "If you are able to, can you tell me how you are feeling at the moment?" "Let's keep ourselves safe" "Together we could think of some ways to make the game safer" **Restorative conversations:** "We all have the right to be educated…." Use Playmobil (as above) to represent the situation that happened (if appropriate) and to model a positive scenario. "Someone worked really hard to make this. I think they would be really happy if *together* we made it better again" Use social story.

Behaviour that has a detrimental impact on the school: • Running off – leaving the classroom and running through communal areas	• Use de-escalation/ distraction strategies to engage child. Private discussion with child to understand why they ran off. When ready to return them to class. Whole-class discussions on safety. Social story to promote pro-social ways to express themselves.	"You forgot to take me with you!" " I wonder if we can get to .....by counting but we have to reach .....by number 10, not before. Listen as I start to count" "A holding hand is a safe hand" "Let's walk to the hall. We can use up some energy (run) when we get there" "I wonder if I'm able to sit next to you .... I'm going to try really hard to focus on what .....is saying. I feel calm when I sit and listen to ....." "What can you see? You're doing really well. We've got .....mins left"
• Difficult behaviour in assembly that disrupts • Misuse of group rooms – damaging property	• Additional adults to support identified children in assembly. Private discussion to ascertain what they find difficult in assembly. Assembly club • De-escalation strategies to calm child. Use 'I wonder if...' statements. Comic strip conversations when in de-brief with child. Consequences to repair damage/replace furniture & resources. Opportunity for child to say sorry in a way that is appropriate for them. Include child in setting up areas to encourage respect for them.	"Let's move somewhere else so that you can see and hear better" "We'll take this equipment out to ..... because we need to keep safe"
Behaviour that has a detrimental impact on the community: • Being rude to passers- by • Road safety on a trip (running off) • Damaging the environment • Endangering self/others	• Preparation for trips – social stories to promote pro-social behaviour • Privately speak to child about comments made • Risk assessments in place. Parents invited to join trip. Reduced time on trip (parent dropping child off/collecting from venue). Higher ratio of adults – careful deployment of staff. • Using resources from the library to promote pro-social behaviour towards the environment. • Call to school to inform Headteacher. Child maybe collected from trip by school staff and returned to school.	*"I have promised your grown up that I will keep you safe".* *"Let's talk to ... and find out about how we care for the environment. Maybe they can give us a job to do to help them (if appropriate*)"