

Behaviour and Anti-Bullying Policy 2022-23

Preston Primary School Aims and Principles

We enable children to travel into the future with confidence and influence

- ***We equip our children with the skills and knowledge to have successful futures***
- ***We set everything a child experiences at school around developing their values and character.***
- ***We prepare children to be active global citizens***

Aims of this policy

- To ensure that all adults and children in our schools are respected and respect others, their cultures, their differences and their opinions.
- To encourage in our children a sense of care and tolerance and the courage to take responsibility for their own actions.
- To secure a commitment to excellent behaviour across all Connect Schools.
- To make all those connected with our schools aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- To ensure that all children and staff feel safe at their school.
- To ensure that there is complete clarity about the Connect trust's and individual school's approach to behaviour and bullying.
- To contribute to our RHSE curriculum.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [KCSIE 2022](#)
- [RSHE Guidance](#)
- [Environments where children can flourish: Ofsted guidance \(publishing.service.gov.uk\)](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to

have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Rationale

- We recognise behaviour as a language and can be a pupil's demonstration of an unmet need.
- We expect children to demonstrate high standards of behaviour and to develop their values with the support of our staff and community.
- We wish to ensure happy and caring school communities, which encourage respect for others' feelings, beliefs and possessions within stable, safe and caring environments. We understand that such communities need a structure to support acceptable and agreed forms of behaviour.
- We wish to implement a positive behaviour management system in which all adults within all our school consistently model the desired standard of behaviour.
- We expect the onus of the children's behaviour to be on them and so give them every opportunity to be involved in managing their own behaviour.

School Culture and Values

- Preston Primary School have a set of core values that underpin the curriculum and provide a bedrock for the behaviour of all members of school communities. These might include the values of Respect, Responsibility, Independence, Teamwork, Creativity and Determination.

Roles and Responsibilities of Leaders

- To implement the school Behaviour Policy with the support of the Senior Leadership team.
- To ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with misbehaviour as well as promote good behaviour. This may be completed through training.

Role and responsibilities of the Governing Board

- Governors will monitor the impact of this policy through reports and monitoring carried out at termly Health Check Meetings. This may include viewing the school's tracking system, speaking with pupils and looking at the results of any recent surveys.

Children's responsibilities

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Staff responsibilities

- To treat all members of the school community with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules, rewards and sanctions clearly and consistently.

- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual
- To believe in every child no matter what the difficulty

Parents' responsibilities

- To treat all members of the school community with respect
- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

SEND

The Trust has a duty to make reasonable adjustments to make sure that no discrimination takes place. These might include the use of additional resources, use of adults, changes in the curriculum or further provision to prevent the child that has a recognised and diagnosed need from missing an opportunity due to misbehaviour. All children must be supported to behave well.

It is recognised that the behaviour policy in our schools should be implemented fairly to all pupils but that individual needs may result in adaptations to ensure the child's understanding.

Types of Behaviour

Are referenced in the Torbay Threshold document appendix

We embrace a culture of 'it could happen here'. We expect schools to have a child friendly system in place whereby children feel they that can report abuse and harms. All reports are taken seriously and not passed off typical childhood development, e.g as 'banter' or 'boys will be boys'. Please see Appendix 1 of Safeguarding policy. As part of our school's RSHE provision, children will be explicitly taught how to identify unhealthy relationships and know who they can tell and what they can do to keep themselves safe.

Key themes of concern will include:

- Drug and Alcohol mis-use, domestic and poor mental health.
- Racist, homophobic or transgender incidents to be reported to the appropriate authorities.
- Peer on peer abuse, including sexual harassment,
- Sexual violence and harmful sexual behaviour,
- Bullying and cyberbullying,
- Online harms,
- Criminal exploitation, county lines, hazing/initiation ceremonies and gang culture.

Internal Exclusions

- More serious incidents may mean that the child spends an agreed period of time internally excluded if this is appropriate (see use of safe spaces below). This will be in the presence or responsibility of a senior member of staff or member of the Pastoral Team. Internal exclusion in this way will be agreed by the Senior Leadership.

- The school will contact the parents of all concerned. Such incidents will be recorded on the individual school's tracking system.
- Staff will give children the opportunity to talk about their experience, to reflect on who has been impacted by their words or actions and repair afterwards.

Safe spaces

The use of a safe space for a child to calm or to "chill" is not seen as a blanket approach but will be used sensitively and appropriately. In all instances our tracking and recording will make it clear why the use of the space was required.

Any separate room should only be used when it is in the best interests of the child and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others.

The door will never be locked and a senior member of staff or member of the Pastoral team will always be present.

The environment should be considered carefully and may include sensory rooms or tents.

The use of an isolation room of any type will never be used as a punishment.

External Exclusion

In extreme cases it may be necessary to implement a programme of exclusion in line with current Local Authority guidelines.

