



Coleshill C of E Primary School

Positive Behaviour Policy (including Anti-bullying)

With God's love, we grow and flourish together

Policy developed by: Mrs A Currin

Committee: Local Academy Board

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Chair of committee signature: Mr David Lloyd

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Date of review	Chair of Governors
KCSIE 2022 Update Sept 2022	Mr C Hindle
January 2024 Revision of Policy: <ul style="list-style-type: none">• Additional School value• Underpinning Principles and Strategies• Behaviour praise/rewards and consequences• Our Graduated Approach• Appendices	Mr David Lloyd 

our Vision

Our school's purpose is built upon the fundamental principle that every child matters to God and has the right to be treated with dignity, learn about their innate worth and understand their unique value and place in God's world. We provide opportunities for all children to experience a community living out Christian values and making choices which lead to hope, aspiration and fulfilment.

We believe our school should be a place where we all want to be, a place where children feel safe and secure, where God's love is reflected in our care for every individual. We nurture our community, ensuring children flourish physically, mentally, emotionally and spiritual thereby achieving their potential. As a church school we find inspiration in the life and teachings of Jesus Christ, celebrating the diversity around and amongst us and applying our understanding of tolerance and respect.

Our curriculum is about bringing engagement, fun and enthusiasm to learning. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. Our high expectations develop character and pride in our identity as Coleshill Church of England Primary School, preparing every child for their future.

Our Values

Our behaviour policy is based on Christian values. Pupils will be taught and encouraged to lead by example guided by the values of honesty, respect, kindness, perseverance and self-control.



Honesty

With God's love, we are truthful so we can be trusted and grow in wisdom.

"Speaking the truth in love" (Ephesians 4: 15)



Kindness

With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.

"Clothe yourselves with kindness, humility, gentleness and patience" (Colossians 3: 12)



Respect

With God's love, we care for others, ourselves and our school, so we listen and use good manners.

"In humility, value others above yourselves" (Philippians 2: 3)



Perseverance

With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.

"Perseverance (produces) character and character, hope" (Romans 5: 4)



Self-Control

With God's love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.

"The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5: 22)



Forgiveness

With God's love, we choose to forgive and let things go, accepting when someone is sorry so we can build bridges and form trusting relationships

"Forgive us our sins as we forgive those who sin against us" (Luke 11:4)

Intent: Our Behaviour Principles

Purpose

At Coleshill C of E Primary School we are guided by our Christian mission and aim to ensure that our pupils and staff enjoy 'Life in all its fullness' (John 10:10). We believe that everyone is created in the image of God and is of infinite worth to be treated with dignity. Therefore, we recognise and embrace diversity of backgrounds, experiences and abilities; we believe in equity over equality so that individuals can flourish within our community. In our Christian community, positive relationships are central to our sense of belonging. Positive relationships foster connection, understanding, acceptance and trust; all are key principles in developing self-worth, emotional wellbeing and a culture of mutual respect. Positive relationships are nurtured through these core concepts:

- > **A Relational Approach:** loving, caring attitudes that support building self-esteem and self-confidence. Every individual child needs to feel loved, valued and cared for. 'Some children follow rules; some children follow people' (Dix, P; 2017).
- > **Individual's Flourish:** concern for the physical, mental, spiritual and emotional wellbeing of individuals. Everyone is taught to be part of a caring, ordered environment where individuals feel valued, safe and secure. This includes awareness of individual's additional needs and adverse childhood experiences (ACEs). Pupils need to be taught how to self-regulate and develop self-control, to make positive choices to serve them through later life.

> **Justice, Forgiveness and Respect for others:** Clear boundaries and routines help children feel safe and secure. Conflict resolution needs to be taught; reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start is a key part of our restorative approach. Some behaviours have consequences in order to find justice, resolution and to help rebuild trust and safety within the community.

Our Behaviour Principles

>We are Trauma Informed

We believe in providing a nurturing environment that recognises children's Adverse Childhood Experiences (ACEs) and is built on the understanding that before self-regulation comes attachment. We continue to develop an understanding around the effect that trauma has on the brain and how this can have an impact on the child's development and how a child behaves or reacts to certain situations.

We adopt an approach where the adult understands that behaviour is communication of an emotional need, taking a non-judgemental, curious and empathetic attitude towards behaviour. It is the responsibility of the adult to seek to identify what is being communicated and then help the pupil communicate this in more appropriate ways.

We understand the important role of the adult in developing relationships built on empathy, acceptance, attunement and trust to be able to support a child through co-regulation. For more information, it is helpful to understand the Window of Tolerance. <https://www.youtube.com/watch?v=Wcm-1FBrDvU&t=8s>

>We are Relationship Focussed; Building Community through Restorative Practice

We put relationships first, developing a positive school culture and climate that fosters belonging, connection, inclusion, respect and value for all members of the community.

Restorative Practice has relationship, respect, reintegration and repair at the heart of culture. Our restorative practice is underpinned by our Christian understanding of forgiveness and justice. Behavioural mistakes are learning opportunities. Children are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt with, it is finished and this needs to be clear to the child and others. Sometimes pupils will learn the necessary lesson through a consequence; other times what is required is the teaching of specific skills to help them make more appropriate choices in the future. It might be a combination of the two.

>We are Inclusive of Diverse abilities and Backgrounds

Our school is an inclusive school that meets the needs of a range of children and we are committed to the emotional, mental health and wellbeing of our staff, children and parents.

We will

- Provide a holistic environment where children can develop socially, emotionally, physically, spiritually, and academically in a safe and secure environment.
- Foster caring attitudes and celebrate diversity so achievements in all areas are acknowledged.
- Be fair to everyone; this is not about everyone getting the same (equality) but about everyone getting what they need (equity). We will therefore make reasonable adjustments in accordance with the child's 5 ability to self-regulate and recognise underlying factors that might be contributing towards the behaviour that is causing concern.
- Encourage a calm, purposeful learning environment in the school.

- Use a graduated approach to supporting pupil's with behavioural development (Appendix 1)

Behaviour Expectations and Pupils with SEND/ SEMH needs

All children belong in our school community and our behaviour policy will serve to promote calm environments that universally support all children and enable them to learn.

We seek to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

Implementation: Underpinning Strategies

In order to implement our principles the following underpinning strategies will be used.

>Values Driven: Building character and intrinsic motivation through our Christian values

Our values are taught through Collective Worship and PSHE lessons. Values driven behaviour is celebrated and reflected upon through our positive recognition and reward.

- Practising Self-Control: Teaching and supporting all children become self-regulated and self-disciplined
- Practising Honesty: We teach children to accept responsibility for their own actions and make positive choices
- Practising Forgiveness, Kindness and Respect: We teach children to practise forgiveness, kindness and restoration (for example through the 'Solve it together' technique Appendix 4)

>Positive and Consistent

Positive self-esteem contributes to the ability to use self-control and self-regulation. Self-esteem can be built through positive affirmation, praise, recognition and reward.

We will:

- Draw attention to positive behaviour by praising, rewarding and celebrating children who demonstrate our values or positive attributes. (See Recognition and Rewards Appendix 3)
- Describe, model and encourage clear and concise expectations of behaviour through collective assemblies, in class time and in nurture to ensure that all children understand what is appropriate.
- Teach visible consistencies and routines. Routines aid children in understanding and knowing what is expected at all times in all places and the predictability helps to make children feel safe and secure. Visible consistencies at Coleshill C of E Primary School are included for example in the manner and expectations of how children move around school, how children are greeted by adults within the school each day and the way children present in and wear their uniform (see Appendix 2).

>Self Regulation and Emotional Literacy:

Zones of Regulation is taught as part of our PSHE curriculum. This programme teaches children emotional literacy; being able to identify and label emotions supports with increased self-awareness, positive mental health and development of self-regulation skills.

