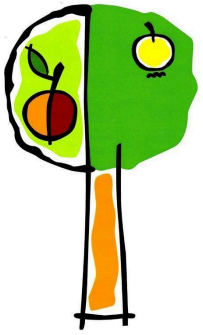
Sefton Park Infant and Junior School



Behaviour Principles and Positive Behaviour Policy

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
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Ratification

Role	Name	Signature	Date
Chair of Governors			
Headteacher/Principal			

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Aims

This policy aims to:

Schools should be a caring and secure environment in which our children can develop a sense of pride in themselves, their achievements and their school. We should encourage our pupils to develop a responsible attitude to themselves, other people and their environment.

Provide clear guidelines for all staff in order that a consistent whole school approach can be followed which takes into account the developmental needs of the children and reflects the values of the school.

To support children in developing their social skills and their sensitivity to the needs, interests and beliefs of others.

To be clear and transparent to the entire school community in relation to behavioural expectations and know how these will be developed.

Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements and statutory guidance

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

Behaviour in schools: advice for headteachers and school staff 2024

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education

Use of reasonable force in schools

Supporting pupils with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice

Sharing nudes and semi-nudes: advice for education settings working with children and young people

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

3. Written Statement of behaviour principles

● Our school is held in high regard for our inclusive approach, pupil voice and ethos which strives to create a welcoming, caring environment where relationships are based on respect, honesty, love and kindness. We respect and celebrate adults and children's religion, race and culture in the implementation of our behaviour policy. We aim to develop positive self-esteem in each child to encourage the best efforts, independence, self-reliance and responsibility for their own actions.

● At Sefton Park we believe that every member of the school community should feel valued and respected and be able to work in a safe, secure environment where effort is celebrated. We seek to ensure that there is kindness, politeness, care, mutual trust and respect between everyone. As such our school Positive Behaviour Policy will be carefully designed to support these aims as it seeks to promote an ethos that supports these qualities whilst acknowledging that they are learnable and need to be taught explicitly as well as fostered by example.

● It is expected that all adults in the school community will model the kinds of behaviour we wish our children to develop and demonstrate, both in our dealings with children and with each other. We are the key role models for our children who observe and follow our every example. If we want our children to be risk takers they must witness us being the same. If we wish them to be kind, caring, respectful human beings who can share, be honest, considerate and forgiving whilst also defending what is right then likewise we must 'walk the talk'.

● We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs. We will always take into account, offer special support and make reasonable adjustments with regard to children with special needs, disability and vulnerable children when implementing our behaviour policy.

<u>Key aspects of school practice</u> When effective the following key aspects contribute to improving the quality of pupil behaviour:

● A consistent approach to behaviour management; A whole school framework should ideally have some approaches used by everybody and have flexibility for individuals.
● Strong school leadership;
● Classroom management;
● Rewards and sanctions;
● Behaviour strategies and the teaching of good behaviour;
● Staff development and support;
● Pupil support systems;
● Liaison with parents and other agencies;

<u>School Rules</u>

The overarching 'Golden Rules' in our school are:
● **Everybody has a right to learn.**
● **Everybody has a right to feel safe and happy.**

To this end, we:

- Are kind and polite to everyone
- Take care of each other and the environment
- Listen and follow instructions from an adult first time
- Walk quietly and calmly around the school to make sure it is safe
- Try our best when learning and help others do the same

Behaviour Stages

Stage 1 Rule Reminder
An adult will remind you of the expectations.
Stage 2 Helpful Prompt
An adult will prompt you to meet the expectations.
Stage 3 Make a Better Choice
An adult will support you to make a better choice.
Stage 4 Logical Consequence
You will have a logical consequence for your behaviour.
Stage 5 Partner Class
You will go to a partner class to reflect on how to improve your behaviour.
Stage 6 Senior Leader
You will spend time with a senior leader to make a plan to improve your behaviour in the future.

4. Guidelines for promoting positive behaviour

"I am the decisive element, my personal approach creates the climate. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can humiliate, humour, hurt or heal." (Ginott, 1972)

To achieve these purposes and aims throughout the school, the following guidelines should be consistently applied:

- Children's learning is understood developmentally and we acknowledge that all behaviour is communication.
- The classroom offers a safe base and children learn best when they feel safe and secure.
- All behaviour is communication and we seek to understand the motivation of inappropriate behaviour.
- We strive to be trauma-informed. A trauma informed school is a school that has chosen to learn how to respond to those children who have experienced trauma in a way that reduces the short-term and long-term impact on their wellbeing.
- We endeavour to promote good behaviour through explicit reference to the values that underpin our school ethos.
- We model and reinforce these values in our interactions with all members of the school community.
- When children are seen to be demonstrating our values, this is acknowledged and celebrated.
- All staff are responsible for ensuring that our children are given opportunities to develop positive attitudes and modes of behaviour.
- All staff must realise their position as role models for acceptable behaviour. They show respect for others by their actions and in the way that they speak to others.