External exclusion can occur in the event of a particularly serious incident or series of incidents. The details of this event, and the length of the exclusion will be set out in a letter from the Headteacher/ Head of School who is the only person (or the next most senior member of staff in their absence) allowed to carry out this sanction. During the period of exclusion, the child is not allowed to attend school nor visit the school site.

Following a temporary external exclusion, a meeting will be held with the parent, child and a senior member of staff in the morning of the return date, to act as a reintegration. This meeting will be recorded. In the event that the temporary exclusion is longer than 6 days, the school has a duty to organise educational provision such as work sent home.

It is essential that all sanctions are seen to be fair, consistent and immediate. The incidents will always be fully discussed (using restorative approaches where possible) with the child ensuring that they understand their wrong-doing.

On very rare occasions, the Trust reserves the right to permanently exclude a pupil for misbehaviour that is considered either persistent, disruptive or extreme. This is always considered as a last resort once other discipline procedures have been explored and decided to not be sufficient. The Trust will positively challenge every decision and will view all of the available evidence.

Playtime Strategy

Preston Primary School has a playtime strategy that promotes the benefits of play and to ensure that the Trust strategies are upheld. This will give children the opportunity to demonstrate school values, build strong and collaborative relationships with each other and maintain pupil well-being.

Screening and Searching pupils

“Searching, Screening and Confiscating advice for Schools” from the DFE, published in 2014 with 2016 updates, explains the rights and guidance for schools in relation to this matter.

Headteachers and those authorised by them have a statutory power to search pupils or their possessions without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

Knives; weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to or damage to the property of any person, including the pupil.

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The power to search without consent enables a personal search of the removal of out clothing and turning out of bags/ storage areas accessible to the pupils and pockets only.

School staff can seize any prohibited item found as a result of a search. They can also seize any item however found which they consider harmful or detrimental to school discipline.

Mobile Phones

Preston Primary School discourages pupils bringing mobile phones into school however we fully acknowledge a parent’s right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision. We would usually expect this to be only pupils in year 5 and 6.

When a child needs to bring a phone into school, the phone must be handed in to a staff member at the start of the day and collected at the end of the day. Phones should be clearly marked so that each pupil knows their own phone. Parents are advised that Preston Primary School accepts no liability for the loss or damage to mobile phones which are brought into school or school grounds.

Where a pupil is found by a member of staff to be using a mobile phone, the phone will be confiscated from the pupil. The pupil may collect the phone at the end of the school day. If this practice continues more than three times, then the school will confiscate the phone until an appropriate adult collects the phone from a senior teacher.

Disciplining pupils beyond the school gate

A child identified as being a member of the Trust may be disciplined by applying this policy for events which occur outside of the school gates. This includes criminal and non-criminal behaviour and also includes bullying / cyber bullying. Discipline for these matters is directed to this policy and as such these behaviours could result in the same responses as outlined in the behaviour threshold document.

This may result in the school referring matters to outside agencies such as Children’s Services or the Police.

Working with other agencies and parents

The Trust may use the support of outside agencies such as Early or Targeted Help, Educational Psychology, Children's Services, outreach or medical services such as CAHMS, when the misbehaviour of a child is both persistent and escalating.

The Trust will always work in the best interests of the child.

Staff training and Induction on behaviour management

The Trust regularly reviews its procedures and policy with regard to behaviour, child on child abuse, bullying. This sometimes results in identification of the need to train staff on behaviour management techniques. New staff will receive induction specific to each school.

Use of Reasonable Force (safe handling)

At times it may be necessary to make "use of reasonable force" to ensure children's safety and to protect property. This is always a last resort and would be done following guidance from the DfE July 2013. In addition, the trust schools operate training programmes for safe handling.

Coast Academy schools run a programme to ensure that a significant number of staff in the schools have specific training to deal with this type of intervention. It must be stressed however that all staff would be expected to use force if it was deemed necessary. This is supported in Law:

"All members of school staff have a legal power to use reasonable force" (Section 93, Education and Inspections Act 2006);

"A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely;

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise."

Education and Inspections Act 2006: Part 7. Discipline, Behaviour and Exclusion (93).

As a general rule nobody has the right to touch, move, hold or contain another person, however, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm. Whenever they do so they should be clear about why it is NECESSARY. The staff member will be able to demonstrate that any actions taken were in the child's BEST INTERESTS and that they were REASONABLE AND PROPORTIONATE. Any incidents will be formally recorded on the school's behaviour tracking system.