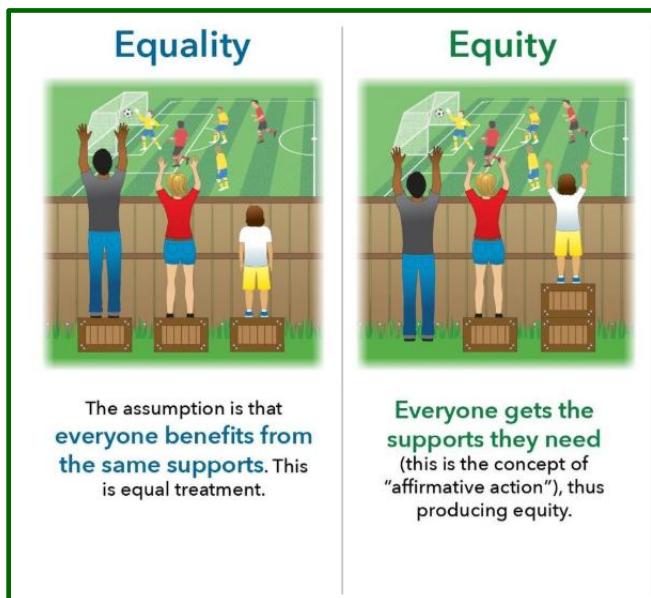
<https://zonesofregulation.com/>

>Equity: A Graduated Approach

The majority of pupils are able to follow our expectations with little, if any, need for support. They are able to regulate their behaviour appropriately, make appropriate choices and, where they make mistakes, are able to learn from these through making reparation such as an apology or another appropriate response. Consequences may be appropriate to enable the child to reflect on their behaviour and be supported where needed.

In some circumstances, to treat children with dignity, kindness, tolerance, respect and equity, where the universal rewards and consequences are not effectively promoting positive behavioural development, an individualised approach to behaviour management will be implemented through our Graduated Approach (Targeted support). This may include children who, for whatever reason(s), are struggling to regulate their emotions and behaviour. In this instance, typically staff will follow a plan that focuses upon de-escalation, co-regulation and restorative conversation.

See Appendix 1: A Graduated Approach



>Safe, Fair and Consistent; Consequences and Sanctions

Clear boundaries ensure that children feel safe and secure. Staff will at all times show respect, love and kindness to pupils, understanding that positive relationships develop positive behaviour. This can mean the use of consequences in response to unacceptable misbehaviour. The aim is to maintain our high expectations and ensure that all children are safe and can learn in a calm environment.

A response to behaviour may have various purposes

- **Deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **Protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **Improvement:** to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support (DFE; 2022)

Our behaviour policy is relational in approach with equity as its underpinning, therefore there are times that

flexibility is necessary. Staff will consider that 'all behaviour is communication'; staff will seek to take account of any identified contributing factors (for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND, has been subject to criminal exploitation, or is experiencing significant challenges at home).

See Appendix 3: Responding to Misbehaviour: Consequences and Sanctions

> Restorative Practice & Emotion Coaching

Children may need support during an incident. See Appendix 5 for Emotion Coaching Stages and Appendix 1 for de-escalation strategies.

Following an incident, once parties are regulated, repair and rebuild is an important stage of our approach. Pupils are supported in acknowledging the impact of their behaviour on a relationship, be it with another pupil or an adult. Responsibility, not blame, is the focus of this process, using restorative practice as a framework. The focus is upon the importance of children:

- taking responsibility for their behaviour and its impact upon others;
- learning from their behavioural mistakes;
- doing what is needed to restore relationship where their actions have caused a relational rupture.

See Appendix 4: Emotion Coaching

> Monitoring Individual's Behaviour

All behaviour (both rewards and consequences) are logged through epraise, and in serious misbehaviour, through CPOMS. This enables us to monitor behaviour and look for patterns in order to support the child.

In cases of dysregulation, we need to be aware that there are experiences in school that can trigger student patterns of behaviour. These triggers may relate to learning, peers, adults/authority, or organisations. It is the responsibility of teachers to be curious and identify triggers and patterns of behaviour in order to find ways to best support the child. Inquiries into circumstances outside of school may also support the member of staff to further understand the possible reasons behind behaviour.

- ABCC forms will be completed following significant incidents to support analysis of triggers (Appendix 5)
- If a pattern of ongoing misbehaviour emerges, this will be highlighted to the SENDCO to consider whether a behaviour plan is required as part of our Graduated Approach
- Discussions will be held with relevant staff/parents/carers to identify possible underlying causes. This is particularly true of those pupils who have been identified as having Social, Emotional and Mental Health needs (SEMH) - or whose behaviour indicates that exploration of this possibility is needed. In some instances, this might involve input from external professionals such as an educational psychologist, behaviour support, Speech and Language specialists, etc.
- Parents/carers will be informed and involved in discussions, as will the pupil themselves. In deciding upon the most appropriate form of action to take, staff will:
 - assess the severity of the misbehaviour
 - assess to what extent it has: impeded others' right to be safe, treated respectfully, to teach, learn or develop,

- take into consideration any extenuating circumstances.

Pupils who are identified as particularly vulnerable will need specific approaches tailored to their individual needs and experiences, strengths and difficulties. These will need to be planned in conjunction with parents/carers and relevant partners, and shared sensitively, as deemed appropriate.

See Appendix 1; A Graduated Approach

>Monitoring and Evaluating School Behaviour

Coleshill C of E Primary School has evaluative measures in place to monitor the effectiveness of our behaviour system. Concerns are documented and analysed by SLT to identify trends and indicate where further support is required. Data is analysed from:

- Epraise data analysis
- Behaviour incidents
- Attendance
- Fixed-term suspensions
- Permanent exclusions
- Use of pupil-support units and managed moves
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, governors and parents regarding their perceptions of our behaviour culture
- Suspensions and Exclusion are monitored by the Executive Team and Governors

Dealing with Serious (Critical) Incidents

At Coleshill C of E Primary School the safety of all members of the school community is paramount. We focus on the two key principles of Protective Behaviours:

1. We all have the right to feel safe all the time.
2. We can talk with someone about anything even if it feels awful or small.

Occasionally there may be an incident which impinges upon these rights. A serious or critical incident includes where there is:

- Significant physical/emotional/mental/ sexual harm to another child
- Physical/emotional/mental/sexual harm to an adult
- Self harm
- Sustained and/or substantial danger to property
- Sustained harassment or bullying

Staff will:

- Ensure the child (or other children) can go to a place of safety
- Alert the Headteacher or another senior member of staff

The Senior Leader, supported by another adult where appropriate, will supervise or support the child involved in the critical incident.

- The Senior Leader will decide upon the appropriate action to take in line with the school's Behaviour Policy
- In the case of an adult causing the critical incident, all children will be moved to a place of safety immediately, the Headteacher or senior staff alerted and the police called by dialling 999. If appropriate the Lockdown plan may be activated.
- The school will endeavor to contact parents of a child who is involved in a critical incident as soon as is practically possible

The Headteacher and Governing Body of the school have a duty of care to all pupils and staff, and the behaviour policy takes appropriate account of health and safety of all children and adults in school.

- There will be zero tolerance of any form of serious assault on pupils or staff.
- We have the statutory powers to take measures to keep pupils and staff safe, these measures include:
 - Confiscating items from pupils as a disciplinary penalty
 - Disciplining pupils who behave inappropriately on the way to and from the school, for instance when travelling on buses.
 - The Headteacher has the power to search groups of pupils if they suspect one of them is carrying a knife, other offensive weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.
 - A legal duty on schools to make provision to tackle all forms of bullying.
 - Providing an appropriate space for children to have time to think or be calm
 - Withdrawing children from outdoor play if deemed appropriate
- Restraining a child who is unsafe to others or themselves using reasonable force (staff who have been trained in Team Teach).

The Use of 'Reasonable Force'

There are circumstances when it is appropriate for staff to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm to more extreme circumstances such as where a child needs to be restrained to prevent violence or injury. Reasonable in these circumstances means 'using no more force than is needed'. Assessments of what is reasonable and when it is reasonable to use force are matters of professional judgment within the context of the law and depend upon the precise circumstances of individual cases. There is no legal definition. This underlines the need for policies and procedures that are developed by partner agencies and scrutinised by their legal advisors before being put into operation; and for staff training to incorporate awareness of the following legal dimensions:

- To be judged lawful, the force used would need to be proportionate to the consequences it is intended to prevent;
- The degree of force used should be the minimum required to achieve the desired result;

- Key legal words to be noted are reasonable, proportionate and necessary. Any action taken should always be in the best interests of the child/client.