● Our children should learn from experience to expect fair and consistently applied consequences for inappropriate behaviour, which makes apparent the distinction between serious and minor offences, whilst acknowledging that we all make mistakes.
● Whilst being consistent, staff should keep a flexibility that takes account of individual circumstances. Balancing this with the statement above is part of our professional role.
● We should avoid the punishment of whole groups.
● We should label the behaviour, not the child.
● We should never employ punishments that humiliate the child.
● Desired behaviour needs to be actively taught.
● High expectation and surprise or disappointment when this is not realised is fundamental to building high self-esteem.
● Instructions should be given in clear positive language with visual support where appropriate.
● Instructions to individual children are more effective when preceded by the child's name, possibly twice.
● We should use a quiet voice and a calm manner, i.e. assertive, rather than aggressive.
● We need to allow time for reflection and discussion and to realise that children need to be heard
● The safety and wellbeing of children and staff is paramount at all times and this will be a key factor in determining what actions and support need to be put in place with regard to any inappropriate behaviour.

5.The role of the Leadership Team

It is the responsibility of the Leadership Team:

● To ensure the effective implementation of this policy.
● To model in our dealings with all people what is expected.
● To ensure that all staff are aware of it and are effective in their role with regard to its implementation.
● To continually monitor and support its development.
● To provide support where appropriate for staff.
● To monitor the quality of social learning opportunities staff provide for children.
● To ensure that visitors to the school behave in support of the policy and of the school's ethos.

6.Classroom Management and Curriculum

Behaviour strategies and the teaching of good behaviour
Relationships are key in ensuring positive behaviour choices. We ask staff to:

- Recognise the individual and their needs
- Make the children feel safe
- Maintain a sense of humour and fun
- Make time to get to know the children – develop a relationship with them
- Be aware of influences from home – listen to even the smallest problems
- Make time to deal with current issues
- Welcome them in the morning – make each new day a fresh start
- Talk and listen
- Make time to repair and rebuild

Classroom management and teaching styles have a critical influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and

their efforts are valued. Classrooms should be organised to develop independence. Furniture should be arranged to provide an environment conducive to positive behaviour. Our 'Learning Environment Guidelines' are shared with the staff of the year with the aim to ensure an environment that supports learning and reduces 'visual noise'.

- Materials and resources should be arranged to be accessible and easily identified. Displays should help develop children's self-esteem through demonstrating the value of every individual's contribution and overall the classroom should provide a welcoming environment.
- The teacher should have a named 'Calm Area/Zen Den/Focus Table to support regulation.
- Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour for learning as well as good work.
- Classroom rules must be applied, and rewards and logical consequences applied as stated in this policy.
- Classroom routines, signals for gaining attention and transitions need to be established and practiced. They need to be explicitly taught and modelled with a focus on this in the first two weeks of term. A line order will be used to support calm transitions around the school.
- Morning and Afternoon routines need to be thought through and consistent to reduce both cognitive load and potential anxiety at these points of the day.
- All Key Stage 2 classes will display our Golden Rules and the flowchart which describes the stages of behaviour management.

Links across the curriculum

In all curriculum areas the children are taught to value and respect the world around them, and the values and beliefs of individuals. This may be regarded as "implicit" teaching of attitudes, and therefore, behaviour. Certain curriculum areas have an "explicit" impact on behaviour management and upon how children react to each other and the people around them e.g. Religious Education, Physical Education and Personal, Social, Health and Relationships Education (PSHRE). School also supports children through giving clear guidance on how to keep safe when using technology as outlined in our Online Safety Progression Document

7.Rewards

Behaviour that is rewarded will be more likely to recur than behaviour that is not rewarded. Staff should 'Catch them being good' and use specific praise and other reward systems to create a positive climate in their classrooms. Before the use of sanctions, 'helpful prompts' and positive redirection techniques should be used (Appendix 2)

Preventative planning and intervention at organisational, classroom and individual level help diffuse potentially difficult situations by allowing pupils to maintain their self-esteem and continue their activity appropriately.