Social, Emotional and Mental Health (SEMH) Provision

- Preston Primary School runs a targeted approach to SEMH interventions that are based on nurture and restorative practices. These types of approaches have been proven to have a positive effect on self-esteem, emotional well-being and a child's ability to learn.
- Children are given the chance to work individually, in pairs and in groups.
- The children are supported, through our SEMH interventions, to conquer any issues they may have. The interventions can be run for short periods of time for something specific, or as a "dip into" approach for those who need it occasionally.
- Strategies taught will develop a pupil's ability to demonstrate skills that will help them function in the future workplace. These may include behaviours such as sharing, caring for each other and

their environment, interpreting social communication within different groups, empathising, managing conflict and personal regulation that promote the recognition of triggers or physical sensations of strong emotions and feelings.

- The impact of SEMH interventions are monitored based on planned changes of pupil behaviours or skills that are set out and shared with parents at the start of the intervention.
- Bespoke individual behavioural strategies are planned for children who may require additional support.

Preston Primary School Anti-Bullying Policy

What is bullying?

Bullying - a definition (Department for Education)

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated,
- intended to hurt someone either physically or emotionally,
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

A simple definition for children to remember is STOP. This stands for "several times on purpose"



It takes many forms and can include:

- physical assault,
- teasing,
- making threats,
- name calling,
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger).

What is not bullying?

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose.

Children sometimes fall out or say things when they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal

with friendship breakdowns, or a one-off incident of name calling. We all have to learn to deal with these situations and develop social skills to repair relationships.

What are possible signs and symptoms?

A child may indicate, by different signs or behaviours, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to and from school and changes their usual routine/route
- begins truanting or regularly feeling ill before school
- becomes withdrawn, anxious or lacking in confidence
- suffers sleep deprivation or exhibits unusual eating patterns
- begins to underperform in school
- comes home with damaged property or with unexplained cuts and bruises
- asks for money or starts stealing money or has dinner or other monies continually “lost”
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings

In the event that one or a number of these symptoms is being regularly evidenced, contact should be made with the school.

What is the role of the teacher and support staff?

All the staff in our schools take bullying seriously and seek to prevent it from taking place. All staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard.

Strategies we may employ to combat bullying

Preston Primary School have adopted the Connect Child on Child Abuse policy that outlines our anti-bullying strategy. This can be found within our Policies webpage.

What messages can we give to children about bullying?

Whenever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you. Here are some things you can do:

- Try to ignore them.
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group - bullies usually pick on individuals.
- Tell someone you can trust – It can be a teacher, teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or relative.
- If you are scared, ask a friend to go with you when you tell someone.
- If you don't feel you can talk to someone about it, write it down and give it to an adult. Only adults will ever see what you have written.
- Express your feelings during PSHE sessions.
- When you tell an adult about the bullying, give them as many facts as you can (What? Who? Where? When? Why? How?)
- Keep a diary of what is happening and refer to it when you tell someone.

- Keep on speaking out until someone listens and helps you.
- Don't blame yourself for what is happening.
- Call a helpline.

What messages do we give to children about seeing someone else being bullied?

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger.

Here are some things you can do:

- Don't smile or laugh at the situation or join in.
- Don't rush over and take the bully on yourself.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know that you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and hand it to an adult.
- Call a helpline for some advice.

Once bullying allegations or incidents have been reported:

1. Report all bullying allegations and incidents to appropriate member of staff.
2. Staff will make sure the victim(s) is and feel(s) safe.
3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to all children involved about the incident separately and later together.
5. The problem will be identified and possible solutions suggested.
6. Appropriate action will be taken to quickly end the bullying behaviour or threats of bullying.
7. All incidents will be recorded on the school's behaviour tracking system.
8. Parents will be kept informed and may be asked or invited to come into school for a meeting to discuss the incident.
9. After the incident has been investigated and dealt with, each case will be monitored to ensure that repeated bullying does not take place.

What is the role of the Headteacher/Head of School?

It is the responsibility of the Headteacher/Head of School and members of the SLT to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. This may be completed through training.

What is the role of parents?

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact a member of the SLT or the Headteacher/ Head of School.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

A parent, who is dissatisfied with the way the school has dealt with a bullying incident should follow the school's complaints procedure.

What is the role of the Governing Body? (Board of Trustees)

The Governing Body supports the Headteacher/Head of School and members of the SLT in all attempts to eliminate bullying from our schools. The Governing Body will not condone any bullying at all in Preston Primary School' schools, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governors will monitor the number and types of incidents

Appendix 1

School Level Implementation Preston Primary

Restorative Approach

At Preston we believe that our restorative approach to supporting children's social, emotional and mental health development hinges on knowing our children well and this has a positive impact on their ability to make good choices for themselves. Our relational approach is a demonstration of our school values and is part of our whole school relationships, health and safeguarding provision – it is what we think, say and do on a daily basis to help children recognise their valued place within our school community.