The use of force may be considered necessary if any of the following applies;

- A child is hurting themselves
- A child is hurting someone else
- A child is committing significant damage to property
- A child is committing a criminal offence
- A child is preventing safety, good order and discipline within the classroom or school environment

In addition, a Headteacher or authorised member of staff, may use reasonable force when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

See Appendix 9: Bibliography

Recording incidents

As soon as possible after the use of force is used it should be documented. A bound book in the Headteacher's office is completed to make an official record. Accounts will be factual and dated. Specific information will be recorded in accordance with the pro-forma in the bound book.

Reporting Incidents

Incidents where force has been used will be reported to parents verbally. Reviewing the Positive Intervention Plan with parents should be done if appropriate to see if any adjustments need to be made. Incidents will also be reported to professionals working alongside school so that further measures to reduce the risk of reasonable force being used again can be implemented. On occasion it may be necessary to report an incident to the police, the Warwickshire Safeguarding Board or the Health and Safety Executive.

Further post-incident support

In addition to reviewing the incident and working further on the positive handling plan, engagement and support will be offered to parents.

The child involved will also be supported in building any broken relationships and in helping them to understand the incidents and the consequence of their actions so that lessons are learnt.

Minimising the need to use Reasonable Force

Reasonable force should only be used as a last resort and we as a school are committed to putting carefully and personally designed strategies in place to prevent there being the need to use force at all. We will reduce the need to use force by:

- Creating a calm atmosphere in school through use of strategies outlined in the rest of the Relationships and behaviour policy and by catering to children's emotional needs in the way the curriculum is planned.

- Following Protective Behaviour approaches which work to create non-violent individuals, families and communities.
- Using the PSHE curriculum (built around Jigsaw Relationships Sex Education programme), circle time and assembly times to teach children to manage conflict and strong feelings.
- Provide training for staff in de-escalation techniques (through programmes such as 'Team Teach' and Emotion Coaching)
- Only doing so where the risks of not using force clearly outweigh the risks to staff and pupils of using force.
- Putting in place 'Positive Intervention Plans' with support from professionals who work with the school and with support from parents. These provide detailed instructions of how to de-escalate a potentially challenging situation at every stage of its escalation.
- Ensuring risk assessments are in place where risks are high so that there are clear protocols for staff to follow.
- Moving other children away from potentially dangerous situations into other areas of the school.
- Teaching children strategies that will help de-escalate situations.

Preventing Recurrence of Misbehaviour

Coleshill C of E Primary School have adopted a range of strategies to support pupils to manage their behaviour and to reduce the likelihood of suspension or permanent exclusion.

Appendix 1: Behaviour Graduated Approach

Appendix 8: Mental Health and Wellbeing Policy (Graduated Approach).

Behaviour Outside of School Premises

School has the power to and will sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. In response to non-criminal behaviour and bullying which takes place outside of the school premises or online, Coleshill C of E Primary School will refer to this policy and our whole school system; the behaviour will be dealt with within school. Behaviour outside of school or online that school might sanction pupils for include:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school

Suspected Criminal Behaviour

Where a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police by gathering information to establish only the facts of the case. These initial investigations will be fully documented, and school will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, school will ensure any further action they take does not interfere with any police action taken. However, school does retain the discretion to continue investigations and implement their own consequences so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to also make a report to local children's social care. As set out in Keeping Children Safe in Education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

Roles and Responsibilities

The Governing Body will:

- Be positive role models, promoting the school values of honesty, kindness, perseverance, respect, self-control and forgiveness
- Support the implementation of the behaviour policy
- Provide advice to the headteacher regarding disciplinary issues and exclusions (Appendix 8)
- Review the effectiveness of the policy

The Headteacher will:

- Be a positive role model, using the school values of honesty, kindness, perseverance, respect and self-control
- Ensure the health and safety and welfare of all children
- Build positive relationships within the school community, making sure children, parents and staff are respected, listened to, feel valued and are treated fairly
- Implement the positive behaviour policy, reinforcing the need for consistency
- Praise and encourage positive behaviour with rewards and dedicated assemblies
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of children displaying distressed or dysregulated behaviour where appropriate
- Support staff when dealing with distressed behaviour and the law
- Implement the Suspension and Permanent Exclusion Policy where appropriate

School Leaders will

- Be visible, engaging with pupils, building relationships and modelling high expectations of behaviour.
- Support staff with understanding behavioural culture and expectations and strategies for implementing the behaviour policy.
- Support Staff with CPD
- Support a child in crisis where appropriate
- Engage with professionals and deepen their own professional expertise on influential factors on behaviour, such as SEND, Mental Health needs, safeguarding needs, disabilities, attachment and adverse childhood experiences to be able to support a child appropriately in crisis.
- Monitor behaviour patterns

Staff will:

- Be a positive role model, using the school values of honesty, kindness, perseverance, respect, self-control and forgiveness
- Foster positive relationships within the school community, making sure children, parents and staff are respected, listened to, feel valued and are treated fairly

- Be calm and consistent, thereby creating a calm and safe learning environment
- Be consistent with high expectations, boundaries and routines
- Implement the positive behaviour policy
- Work in partnership with the behaviour team (Headteacher / SENCO/ Pastoral Lead) to ensure all policies and Behaviour plans are followed, behaviour dealt with and paperwork completed.
- Seek to be regulated and calm before dealing with dysregulated behaviour
- Use a toolbox of strategies to support a child through co-regulation where appropriate (Appendix 1)
- Teach emotional literacy and support children with expressing their emotions using PSHE, circle time and restorative conversations
- See behaviour as the child communicating unmet needs, separating the behaviour from the child and recognising the child's ACEs
- Actively monitor and identify triggers to pre-empt misbehaviour
- Reflect on their practice and the developing needs of children in their care
- Be equitable in their practice, recognising and supporting children with differing needs and backgrounds as appropriate.
- Ask for support when needed and offer support to colleagues in developing skills in positive behaviour management
- Inform parents and carers about the welfare and behaviour of their children

Children will:

- Use the school values of honesty, kindness, perseverance, respect, self-control and forgiveness
- Conduct themselves in manner which keeps themselves and others safe
- Adopt learning behaviours which support their own and other's learning
- Be reflective of their own feelings and adopt strategies to self-regulate
- Learn to empathise with the feelings of others
- Be responsible for their own actions and their impact on others
- Engage in restorative conversations as a means of forgiveness and reconciliation

Parents/Carers will:

- Support the school's behaviour policy and reinforce at home, working in partnership with school.
- Be respectful of others, aware of the school's values
- Foster good relationships with the school and support the school in the implementation of this policy
- Trust that staff are putting the child at the centre and doing the best they can with the knowledge, resources and time they have available.
- Celebrate with their child their achievements, recognition and rewards
- Talk to their child's class teacher if they have any concerns about their child's learning or wellbeing
- Ensure their child attends school regularly, punctually and is appropriately dressed in school uniform
- Attend any meetings linked to reviewing their child's progress and/or behaviour.

Anti-Bullying and Anti-Harassment

Aims

The aim is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied and to provide coaching and support for both the victim and the bully in order to stop repeated incidents.

Child on Child Abuse Definition (KCSIE 2023)

It is important to recognise that abuse isn't always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online. This is referred to as 'child on child abuse' and can include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
- sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi nude images and or videos (also known as sexting or youth produced sexual imagery)
- 'Upskirting' which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence and anyone of any gender, can be a victim
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Bullying and Harassment Definition

Bullying and harassment are defined as deliberately hurtful behaviour, repeated over a period of time, that intentionally hurts another individual or group. The relationship involves an imbalance of power and can happen face to face or online. If left unaddressed, bullying at school can have a serious impact on a young person's mental health, self-esteem and ability to thrive in education.

See more information from the Anti-Bullying Alliance

Bullying can/may:

- Be physical abuse, such as: hitting, kicking, shaking, biting, violence and harassment
- Be emotional abuse, such as: name calling, spreading rumours or social inclusion
- Involve intimidation or threats of violence
- Involve racial, sexual or homophobic abuse
- Be perpetrated by an individual or a group
- Take place online or via technology (aka cyberbullying)
- Be motivated by real or perceived differences (e.g. a child who may not be, but is perceived by other children to be LGBTQ+)
- Involve an imbalance of power
- Disproportionately impact children with SEN and disabilities

Sexual Violence and Sexual Harassment between Children

Sexual violence refers to crimes under the Sexual Offences Act 2003 and includes rape, assault by penetration and sexual assault; whilst sexual harassment incorporates a wider range of 'unwanted conduct of a sexual nature', such as: sexual comments or lewd "jokes", sexualised bullying, non-consensual taking or sharing of sexual images/videos (such as upskirting), or physical behaviour such as: deliberately brushing against someone or 'pinging' bra straps.