The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers should refer to it and can use it to develop between five and ten essential actions to encourage good behaviour in pupils. (Appendix 3)

Celebrating Success

At our school we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by pupils, parents and staff during the academic year. We ask staff to pay particular attention to rewarding effort and learning dispositions.

Praise

This should be used the most. You can look for good behaviour and comment on that. Feedback should be specific. For example "Thank you for putting the pencils away". Praise should be natural and varied, age appropriate, attention getting (name names), frequent and consistent and should outnumber corrections or reprimands. Such positive feedback could include words, nods, claps, smiles, thumbs up etc. Be generous with praise when establishing the rules.

Showing and telling

Children should be given time to talk about good behaviour and good work within the classroom and to another class / teacher. Encourage a climate where children notice good behaviour in others and affirm it. It is important that children are also referred to Senior Members of staff in these circumstances.

Class Rewards/Team Points

Children may earn tokens or team points to contribute to larger rewards for the whole class or team. This builds a sense of community.

Stickers/Certificates

Rewards for achievements can be given which include stickers, certificates, good news letters to parents etc.

Celebration Assembly

Children's achievements are rewarded in weekly 'Celebration Assembly'; where possible, success will be communicated to parents by email or text message.

8. Inappropriate Behaviour and Consequences

Although we aim to focus on positives at all times, there are unfortunately occasions when a pupil may let themselves, the school and others down through their unacceptable or inappropriate behaviour. When inappropriate behaviour does take place there is an expectation from children and adults alike that appropriate consequences should be applied.

When responding to inappropriate behaviour choices, we ask that all staff:

- Refer to what the child should be doing, with a reminder of the relevant school / class rule being broken;
- Make explicit reference to the school's Behaviour Policy and Golden Rules;
- Follow the Behaviour Stages
- Make explicit their concern for the child and their learning when speaking to children about their behaviour;
- Use opportunities to repair and build the relationship whenever possible;

- Remain aware of their own emotional response to challenging behaviour and seek to manage their own response.

Logical Consequences

Logical consequences are ways in which adults structure learning opportunities for children. The goal of logical consequences is to stop children's misbehaviour and help them make more constructive choices. Below are three kinds of logical consequences:

You Break It --You Fix It

Children take some responsibility for fixing, as best they can, any problem they have created. A Restorative Conversation Script is used to support children and give the child an opportunity to say "what happened" from their perspective. They will also have a chance to reflect on how their behaviour made them feel or impacted peers. Adults will reiterate the Sefton Park golden rules and can plan for the future.
Restorative Reflection form

A child hurts the feelings of another. They participate in "an apology of action" by writing a note, including the hurt child in a friendly activity.

A pupil is part of a conflict. The pupils involved participate in a 'Peer Mediation' process.
Peer Mediation Template

A pupil wastes class time talking to a friend, looking out the window, trying to avoid the task. They make up the time at another point during the day.

Loss of Privilege

When pupils do not "take care of the rules," the logical consequence might be to lose a privilege. Examples: Two children talk instead of working. They have to sit by themselves. A pupil plays unsafely on an outdoor structure. She has to choose a different area of the playground to use during the rest of play. A student messes around in line. He has to walk with the teacher/go to the end of the line.

Take a Break

A pupil who is beginning to disrupt and disturb their own and others' ability to learn is asked to move and "take a break." This may be in the named 'Calm Area' in the classroom or other safe designated spaces in the classroom. The pupil may return to
his seat when he or she appears to have regained control and is ready to participate in a positive way.

Serious Behaviour

If the behaviour of any child is a concern, class teachers will liaise with parents/carers and draw up a relevant behaviour plan. They may also seek advice from a Senior Leader.

Behaviour considered to be serious enough to escalate directly to Senior Leaders includes:

- Any deliberate or repeated action which causes significant harm to another child or adult.
- Bullying, racist, sexist, homophobic or disablist language/behaviour.
- Any deliberate action which causes damage to property or equipment.

- Continuous actions/behaviour that prevents themselves or others from learning or the teacher from teaching.
- Persistent refusal to follow instructions of a member of staff. Pupil behaviour will be discussed with the pupil with a view to one of three outcomes.