The key principles of a relational approach is centred around allowing children to feel safe, calm and wanted and teaching them how to resolve conflict in a healthy, respectful way. It is about providing children with high levels of challenge and high levels of support. High challenge means we make it clear to children the rules, limits and expectations we have for their behaviour. High support means encouraging behaviours that demonstrate empathy and offer nurture in a compassionate and kind manner. We place ourselves alongside the children when they need us and focus on building strong relationships, facilitating problem solving and creating solutions that are developed together.

Being relational means that all members of the school are expected and encouraged to:

- Have unconditional positive regard for others,
- Catch and recognise others at their best,
- Readily give praise for effort as well as outcome,
- Be curious and take a genuine interest in the interests and lives of others,
- Be playful, laugh with and show kindness to all,
- Actively listen to and respect personal preferences and conditions of being,
- Treat everyone fairly and challenge discriminatory assumptions by asking questions and offering support.

Classroom PSHE Charter

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes. We do this through our Jigsaw PSHE classroom charter where clear ground rules are established in partnership with the class,

then reinforced during the school day. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other,
- Everyone gets a turn to speak, if they want to,
- Everyone has a right not to speak,
- Everyone's contribution is respected,
- We don't ask or have to answer any personal questions,
- We use anatomically correct language when we have learnt it,
- An age-appropriate rule about confidentiality and safeguarding,
- If we have a worry, we can talk to a trusted adult in private.

Personal Development Strategy

The happiness and welfare of all children at Preston Primary School is of paramount importance to all members of staff. We have a culture that promotes the children developing an understanding of themselves as unique individuals and going on to develop the skills that will enable them to fulfil their potential. We aim to increase the happiness of each child at Preston Primary by actively encouraging the following principles within our teaching and learning:

- Looking inside – self-reflection and calming strategies.
- Moving outside – playing and learning in our outdoor environment.
- Sharing more – connecting and communicating with others while using our value of Teamwork.
- Being curious – exploring their environments and their learning and being able to make connections.
- Being kind – caring for themselves, others and the environment.

We capture these efforts in our whole class Personal Development books with photographs and quotes from the children.

Autism and SEMH Friendly Environments for all (SPELL)

SPELL is the National Autistic Society's framework for understanding and responding to the needs of autistic children, but can also help support children with specific communication and SEMH needs. At Preston Primary, we use the 5 principles below to help us make reasonable adaptations at a universal and personalised level in order to promote positive behaviour choices.

STRUCTURE – we create predictability through structured environments with visual information can help to reduce high anxiety levels and promote independence. We provide children with visual timetables, calendars and timers to ensure they know what is coming, how long it will take and what they can do after an event.

POSITIVE EXPECTATIONS – we build on children's individual strengths and interests to help them cope and tolerate events that create confusion or discomfort for them. We can do this by breaking an activity down into manageable chunks and gradually practice and increase what that child can do using a strategy called 'backward chaining'.

EMPATHY – we try to understand the experiences of our children from their unique viewpoints. We wonder out loud and try to guess at or predict why a particular trigger may be stimulating a certain response and use visual strategies such as draw and talk, social stories or comic strip conversations to help a child develop new social communication skills and understanding.

LOW AROUSAL – we consider the impact that the physical environment can have on the sensory response of a child and try to create calm, ordered and quiet learning spaces around the school. We ensure our communication is clear and that additional processing or thinking time is given when needed. Sensory and movement breaks can be built into the child’s day to help them regulate or desensitise their sensory seeking or avoidant behaviours.

LINKS – we value and actively seek collaboration with a child’s family and multi-agency services in order to provide the best support network possible.

More information can be found here:

[Strategies and interventions - SPELL \(autism.org.uk\)](https://www.autism.org.uk)

Rewards that Encourage Positive Behaviour

School Values

We celebrate children’s efforts in applying our School Values of respect, responsibility, teamwork, independence, creativity and determination. The children earn these house points when they have demonstrated these school values in their work, their play or through their interactions with other members of our school. Teachers record the house points given on our online system, Behaviour Watch, and total them up in the summer term. Children are then able to ‘spend’ these points in our School Values shop on a variety of experiences including but not limited to a trip to the beach, a lesson in fire lighting in the Woodland Camp or an extra swimming session. All members of staff are empowered to look out for examples of behaviour from all children that they come across, that can be rewarded with house points.

Celebration Assembly

At the end of every week, all children in the school are invited to our Celebration Assembly. During this time, the children experience being part of a wider student body and come together to praise and celebrate each other. It is during this time that house point certificates are given (in intervals of 10, 25, 50, 75 and 100). Teachers are also able to give celebration cups to children who have tried extra hard to demonstrate one or more of our school values. Children enjoy aiming to receive a cup and they can take it home for the weekend as a special incentive. The house points and celebration cup are based on behaviour and attitude to learning, not academic aptitude or skill.

Reporting incidents

At Preston Primary we ask that all incidents that required adult intervention to be recorded on Behaviour Watch and follow a STAR structure to enable us to clearly identify possible triggers and plan for adaptations and support for all children involved.