Sexual violence and sexual harassment can/may:

- Occur between two children of any age and sex
- Be physical and/or verbal
- Occur online and/or offline
- Be perpetrated by individuals or groups, against individuals or groups
- Be a standalone incident, or part of a wider pattern of sexualised behaviour
- Be perpetrated against some children more than others, such as: girls, children with SEND or LGBT children.
- May include non-contact activities such as involving children in look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same setting.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Child on Child abuse, Bullying and Harassment are anti-social behaviours and affect everyone. These behaviours are unacceptable and will not be tolerated at Coleshill C of E Primary School and Nursery. All issues of abuse, bullying and harassment must be taken seriously and dealt with appropriately. All school staff must be alert to the signs of child on child abuse, bullying and harassment and act promptly and firmly against it in accordance with this policy. The designated safeguarding lead will be fully engaged and make referrals for support as appropriate.

School Policy

We acknowledge that bullying, sexual harassment, abuse and violence can happen in our school and as such our RSE provision (see RSE policy) and curriculum aims to create awareness of these issues and help children understand what good and healthy sexual behaviour means.

We will endeavour to create a culture where children can recognise when they are feeling uncomfortable or unsafe and know who they can talk to in their support network to report it. We will make clear that reporting incidents benefits everyone including

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

The following steps will be taken when dealing with bullying and harassment (including sexual harassment) incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- All reports will be taken seriously; all pupils involved will be listened to and supported appropriately through our restorative approach
- A clear account of the incident will be recorded on CPOMS
- The Headteacher will review the log regularly and will keep all staff informed on a one-to-one and collective basis
- Class teachers will be the first point of call for incidents and, if it persists, they will advise the Headteacher either directly if appropriate and through CPOMS
- Parents will be kept informed (no matter how 'low-level') and invited to meet with the class teacher and /or the Headteacher as proportionate and appropriate
- Following the school's behaviour policy consequences will be used proportionately, as appropriate and in consultation with all parties concerned

Pupils who report incidents

Pupils who report incidents, no matter how small, will be taken seriously and will be praised for sharing what they have noticed/observed. We will let pupils know that we will

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Pupils who are being bullied or harassed

Pupils who have been bullied or harassed will be supported through:

- Opportunities to discuss the experience with the class teacher, teaching assistant or other member of staff that they feel comfortable with
- Reassurance of continuous pastoral support in order to restore self-esteem and confidence through Targeted Mental Health Support if appropriate

Pupils who are using bullying and / or harassing behaviour

Pupils who have bullied or harassed will be helped through:

- Discussion of the incident or behaviour with the class teacher or member of staff of their choice
- Establishing the wrong doing and benefits of changing their behaviour
- Teachers making regular contact with parents or guardians to help change the attitude of the pupil
- If necessary, setting up a personalised plan to help the children know how to behave appropriately

We recognise that sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it may be because they are communicating their own experience of abuse. Where there are concerns about a child, support will be put in place as appropriate and in accordance with our Child Protection and Safeguarding policy.

Actions taken

The following disciplinary steps will be taken when dealing with incidents of bullying / harassment:

- Complaints and official warnings will be filed in the anti-bullying log
- If there are three complaints recorded during one term (6 weeks), parents will be notified and asked to attend a meeting at school. They will be made aware of the following steps which may happen if behaviour doesn't improve:
 - Exclusion from certain areas of the school premises
 - Fixed-term suspension
 - Permanent exclusion

Staff will work with all parties to repair the damaged relationship if appropriate. Mitigations may need to be in place to protect other pupils (eg in cases of sexual harassment, bullying or violence) to support the victim. The views and feelings of the victim will be listened to and taken into account, however the final decision around mitigations will be at the discretion of the Headteacher.

Online Safety, Digital Literacy, and Misinformation (KCSIE 2025)

Coleshill C of E Primary School recognises the increasing importance of online safety and digital literacy in safeguarding children. In line with KCSIE 2025, our behaviour policy addresses all forms of online abuse, cyberbullying, and harmful online behaviours. We educate pupils about safe and responsible use of technology, including recognising and reporting online risks, misinformation, disinformation, and conspiracy theories. The school maintains robust filtering and monitoring systems to protect pupils from harmful content and regularly reviews these systems to ensure their effectiveness. All staff receive annual training on online safety, digital safeguarding risks, and the latest statutory guidance. Our approach is proactive, ensuring that pupils are equipped to navigate the digital world safely and responsibly.

Conclusion

This Behaviour Policy has been written with Christian values at its heart and we are determined to be a school where children feel safe as well as learn, be confident and happy. Effective teaching and learning is dependent upon positive relationships between staff and pupils, as well as peer on peer relationships. We have based our policy on a positive approach towards managing behaviour that recognises the individual. It is essential that staff are consistent with high expectations and will challenge unacceptable behaviour. The success of our policy will not be tested by the absence of problems but the way in which we deal with them.



Appendix 1 Living our Christian Values

Christian Values Lived out in our Community

With God's love, we grow and flourish together

Our Values	Honesty  <i>"Speaking the truth in love"</i> (Ephesians 4: 15)	Kindness  <i>Clothe yourselves with kindness, humility, gentleness and patience"</i> (Colossians 3: 12)
	With God's love, we are truthful so we can be trusted and grow in wisdom.	With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.
	Bible Story: Zacchaeus Zacchaeus was a man who had stolen from his community for his whole life; but then he met Jesus. It was a turning point for him to think about how he lived. He found out it was never too late to change and once he knew he was forgiven he became an honest and generous man.	Bible Story: The Good Samaritan The Good Samaritan looked after a man who most would have expected him to ignore. He did the unexpected and showed kindness to someone who people considered an enemy.
	As a child in our community: <ul style="list-style-type: none">• I am brave to tell the truth, even when it is difficult.• I am honest with myself and try to do better next time.• I say sorry with my words or actions when I have wronged someone.	As a child in our community: <ul style="list-style-type: none">• I use kind hands and kind feet to all.• I say kind words to others.• I am caring and generous in my words and actions to all, not just my friends.•
	As an adult in our community: <ul style="list-style-type: none">• I model honesty by speaking the truth with kindness, even in challenging situations.• I reflect on my actions and strive for continual improvement.• I acknowledge mistakes and apologise when I have wronged others.	As an adult in our community: <ul style="list-style-type: none">• I demonstrate kindness in my interactions with children and colleagues.• I use positive language and encourage others.• I foster a caring and welcoming environment for all.



Christian Values Lived out in our Community

With God's love, we grow and flourish together

Our Values	Respect  <i>"In humility, value others above yourselves" (Philippians 2: 3)</i>	Perseverance  <i>"Perseverance (produces) character and character, hope" (Romans 5: 4)</i>
	With God's love, we care for others, ourselves and our school, so we listen and use good manners.	With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.
	Bible Story: King David (1 Samuel 24:1-22) King David as a young man had a chance to steal the throne and those around him encouraged to do so. However, because he respected his King, David refused to harm King Saul. He left him safe to sleep, cutting a piece off his robe to prove he could have killed him but showed respect instead.	Bible Story: Noah's Ark (Genesis 6-9) Noah spent many, many years building the ark out in a desert land where no-one had ever seen a flood. Noah was surrounded by people encouraging him to give up and stop – but he didn't – he carried on and completed the task that God had set for him.
Our Actions	As a child in our community: <ul style="list-style-type: none">• I treat others as I would like to be treated• I listen to others and take turns to talk.• I accept everyone for who they are, respecting differences in faith, belief, views, and perspectives.• I am polite and use good manners. I look after our school environment.	As a child in our community: <ul style="list-style-type: none">• I think deeply about my learning.• I keep trying, even when things are hard.• If I get stuck, I can find another way to solve the problem.• A mistake (FAIL) is part of learning, it is a First Attempt in Learning.• I listen to feedback and am hopeful about how I can improve (growth mindset).
	As an adult in our community: <ul style="list-style-type: none">• I listen actively and ensure everyone's voice is heard.• I celebrate diversity and promote respect for all.• I model politeness and good manners.• I take responsibility for maintaining a positive school environment.	As an adult in our community: <ul style="list-style-type: none">• I encourage children to persevere and celebrate their efforts.• I model resilience and a positive attitude towards challenges.• I provide constructive feedback and support growth in others.