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Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Pupils will not be removed from classrooms for prolonged periods of time. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

Reflection time with SLT (using restorative approaches)	Phone call home	Parent / Carer meeting
The pupil thinks of strategies to repair the situation and works through Restorative Reflection Form either at lunchtime/playtime or a suitable time to meet the needs of the pupil. The pupil returns to class with a view to make a better choice.	Parents/carers are informed of the situation, steps required for improvement and next steps if there is no improvement in pupil behaviour. Pupil returns to class with a view to make a better choice	This may include reviewing and developing pupil targets or developing an Individual Behaviour Plan with the support of all staff working with the child. If this is not effective the school may follow the Local Authority's suspension and exclusion procedure (Appendix 6)

10. Early Years Foundation Stage

In the Early Years Foundation Stage (DCSF, 2007) we, at Sefton Park are committed to developmentally appropriate practice. All behaviour management must be congruent with the four principles that underpin this stage:

- **A Unique Child:** This principle focuses on providing an environment that supports each child to develop a sense of their own identity and culture and of those around them. It should support each child's emotional needs, recognising and praising both effort and achievement as well as promoting a sense of belonging.
- **Positive Relationships:** This principle focuses on providing an environment that is inclusive and respecting of everyone's differences. Children learn to be strong and independent from a base of secure relationships.
- **Enabling Environments:** The environment should support every child's learning through planned experiences and activities that are challenging but achievable. Learning and Development: This principle focuses on providing an environment that encourages physical and emotional play, alone or with others, that is challenging,

interesting, attractive and accessible. Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter connected.

Perhaps the most powerful way of supporting any child in the Early Years is by focusing on emotional development so that the child feels confident about attempting new tasks. This in turn leads to a higher level of motivation and an increased capacity for learning.
In the EYFS, practitioners support children's personal, emotional and social development through:
● Circle Times, stories and group times are used to teach the skills of cooperation and conflict resolution.
● Staff support children in recognising and naming their emotions and promote positive ways of expressing these; for example, through symbolic play.
● Staff acknowledge and praise appropriate behaviour. Let the child know every time you see them behaving well or making the right choice. Praise effort as well as achievement. Show the child you value attempts.
● Staff use open body language and physical contact, such an arm around the shoulder or offering a hand to hold, to show approval and offer support, when appropriate (see *Safe Touch and Physical Handling Policy*)
● Staff demonstrate how much they value and respect children's ideas, preferences and achievements by listening to, sharing, recording and celebrating them. Use the child's own interests to develop learning.
● When children behave in ways that are not acceptable- for example, not respecting people or equipment – adults make clear that it is the behaviour and not the child that is unacceptable. It is vital that the child's self-esteem is protected: " We really like you and we are glad you are here but it's not ok to hit"; " It's ok to be angry and
we won't let you hurt yourself or others"; " We care about you so we need to keep you safe. It's not ok to run out of class."
● The following strategies may be used, when behaviour is not acceptable, according to the unique child and context: Non-verbal messages: tactical ignoring, description of reality, simple direction, choices and consequences. GEMS G Get their attention…when a child is making the 'wrong choice', say their name and make sure they are looking at you. E Explain….. the 'right choice' for their behaviour. M Model…..the 'right choice' so that they are aware of our expectations. S Show me ….so that they, and we know, if the child has understood. (Appendix 3)
● In such cases, children are offered choices, with expectations and consequences clearly communicated in language/signs the child can understand.
● If necessary, for example, if a child hurts someone, he/she may be removed from an activity but will remain under staff supervision at all times.
● Whilst it is sometimes appropriate to remove a child from the current area or activity, no aspect of the Early Years curriculum will be withheld as punishment or offered as reward for behaviours.
● When children need extra support to manage their behaviour an 'Assess-Plan-Do-Review' model should be followed in accordance with the school's' SEND Policy 'and all staff involved should be consistent when responding to the needs of the child. Planning for challenging behaviour is an essential preventative strategy.
● Wherever possible, we use the High Scope 'Conflict Resolution' model to deal with conflict between pupils, when they are developmentally ready for this approach. This model can also be used with older children (Appendix 4)

10. Anti-Bullying

At Sefton Park Infant and Junior Schools we believe that all members of the school community should feel valued, safe and secure and have a right to work and learn in a relaxed, secure environment free from harassment and bullying. We are a TELLING school; incidents will be dealt with promptly and effectively.
Racist incidents, such as racist name calling, are taken very seriously. These are always reported to a member of SLT and are recorded. Parents are informed if the incident is proven. Racist incidents are reported to the governors.

11. Lunchtimes and Playtimes

Providing a safe and supportive environment, the playground offers pupils opportunities for play, creativity, fun and enjoyment. We attach great importance to ensuring that break and lunchtimes in our school offer pupils positive experiences that contribute to their social, physical and emotional well-being. Every pupil has the right to enjoy a positive outdoor play experience.