SETTINGS – significant characteristics of the environment and individual personal presentation just prior to the incident.

TRIGGERS – observed of possible event that happened just before the incident.

ACTIONS – summary of sequence of actions prior to responsive intervention.

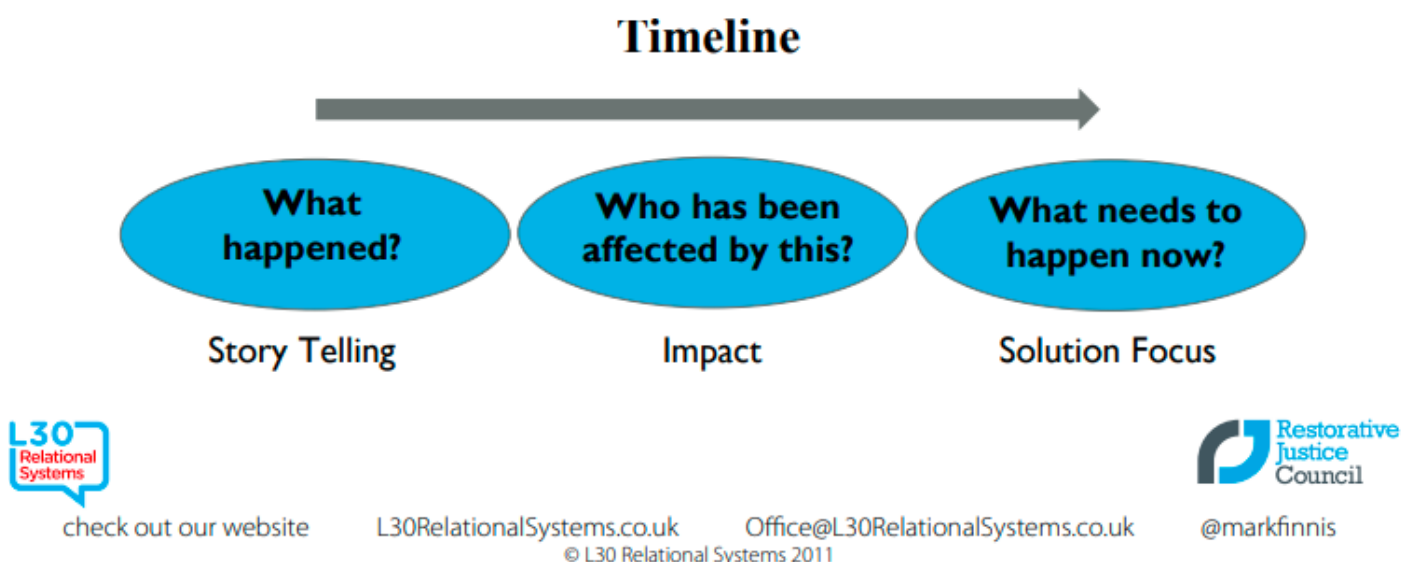
RESPONSE – how the situation was de-escalated, how emotional regulation was achieved and what happened to support the reparation of relationships.

Behaviour watch incident logs are monitored daily and individual support plans are created for children who are repeatedly experiencing difficulty.

Anti-bullying Approach

We encourage all children to identify trusted adults who they could share their worries and concerns with both in and outside of school. We create a culture where speaking out and seeking support when someone or something feels uncomfortable or unsafe.

When talking to children about interactions that have harmed others, we follow the 3 bubbles timeline which have been developed by Mark Finnis.



This model helps to structure restorative conversations and move children from what happened to recognising their own and the feelings of others and then to taking action to move forward and prevent the same thing happening again. It helps everyone to see the interrelationship between behaviour, thoughts, feelings and positive action.

Sanctions

Isolated disruptive behaviour. Occasional verbal or physical harm to others or property.	Repeated disruptive behaviour. Intentional and repeated verbal or physical harm to others or property.	Persistent and disruptive behaviour. Significant and physical harm to others or property.
All members of staff intervene and support children involved using 3 bubbles timeline.	Teachers and Unit Leaders decide on sanction or targeted pastoral intervention.	Member of SLT involved to decide the sanction.
Parents informed of incident and planned actions agreed to prevent repeat of behaviours that harm.	Parents informed and consulted with regard to ongoing support needed.	This could include an internal or external exclusion.

Appendix 2

Behaviour Thresholds agreed for Torbay

These thresholds are a guide for schools when considering action and support available for children who are struggling in school.

The first page is the local area's guidance for SEMH need. This is then followed by the 4 thresholds.

Schools are encouraged to make use of the following support:

1. Primary Peer groups – meetings of senior staff each month to provide an opportunity for schools to discuss children at risk of exclusion or whose needs schools are struggling with.
2. Secondary Peer group – a fortnightly meeting as for Primary Peer groups.
3. Primary Outreach from Mayfield School.