Christian Values Lived out in our Community

With God's love, we grow and flourish together

Our Values	Self-Control  <p><i>"The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control"</i> <i>(Galatians 5: 22)</i></p>	Forgiveness  <p><i>"Forgive us our sins as we forgive those who sin against us"</i> <i>(Luke 11:4)</i></p>
	<p>With God's love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.</p>	<p>With God's love, we choose to forgive and let things go, accepting when someone is sorry, so we can build bridges and form trusting relationships.</p>
	<p>Bible Story: Jesus tempted in the desert (Matthew 4: 1-11) Having not eaten for 40 days and 40 nights, feeling weak, tired and alone, Jesus still resisted the temptations set before him to be selfish and foolish. He knew he could do the things he was being tempted to do but decided on a better way.</p>	<p>Bible Story: Salvation (John 19 16-37) Love and forgiveness are central to Jesus' life and teachings. His surrender shows God's grace, calling believers to forgive as they've been forgiven. Forgiveness breaks resentment, heals, and fosters reconciliation, essential for peace and healthy relationships. Ultimately, it embodies the Christian message, revealing love's transformative power and the hope of new beginnings.</p>
Our Actions	<p>As a child in our community:</p> <ul style="list-style-type: none">• I listen and concentrate.• I always try my best.• I manage my distractions.• I regulate my feelings and actions, using strategies to help myself and others stay safe.• I make good choices. <p>As an adult in our community:</p> <ul style="list-style-type: none">• I model self-control in my words and actions.• I support children in developing self-regulation strategies.• I create a calm and focused learning environment.	<p>As a child in our community:</p> <ul style="list-style-type: none">• I accept apologies, understanding that we all make mistakes.• I seek reconciliation when I disagree with others.• I recognise my feelings and choose to forgive so that I can heal emotionally. <p>As an adult in our community:</p> <ul style="list-style-type: none">• I model forgiveness and encourage reconciliation.• I support children in resolving conflicts and moving forward.• I foster an environment where mistakes are seen as opportunities for growth.

Appendix 2

Behaviour Graduated Approach

Universal Provision

- ✓ Christian vision and values taught through Collective Worship
- ✓ Relationship building with staff and peers
- ✓ PSHE Curriculum: Jigsaw
- ✓ Timely support for SEND or SEMH needs
- ✓ Emotional Literacy: Zones of Regulation – following up with check-ins as appropriate.
- ✓ Emotion Coaching: Restorative Conversations to navigate conflict resolution
- ✓ Visual Timetables
- ✓ Recognition and Reward through verbal affirmation and epraise rewards and accolades
- ✓ Take a break area in each classroom
- ✓ Restorative practice to support conflict resolution
- ✓ Open engagement with parents through epraise and through contact with class teacher when appropriate.
- ✓ De-escalation Toolbox of Strategies used as appropriate

Verbal advice and support	Withdrawal offered	Diversion
Firm clear boundaries/ direction	Withdrawal directed	Contingent Touch
Humour	Transfer adult / change of face	Calm talking and stance
Negotiation	Reminder about consequences	Patience
Limited choices	Success reminders	Seating plans
Distraction	Grounding	Planned ignoring of behaviour
Reassurance	Movement Breaks	

Targeted Provision

- ✓ Individualised Behaviour Plan (IBP)
- ✓ Regular reporting (eg to SLT at the end of the day as part of behaviour monitoring).
- ✓ ABCC forms to aid with identifying triggers planning for next steps
- ✓ Interventions including pastoral support (boomerang, lego therapy, nurture support, ELSA, movement breaks)
- ✓ Staff reflection through ABCC forms
- ✓ Pastoral support through school's Family Support Worker
- ✓ Boxhall Profile assessment

Specialist Provision

- ✓ Mental Health referrals: CAHMS, SOLAR, Forward Thinking Birmingham
- ✓ Pastoral support plan
- ✓ Positive Intervention Plan (PIP)
- ✓ Bereavement Support: Guys Gift, Sycamore Counselling
- ✓ Specialist Teaching service
- ✓ Psychologist referral
- ✓ Early Help

Appendix 3

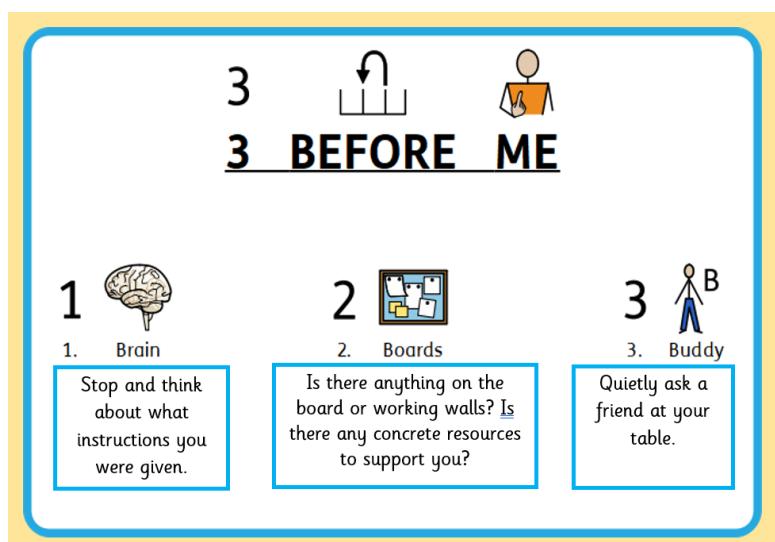
Visible Consistencies & Relentless Routines

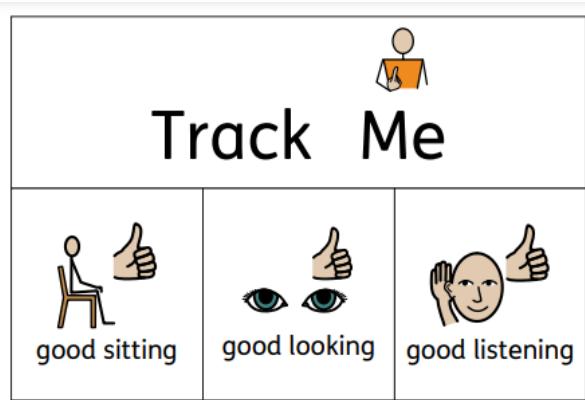
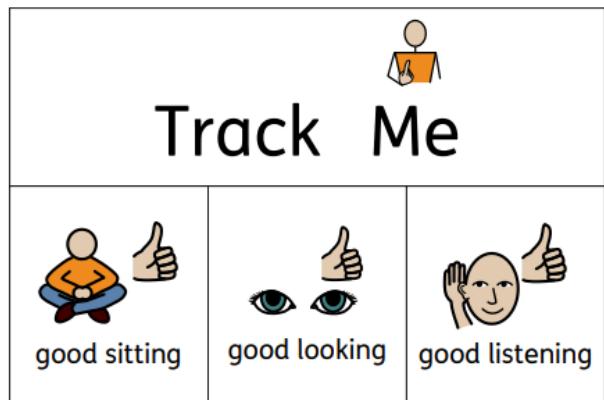
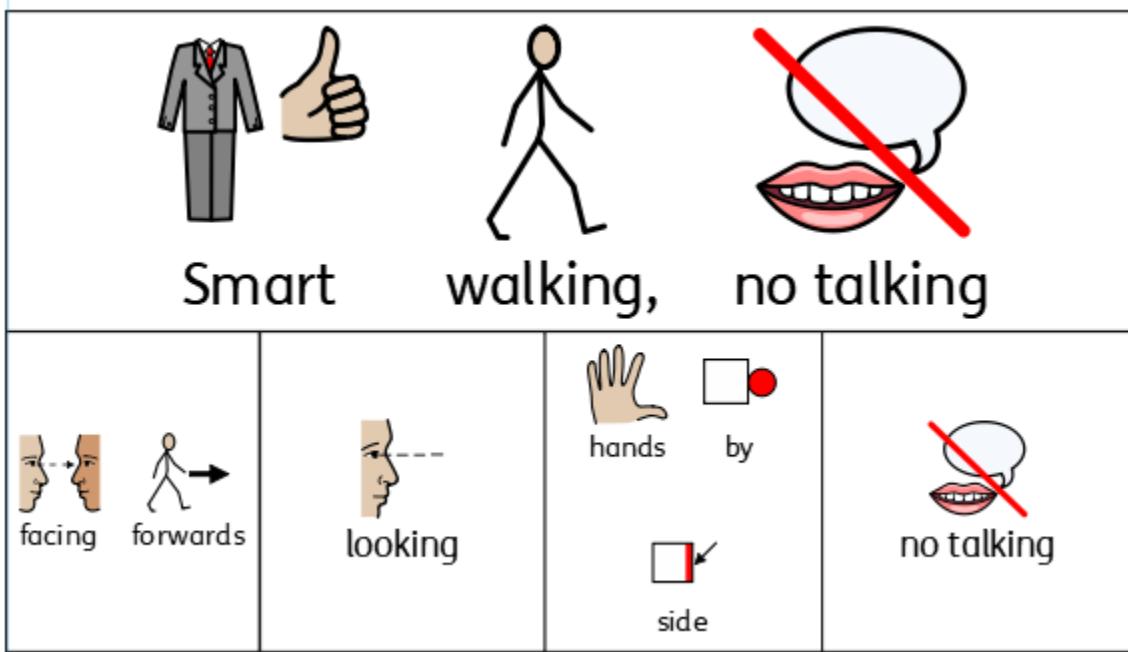
Examples of school-wide visible consistencies and relentless routines

1. All children are greeted at the door as they come in in the morning so that every child feels seen and has a sense of belonging.
 2. Walking in a calm and orderly manner around the school building
 - Walk in single file on the left side of corridors
 - Hold hand rails when ascending/descending stairs
 3. Instilling a sense of pride for all who attend Coleshill C of E Primary School.
 - Correct school uniform to be worn at all times (unless there is a fundraising non-uniform day when parents will be informed via the school's website)
 4. We transition from class to elsewhere using STARS
- S Stand up silently
T Tuck your chair in quietly
A Attention to teacher
R Register order in line
S Single file line walking
- | Leaving the Classroom | | End of the Lesson |
|-------------------------------------|--|--|
| S tand up silently. |  | S tack books in a neat pile  |
| T uck your chair in quietly. |  | T idy equipment away  |
| A ttention to teacher. |  | A rea clear on your desk  |
| R egister order in line |  | R ubbish in the bin  |
| S ingle file line walking |  | S it silently, facing front  |
- We do all this without talking**
5. End of the lesson preparation
- S Stack books in a neat pile
T Tidy equipment away
A Area clear on your desk
R Rubbish in the bin
S Silently facing front

6. 3 before me

Brain – Board – Buddy







Lesson Routines



Timings	Teachers	Support Staff	Children
Start of a lesson	<ul style="list-style-type: none">Instruct monitors to give out any books/paper resourcesGive clear instruction to write the date and LIA timer is put on the IWBTeacher circulates and checks for presentation <p><i>This should take 2-3 minutes.</i></p>	<ul style="list-style-type: none">Finish interventionsSupport children who need <u>particular support</u> with this routine.	<ul style="list-style-type: none">Monitors give out booksDate is written and underlinedLI is stuck in
End of a lesson	<ul style="list-style-type: none">Instruct children to close books and tidy equipment away.Monitors collect books and give out the next books.Scan the room for complianceThis is done in silence. <p><i>This should take 2 minutes.</i></p>	<ul style="list-style-type: none">Tidying up all classroom areas and outside areas outside of the classroomsSharpen pencilsComplete additional jobs assigned by the teacher	<ul style="list-style-type: none">Relax and listen attentively to the storyEngage and participate where needed
Teacher talking	<ul style="list-style-type: none">Teacher instructs children to put their eyes on the teacher and track the teacherEnsure 100% compliance	<ul style="list-style-type: none">Monitor and scan the bags/lockers area and line to support the processEnsure children have coats and all belongings <u>into</u> a bag.	<p>Prayer</p> <ul style="list-style-type: none">Children participate <p>Collect belongings</p> <ul style="list-style-type: none">Put belongings in bagPut on coat and zip-up
Managing equipment	<ul style="list-style-type: none">Teacher instructs to pick up xxxxThis is done in silenceCount down from 5 to 1Scan for 100% compliance	<ul style="list-style-type: none">Make sure children are ready with coats and bagsTidy up any missed bits within the classroom.	<ul style="list-style-type: none">Stay in line, quiet and listen for their names.
STARS line	<ul style="list-style-type: none">Instruct to line up in STARSThis is done in silenceScan the room	<ul style="list-style-type: none">Monitor and dismiss if teacher is talking to a parent.	<ul style="list-style-type: none">Stay in line, quiet and listen

Appendix 4

Responding to Positive Behaviour: Recognition and Reward

Our behaviour policy seeks to celebrate achievement, conduct and behaviour. In a positive culture, children feel affirmed and valued.

Recognition is given through

- **Verbal praise**, strategically used, motivates children and communicates our expectations and values.
- **Achievement Assembly**, held fortnightly for Infants/ Juniors.
- **Positions of responsibility**, eg through our Coleshill Young Leaders programme
- **Rewards**, which build motivation, self-confidence and self-esteem. See table below for further detail.

Rewards	Behaviour Examples	Who is involved
2 Praise points Where values are noticed	Honesty eg - telling the truth - reflective editing	Class teacher, Teaching assistant
Silver Awards 10 praise points	Kindness eg - helping others - showing empathy	Parent notification via epraise for awards
Gold Awards: 50 praise points Gold lanyard which gives 'first in the line' priority for a week	Perseverance eg - Keeping trying - independence	
Milestones Achieved once levels of points are achieved (eg 50 points = Copper, 100 points = Emerald)	Respect eg - good manners, - looking after our environment - uniform compliance Self-Control eg - using strategies to self-regulate - Focused learning Forgiveness eg - proactively engaging in restorative practice, building bridges to restore relationship Completing Homework Reading outside of school (Points given for each daily read)	
Achievement Awards Large range of Subject and achievement related awards available to 'collect' on epraise Also including 'top of the class', 'top of the school' for praise points award.	Subject academic achievement eg Genius Geographer, Powerful PE, Amazing Art etc	Class Teacher Parent notification via epraise

Diamond Award 250 praise points Diamond lanyard which gives first in the line priority for a fortnight Presented in Achievement Assembly	As above Award is unlocked once all Silver Awards and x2 Gold awards are achieved	Headteacher (commended by class teacher)
Class Attendance Reward Class with the highest attendance 150 class points	Flapjack Friday – biscuits provided for the class with the highest attendance, announced in Achievement Assembly weekly.	Headteacher
Class Rewards We encourage the class to work as a team to collect as many praise points as possible during the half term. At the end of the half term, the number of points achieved will be used to unlock a class reward.	Examples include -Play at the park, free time session on laptops and ipads, extra playtime, fast pass to Lunch, bring your own treat for snacktime.	Student council are instrumental in choosing class rewards to work towards.
Houses Praise points are totalled every week for each house.	House point totals are celebrated in achievement assembly. House Winners of the week are celebrated	House Captains

Responding to Misbehaviour: Consequences and Sanctions

Consequences need to:

- ✓ Be fair and consistent.
- ✓ Be appropriate to the level of behaviour exhibited.
- ✓ Be given in a firm, yet respectful way when the child and adult are regulated
- ✓ Communicate the specific behaviour that is unacceptable so that the child can learn and understand why