Identification	Expected arrangements to meet needs
<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect:</p> <ul style="list-style-type: none"> • difficulties with learning or communication • mental health difficulties such as anxiety or depression, hidden behaviours such as self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained • disorders such as attention deficit hyperactive disorder (ADHD) or attachment difficulties • trauma, domestic violence, abuse and neglect as well as issues such as housing, family or other domestic circumstances <p>The child may present with the following difficulties:</p> <ul style="list-style-type: none"> • An inability to communicate their emotional and social needs in a way that is socially appropriate compared to their peers. • Difficulties in making and maintaining friendships & relationships with children & adults • Verbal and physical aggression as a result of difficulties in self-regulating emotional responses • Refusal to comply with reasonable requests from adults and whole school expectations • Withdrawn, depressed and uncommunicative • Self-harming (threats or actual) • High levels of anxious/obsessive behaviour <p>Low self-esteem</p>	<p>High Quality Teaching:</p> <ul style="list-style-type: none"> • Developing a positive relationship and connection with the child, i.e., knowing them as an individual • Effective adult language that is appropriate to the child's developmental stage • Consistency of approach by all staff working with the child • Managing the immediate environment to reduce distraction and minimise potential for conflict or disruption • Managing inappropriate behaviour through: <ul style="list-style-type: none"> • Tactical ignoring / Non-verbal signals (e.g., 'the look') / Moving closer • Ask about relevant rule/routine/behavioural expectation • Restate relevant rule/tell child what you want them to do (i.e., clear and simple statement of behaviour) • Catch child behaving appropriately and praise • Praise appropriate behaviour of nearby pupil (proximity praise) • Distract onto task/away from inappropriate behaviour • Re-explain and organise task for them/modify or change activity/ Informally move or change group setting • Use the language of choice, remind of consequences ('If you choose to.... then...') • Take up time, clear choices, schedules and consistent routines and boundaries • Effective adult language, e.g., 'I... when.... because', 'I am looking for...', 'when/then' statements • Modelling, prompting, and reinforcing children's positive behaviour and interactions • Supporting personal organisation i.e., ensuring pupils have appropriate equipment • Opportunities of support to develop relationships with other children, emotional literacy, social, co-operation and reflection skills, including activities such as emotional check-ins/ talk time/ circle time • Nurturing practices, e.g., look for opportunities to provide care for child's needs in and outside the classroom • Consistent use of rewards and motivators for pupils (including rewards for positive behaviour choices) <p>Use relevant High-Quality Teaching to support learning (see sections on SLCN, MLD, SpLD as appropriate)</p>
<p>Attainment</p> <p>SEMH is likely to impact on social interactions, access to learning, attendance and risk of exclusion which will impact attainment and social and emotional maturity leaving gaps in learning.</p>	
<p>SEN support – will include individual teaching/ teaching assistant support (or a mix of the two as appropriate) and/or the provision of equipment that is not normally available for:</p>	

- An assessment of child's SEMH needs leading to an appropriately targeted intervention programme or individualised support plan (e.g., Pastoral support Plan (PSP), Positive Handling Plan) developed in partnership with the child and their family and as advised by an outside agency where involved.
- Individual/small group programmes on attention and concentration skills, emotional literacy, anxiety management, self-esteem, turn-taking and cooperation skills, social interaction skills, etc., according to need • Classroom support to prompt attention and repeat and reinforce class teacher's instructions and routines, develop social and emotional skills and generalise skills taught as part of individual/small group teaching, support agreed opt out strategies in situations that would otherwise escalate including planned responses to undesirable behaviour, provide meet and greet arrangements, implement agreed arrangements as part of a positive behaviour programme and for unstructured parts of the day to provide routines & support for social interaction

Child's baselines and subsequent progress accurately monitored, and provision regularly reviewed and adjusted in line with their progress.