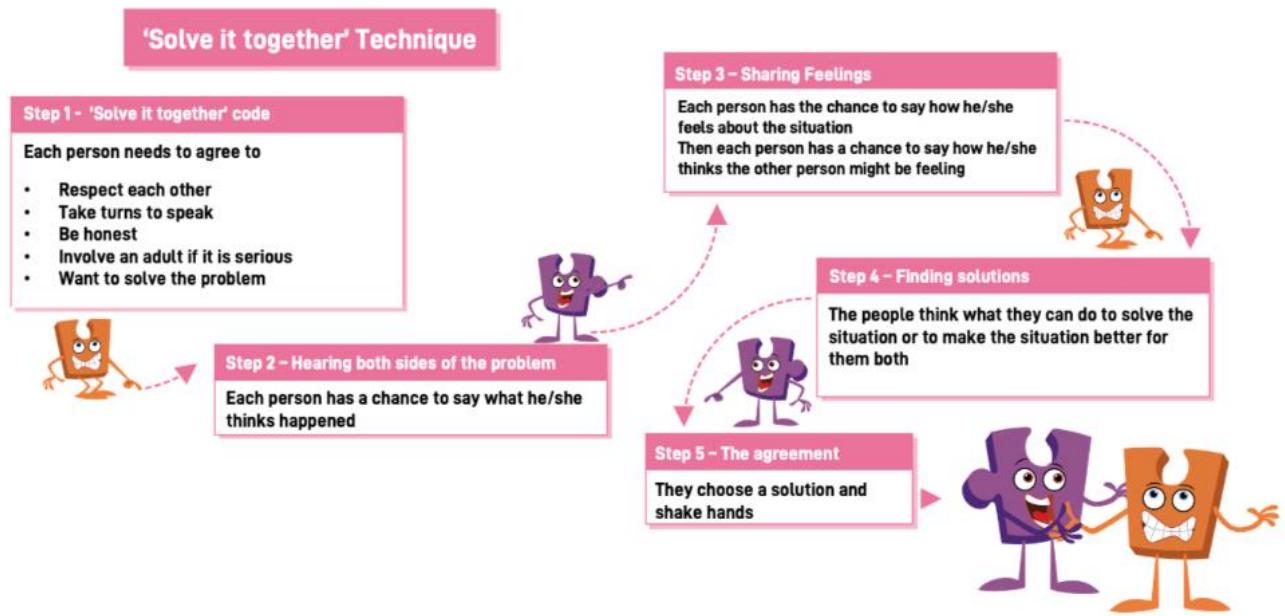
	Misbehaviour Examples	Who is involved	Consequence/ Action
L1	<ul style="list-style-type: none"> • Breach of our school values eg <ul style="list-style-type: none"> -unkind to others -disrespectful to others -dishonest -lack of self-control -lack of perseverance -incorrect uniform • Low level disruptive behaviour eg <ul style="list-style-type: none"> -talking instead of listening -misusing equipment -refusal 	Teacher, Teaching Assistant	<p>Further verbal reminder 2 demerits</p> <p>If appropriate, teacher may take minutes off playtime or ensure that a wrong is put right (eg through service linked to misbehaviour such as tidying where there has been disrespect of classroom environment).</p>
L2	<ul style="list-style-type: none"> • Persistent low level disruption to learning (escalation from L1). • Hurts another child (eg as a result of rough play) • Swearing • Using resources inappropriately • Leaving an environment without permission • Y4-6: non-completion of homework (does not require phone call) • Possession of a mobile phone (not handed in at the office) 	Class Teacher, Teaching Assistant, Phase Leader, Parent	<p>5 demerits</p> <p>Parent Communication (face to face / phone call).</p> <p>Teacher to apply appropriate sanction: >where behaviour is persistently interrupting other's learning, child to continue learning in alternative year group for a period of that lesson (before returning). > SLT lunchtime detention; this may include a written task (eg completing homework or other follow up to misbehaviour). >Service linked to misbehaviour (eg tidying environment to make a wrong right again)</p>
L3	<p>Serious Misbehaviour is defined as:</p> <ul style="list-style-type: none"> • Repeated breaches of the school rules (eg x3 L2s in a week) • Creating an unsafe environment within the classroom/ playground • Bullying – all forms • Racist, homophonic, sexist slurs or other discriminatory behaviour • Swearing at a peer or adult • Intentionally hurting another child / fighting • Physical towards an adult 	HT/ DHT /AHT Class teacher Parent	<p>In addition to above, where behaviour is persistently at Level 2, SLT review of context and factors to implement Graduated approach strategies, which may include appropriate pastoral support. Following factual investigation of the details of the incident and balancing of context and contributing factors, sanctions for serious misbehaviour may include:</p> <ul style="list-style-type: none"> • Time Out with member of Heads team

	<ul style="list-style-type: none"> • Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation • Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments sexual jokes or taunting, physical behaviour like interfering with clothes • Vandalism • Theft • Smoking, vaping • Possession of any prohibited items. These are: <ul style="list-style-type: none"> - Knives or weapons - Alcohol - Illegal drugs - Stolen items - Tobacco and cigarette papers - Fireworks - Pornographic images - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) • Other such behaviours at the discretion of the Headteacher 		<ul style="list-style-type: none"> • Parent communication • Loss of privileges (eg removal from outdoor provision for period of time) • Internal suspension • Fixed-term suspension • Exclusion <p>Suspensions and Exclusions are at the discretion of the Headteacher as proportionate to the incident and considering equitable measures. See Suspensions and Permanent Exclusions Policy.</p> <p>Further actions post critical incident may include ongoing support such as</p> <ul style="list-style-type: none"> • Review of stage within the Graduated Approach • Review of appropriate pastoral support. • Reintegration through restorative conversations, which may include a parent, child, HT reintegration meeting • Regular reporting eg to SLT at the end of the day as part of behaviour monitoring
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Appendix 5

Resolving Conflict with Peers Framework

This 'Solve it Together' technique is taught through our PSHE curriculum delivery and supports our restorative approach. This would be used during the recovery stage, when both parties are regulated and in the 'green zone'.

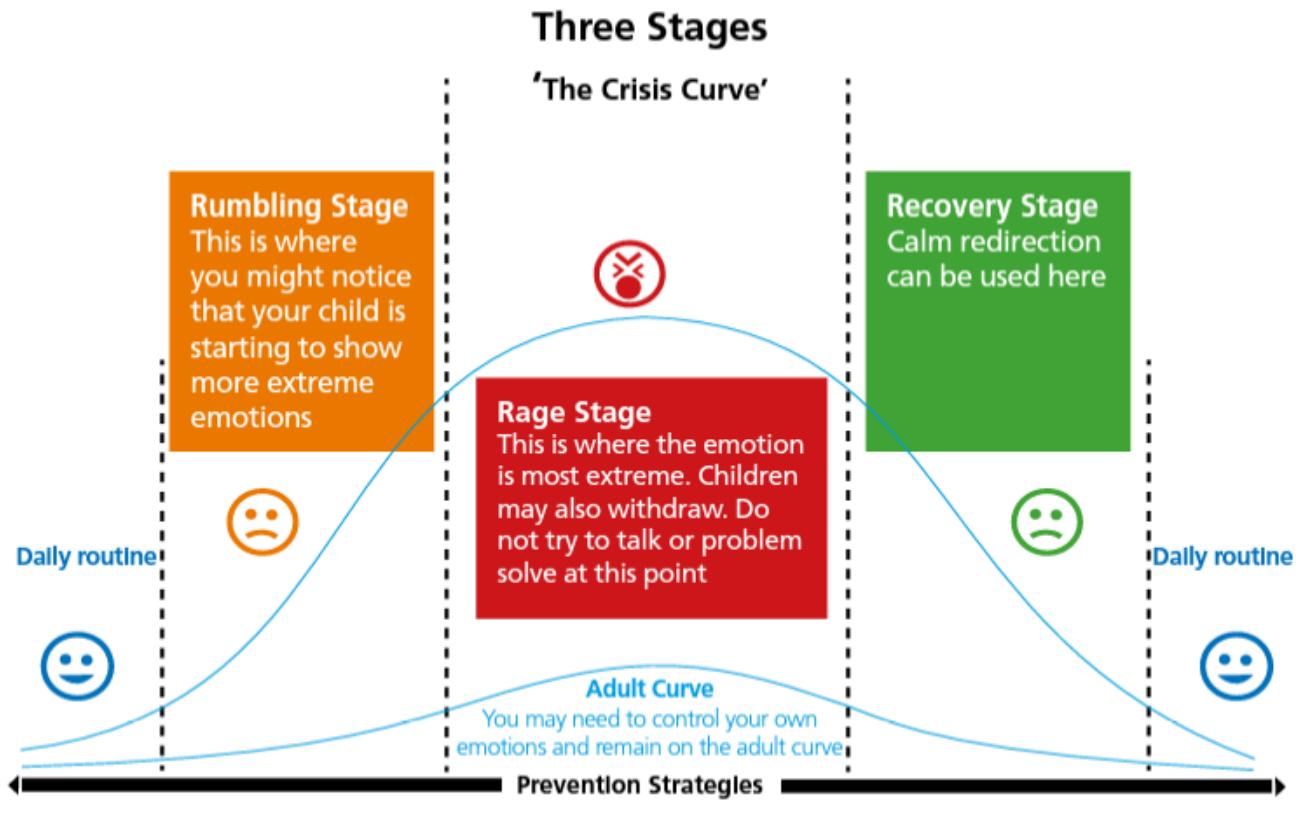


Appendix 6

Emotion Coaching

Emotion Coaching is an evidence based strategy for supporting a child to self-regulate and build resilience.