Development of Child or Young Person - Behaviour Thresholds - Level 1

	Description of Behaviour	School Role	Examples of Opportunities for External Support
Emotional and Social	<ul style="list-style-type: none"> • Models pro-social behaviour. • Ability to self-regulate. • Demonstrates appropriate responses to situations and other peoples' actions. • Able to co-operate with others in a range of contexts. • Understands/can identify their own feelings. 	<ul style="list-style-type: none"> • Schools should offer a secure and safe environment with consistent rules, routines and expectations. • All staff should be expected to demonstrate emotional intelligence and act as positive role models. • A positive whole school culture should encourage openness. • Schools should provide opportunities for emotional support for all staff. • Classroom organisation should encourage both co-operative and independent learning. • Staff should use TiP, SEAL/THRIVE strategies to promote a positive school ethos. • All staff to demonstrate positive relationships with children, parents/ carers and colleagues. 	<ul style="list-style-type: none"> • Central training on ACE's, Trauma Informed Practice, Restorative Practice, Emotional Intelligence/ SEAL, THRIVE etc. is available for whole school community. • Good communication with all children's services & health ensuring support for vulnerable children.
Self-esteem & relationships	<ul style="list-style-type: none"> • Demonstrates positive relationships based upon mutual trust and respect. • Has a positive self-image. • Demonstrates a certain degree of self-confidence. 	<ul style="list-style-type: none"> • The school should maintain and encourage open communication between home and school. Focus on the positive whenever possible. • Promote good attendance – 'Every School Day Matters' • Engage children in self-assessment tools to inform future provision and needs • Ensure effective communication of behaviour policy to whole school community. • Ensure consistent use of Behaviour Policy. • Effective classroom management should make good use of rewards and sanctions. 	<ul style="list-style-type: none"> • Family Learning Opportunities • Multi agency professionals available to provide expertise in schools.
Behaviour	<ul style="list-style-type: none"> • Demonstrates appropriate behaviour in school for the majority of the time. • Able to amend behaviour to conform to school's expectations. • Accepts consequences of inappropriate behaviour. 	<ul style="list-style-type: none"> • Ensure positive reinforcement and praise outweighs corrective responses • Ensure behaviour strategies are applied at individual, class and whole school level consistently. • Model and promote high expectations across the whole school. • Effective differentiation of curriculum; academic tasks well matched to ability and ability to engage. • Encourage active involvement and participation of all children in class and in the extended offer. • Regularly review and update the policy and respond to current trends or critical incidents. • Consider use of a Home School Agreement. • Consider referral to Children's Services (refer to 'The Child's Journey' document) 	<ul style="list-style-type: none"> • Sharing good practice across classrooms and schools. • Input as required with reference to updating and implementing the behaviour policy. • Family Information Service. (Local Offer)

	Description of Behaviour	School Role (in addition to the school's role at level 1)	Examples of Opportunities for External Support
Emotional and Social	<ul style="list-style-type: none"> • Starts to display some impulsive behaviour and a lack of self control. • Demonstrate some inappropriate responses to situations. • At times, finds it difficult to co-operate with others and maintain positive relationships. • Unable to understand their own and others' feelings. • Could display signs of withdrawal and isolation from peers. 	<ul style="list-style-type: none"> • Senior staff/SENCO/DSL should be made aware of the pupil and their needs. • Senior management to review and monitor curriculum offered in terms of quality of teaching and appropriateness of the curriculum. • Short term adaptations made to accommodate needs e.g., check ins, social group at lunch time, time out at start of day. • Intervention from pastoral support worker. • Engage parents/ carers in regular dialogue and support home school agreements. • Draw up a Pastoral/Behaviour Support Plan (BSP) that may include: <ul style="list-style-type: none"> • Individual support programmes of school-based intervention which is monitored and reviewed. • Delivery of small group social skills programmes e.g., circle of friends. 	<ul style="list-style-type: none"> • Informal discussions with external agencies to consider options/ next steps. • Outreach referral with the possibility of working with: <ul style="list-style-type: none"> • Mayfield School Outreach (KS1 & KS2) • The Early Help Team • Primary Mental Health Worker • Educational Psychologist • Parenting training • Accessing school training and advice • Family Information Service (Local Offer) • Schools Mediation Service
Self-esteem & relationships	<ul style="list-style-type: none"> • May struggle to develop positive relationships. • May have a low self-image. • Could be vulnerable to bullying or have a bullying inclination. • May display attendance issues or regular lateness. • May internally abscond. 	<ul style="list-style-type: none"> • Effectively promoting peer support systems, e.g., peer mentors, playground friends etc. • Strategies to support the child in taking responsibility for their behaviour and actions. • Appropriate sanctions to inappropriate behaviour, carried out consistently. • Monitoring attendance and liaison with attendance improvement officer. • Consideration of adaptations to curriculum provision and timetable • Seeking external advice/ outreach through referral. • Records and evaluations of all intervention programmes will be needed, and all information should be logged. 	<p>Outreach or Early Help referral with the possibility of working with:</p> <ul style="list-style-type: none"> • Health services • Family support worker • Young carers • Parenting programmes • School nurse
Behaviour	<ul style="list-style-type: none"> • Repeated incidents of being unable to conform to school expectations. • Some refusal to participate in learning. • May challenge consequences of inappropriate behaviour. • May have had some internal exclusions. 	<ul style="list-style-type: none"> • Adequate information should be transferred between phases with a transition programme in place for transfer to KS3 or 16+ • Consider referral to Early Help 	<ul style="list-style-type: none"> • Extended opportunities beyond the school day, e.g., holiday clubs etc. • Attendance Improvement Service • External holiday activities such as the HAF provisions.