When noticing a child is dysregulated, recognise the stage that child is presenting in



Once the child has reached the Green Zone, we use the CALM script to support our restorative conversation. The script creates a framework that is helpful for both staff and pupil to engage in restorative practice and engage in use of our school values.

References

- www.camhs.rdash.nhs.uk/wp-content/uploads/2021/04/NL-Emotion-regulation-e-leaflet-02.21.pdf
- https://www.researchgate.net/profile/Janet-Rose-8/publication/275041002_Promoting_children's_well-being_and_sustainable_citizenship_through_Emotion_Coaching/links/56c8b96108ae96cdd06bb415/Promoting-childrens-well-being-and-sustainable-citizenship-through-Emotion-Coaching.pdf

Emotion Coaching Scripts

Connect



C

Acknowledge



A

Limit



L

Make a plan



M

The first step does not require words or actions. It is a chance to tune in to the child or young person and try to work out how they may be feeling in that moment. Look for physical signs (eg. clenched fists/crying) and verbal signs (eg. shouting/swearing) of the emotion being felt. Take a moment to ensure you feel calm and ready to acknowledge the emotion and set a limit if necessary.

You seem angry as you're clenching your fists and shouting

I can see that you're feeling upset. I wonder if it is because...

I'm sorry that happened to you. You must feel very...

I can see that you are kicking the wall in frustration. I would be feeling upset too if...

I can understand why you might be feeling sad about...

It's normal to feel angry about that. I would feel that way too

It is ok to feel angry, but it is not ok to throw things at your sister

We don't push people because it hurts them. We use our school value of kindness to keep each other safe.

The rules are that you give me your phone before bed so you can have a good night's sleep

It is not ok to swear at me. We use our value of respect to talk to people.

In this house, the Xbox is turned off at 7pm so that is what I am going to do

I am going to take this stick because I need to keep everyone safe

Exploring

Problem Solving

Solutions

Limit

Make a plan

Connect

Let's think of what you could have done instead

Next time you feel like this, you can go to the safe space we have agreed

Do you think that going for a lap around the field would be more helpful?

What were you trying to achieve by...?

How were you feeling when that happened?

Can you think of a different way to deal with your feelings?

angry		nervous		frustrated		confused		tired	
sad		disappointed		upset		annoyed		angry	
nervous		cheeky		happy		excited		disappointed	
frustrated		silly		cheeky		excited		upset	
confused		tired		annoyed		angry		sad	

Appendix 7

Personal Behaviour Plan

<p>Pupil name: _____</p> <p>Class: _____</p>	
<p>Date of birth: _____</p> <p>Date plan starts: _____</p> <p>Background Information: <i>(parent and teacher to add to)</i></p>	<p>Medical conditions/needs: _____</p> <p>Staff working with the pupil: _____</p>
<p>Distressed behaviour <i>(What does it look like?)</i></p>	<p>Targets <i>(What are we working towards?)</i> <i>How do we get there? Remember to keep it SMART or use 'When I... I will...')</i></p>
<p>Strategies for positive behaviour <i>How do we maintain positive behavior?</i></p> <ul style="list-style-type: none"> • <i>Phrases to use</i> • <i>Child's interests</i> <p>Rewards for Positive Behaviour <i>When/ how often will positive behavior be celebrated?</i> <i>What works to promote positive behavior for this student?</i></p> <p>Consequences <i>(List, Who is responsible for giving, When/how often What will happen at school/ home?)</i></p>	<p>Triggers <i>How do we prevent an incident?</i></p> <ul style="list-style-type: none"> • <i>What to look out for</i> • <i>How to respond (reminders, alternative environment)</i>

<p>Reactive strategies</p> <p><i>How do we diffuse the situation?</i></p> <ul style="list-style-type: none"> • <i>What to do and what not to do</i> • <i>Phrases to use</i> • <i>Calming techniques</i> <p><i>At what stage should another member of staff be informed? Who should this be?</i></p>	<p>Support after an incident</p> <p><i>How do we help the pupil reflect and learn from the incident?</i></p> <p><i>Is there anything that staff can learn about working with this pupil?</i></p>
<p>Adult Responsible</p> <p>In the classroom:</p> <p>Playtime:</p> <p>Lunchtime:</p> <p>Collective Worship:</p> <p>Kids Club:</p>	<p>Crisis Plan</p> <p>Presenting Behaviour:</p> <p>Adult Role: (eg give verbal warning, remove child from room etc).</p> <p>Follow up:</p> <p><i>(as many crisis plans as needed for different behaviours regularly presenting e.g. if child throws chair....this will happen, if child swears, this will happen etc.)</i></p>
<p>Agreement:</p> <p>Parent name:</p> <p>Parent signature:</p> <p>Date</p>	<p>Staff name:</p> <p>Staff signature:</p> <p>Date</p>
<p>Review Date</p> <p>Who will be involved?</p> <p>How will it be monitored?</p>	

Appendix 8

Personalised Intervention Plan

Signs of agitation for this pupil		Staff interventions which work for this pupil
0	ALL CALM	0 Normal teacher /student interaction - positive reinforcement of desired behav e.g. *
1	• x	
2	Low level behaviours which signify observable tension/anxiety e.g. • x	1 Supportive responses (calm and clear) e.g. *
3	Medium level behaviours e.g. •	
4	High level behaviours e.g. •	3 High level responses (continue to use L1 & L2 responses) e.g. *
4	Recovery behaviours •	4 Recovery responses •
5	Recovery - better able to <u>engage</u> *	5 Recovery - better able to <u>engage</u>

Agreed by:

Pupil:

Parent/carer:

School staff:

Support/agency staff:

Date:

2

Positive Intervention Plan for....

This plan is intended to support everyone in returning to calm stage as effectively as possible.

Pupil:

Date:

What to try:

②

What to avoid:

②

Remember; this is a learning process for everyone. The plan should be reviewed after each incident so that it is helping to support Henry to learn better ways to manage his feelings. In any case, it should be reviewed at least half termly.

1

Specialist Teaching Service
A.B.C.C. Form

Pupil:
 School: Coleshill C of E Primary School
 Form completed by:


DATE TIME	ANTECEDENT Describe the context in which the behaviour occurred: the lesson, teacher, what others were doing what happened before etc.	BEHAVIOUR Describe the events factually and in performance terms so an outsider can visualise it exactly.	CONSEQUENCES/ OUTCOME What happened next? What did the individual and others do? What was the effect of these actions?	COMMUNICATION What do you feel the behaviour was trying to communicate?	<input type="checkbox"/>

Appendix 9

ABCC form

Appendix 10

Supporting Documentation

Keeping Children safe in Education

Working Together to Safeguard Children

Behaviour in schools Advice for headteachers and school staff September 2022

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Use of reasonable force in schools

Searching, screening and confiscation in schools

Guidance on the Use of Force and Physical Intervention

School Policy Links

Suspension and Permanent Exclusion Policy

Mental Health and Wellbeing Policy

Violence and Aggression against staff policy

Equality, Diversity and Inclusion Policy

Special Education Needs and Disability Policy

Safeguarding and Child Protection Policy

Preventing Radicalisation Policy

Staff and Volunteer Acceptable Use Policy Agreement

RSHE policy

EYFS policy

Research

When the Adults Change, Everything Changes; Dix 2017

After the Adults Change, Achievable Behaviour Nirvana; Dix 2021

Improving Behaviour in School, EEF