	Description of Behaviour	School Role (in addition to the school's role at levels 1 & 2)	Examples of Opportunities for External Support
Emotional and Social	<ul style="list-style-type: none"> • Frequently acts impulsively and loses control. • Displays insecure attachments. • May suffer from phobias and other psychological difficulties. • May suffer from periods of depression. • Struggling to maintain mainstream school placement. 	<ul style="list-style-type: none"> • Make referrals to appropriate external agencies and act on recommendations. Ideally with consent. • Ensure increased dialogue with parents/ carers. Create a parenting contract. • Schools should have regular involvement of external agencies. A request for statutory assessment should be made. • Consider referral to Children's Services with consent. • BSP identifies an available safe adult attachment figure is available for the child in order to support them during unstructured periods and in lessons if necessary. • BSP identifies a designated calm are for the child to use to regulate their emotion • Ensure key record keeping is in place to provide a trail of evidence e.g., ABC records 	<ul style="list-style-type: none"> • External Services with the possibility of working with: <ul style="list-style-type: none"> • Educational Psychologists • Family Support Worker • CAMHS / Forensic CAMHS • External Alternative Provision • School Mediation Service • Vulnerable Pupils Team
Self-esteem & relationships	<ul style="list-style-type: none"> • Poor relationships due to lack of trust and respect. • Negative self-image leading to poor academic and attendance levels. • Vulnerable. • Regularly challenging and confrontational. • Susceptible to risk taking or self-injurious behaviours 	<ul style="list-style-type: none"> • Organise specialist interventions e.g., anger management, CBT, draw and talk • Ensure high level of involvement of specialist pastoral staff e.g., 1-1 THRIVE and small group or 1-1 SEAL. • Carry out THRIVE and Family SEAL programmes. • Implement effective transition programmes between phases and providers. • Consider individualised programme of work based on child's interests • Consider partnership provision with alternative curriculum providers from QA list maintained by the LA. • Organise individualised programmes e.g., adapted timetables, additional provision outside the classroom, etc. • Consider the appropriateness of a managed move. • Bring case for peer support at the relevant Peer Group. Ensure child is on the 'at risk' list. • Consider referral to the Primary Town Hub 	<ul style="list-style-type: none"> • External Services with the possibility of working with: <ul style="list-style-type: none"> • Health services (paediatrician) • Parenting courses e.g., Triple P, Nurturing, Family SEAL • Attendance Improvement Officer & parenting contracts • Safeguarding hub referral coordinators
Behaviour	<ul style="list-style-type: none"> • Disruptive/ challenging behaviour impacting on safety and /or learning of self and others. • Frequent refusal to participate in learning. • Frequently involved in bullying. • Often unwilling to attend. • Number of fixed term exclusions and possibly at risk of permanent exclusion. 	<ul style="list-style-type: none"> • Consider the appropriateness of a managed move. • Bring case for peer support at the relevant Peer Group. Ensure child is on the 'at risk' list. • Consider referral to the Primary Town Hub 	<ul style="list-style-type: none"> • Alternative providers including vocational provision • Behaviour intervention programme training • Burton Academy Assessment placement. (KS3/KS4) • Mayfield School Outreach (KS1 / KS2)

	Description of Behaviour	School Role (in addition to the school's role at levels 1, 2 & 3)	Examples of Opportunities for External Support
Emotional and Social	<ul style="list-style-type: none"> History of failed interventions at levels 2 and 3 resulting in an inability to interact both socially and emotionally on a daily basis. Unable to maintain school placement. 	<ul style="list-style-type: none"> Priority referral for an EP assessment Regular multi-professional meetings (Team Around the Family or Core Group) Consider completion of Exploitation Toolkit. If EHC Plan in place – initiate an interim review Detailed BSP in place based upon advice from professionals Risk assessments in place, shared and regularly updated Internal alternative provision e.g., Thrive group, Nurture group 1:1 individualised timetable supported by an available designated safe adult attachment figure (consistent) Consider initial 6-week, alternative/reduced timetable with plan for reintegration to school Complete a Readiness for Transition template to look for unmet needs of lagging skills. Consider the managed move process Refer to Town Hub for placement, peer support and advice. 	<ul style="list-style-type: none"> Partnership agreements with alternative providers. SEN Team if a child has an EHC Plan – interim statement review. Early Help Team Supporting Families Team Edge of Care Team Legal intervention e.g., education supervision order, parenting order Refer to Mayfield Outreach Service
Self-esteem & relationships	<ul style="list-style-type: none"> Unable to sustain positive relationships. Displays a high level of vulnerability. Involved in risk taking and self-injurious behaviours. 		
Behaviour	<ul style="list-style-type: none"> Inability to meet expectation of school on an hourly basis. Persistently places self and others at serious risk of harm. At significant risk of permanent exclusion or needs alternative provision. 		