We expect the same standards of behaviour to apply as during the rest of the school day and for pupils to respond to the authority of the Lunchtime Supervisors and treat them with the same respect as other adults in the school. Pupils are encouraged to enjoy the outdoors, explore their environment and play imaginatively, alone or in groups through both sports activities and the PlayPod. Pupils are encouraged to manage, with adult help only when necessary, their social situations positively and independently.

They should feel safe and secure so as to feel that they can ask for help when needed.
All staff need to cultivate a consistent approach to discipline in order for the pupils to feel safe.

The Nest is used at lunchtime to provide a low-arousal dining space for specific children on specific days to have lunch. It is also used for children who need to co-regulate after incidents in the playground and for those who are finding social interactions challenging and need more support to get belonging and friendship needs met.
Serious incidents of behaviour may be dealt with in a reflection room by members of SLT.
Children will be supported to have a restorative reflection time or peer mediation.
Lunchtime Routines and Guidelines and Playtime Routines and Guidelines are shared with all staff to build consistency and clarity.

'Golden Rule': Everyone has the right to feel safe and happy

To this end, we:
- Are kind and helpful to everyone.
- Take care of our environment and play equipment.
- Play safely and look after each other.
- Follow instructions from an adult first time.

If children do not follow the rules, the following stages are to be followed:
Stage 1: Rule reminder and helpful prompt 'The rules say…..' 'Is it safe?'
Stage 2: Make a better choice!
Stage 3: Logical Consequence (Time away from activity in The Nest/Equipment taken away)
Stage 4: Senior Leader (Restorative Reflection Time)

A rota of the staff supporting lunchtimes in The Nest will be shared with staff. Records of incidents causing concern at lunchtime are to be recorded on CPOMS.

12. Support

Staff development and support

To support the encouragement of good behaviour and discipline in our school, all staff will receive appropriate and relevant training in behaviour management, including how SEND and mental health needs impact behaviour. This allows for the updating of procedure and strategies as well as refreshing knowledge and understanding of the school systems. Early Career Teachers and new members of staff receive training and support as part of their induction.

Pupil support systems

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. We aim to support all our pupils to ensure that every child succeeds during their time at Sefton Park. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. The DSL and SENDCo will discuss the most appropriate pathway to support the pupil:

- Behaviour charts to enable celebration of good behaviour.
- Increased communication between home and school.
- The Nest: A safe space for children to co-regulate with an adult to enable them to return to their learning with minimal disruption to others in their class. It also provides a space to support the development of secure attachments and positive relationships with adults and peers.
- Individual Behaviour Plans (Behaviour Escalation Summary Chart/Behaviour Regulation Plan)
- Support from the SENDCo (Special Educational Needs/Disability Co-ordinator), identified teaching assistants, teachers, pastoral support.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions, play therapy etc. This may take place in The Nest.
- Using trauma-informed and attachment aware approaches.
- Additional English or maths support where this is identified as a barrier to learning and impacts on the child's behaviour
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, Behaviour Consultants, NorthStar Outreach, CAMHs
- For those children who display unsafe behaviour a Risk Assessment will be completed and signed by the school and parents.

The school will consider whether the behaviour that is causing concern gives cause to suspect that a child is suffering, or is likely to suffer, from significant harm. Where this is the case, school staff will follow the school's safeguarding policy.

13. Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

14. Liaison with parents and other agencies

We believe that parents/carers have an important role and responsibility in supporting the school's positive behaviour policy. As such the school seeks to work in partnership with parents.

We would want parents and carers to support the celebration of desirable behaviour and also support any sanctions that school may use upon occasions.

We hope parents will:-

● Support the school so children receive consistent messages about how to behave both at home and at school.
● Support and encourage their child's learning.
● Inform the class teacher should any concerns arise about behaviour.

Monitoring

Delivery of the behaviour policy will be monitored within the school monitoring cycle

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1

Further Information from the DfE

Key points

● Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
● The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
● Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions. Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a

Ensuring good behaviour in school
Teachers, Learning Support Assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction and can impose any reasonable disciplinary penalty in response to poor behaviour.

Use of reasonable force

The use of reasonable force Detailed advice is available in Use of Reasonable Force – advice for school leaders, staff and governing bodies. Headteachers and all school staff should read this guidance. There are circumstances when it is appropriate for staff in schools 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. 'Reasonable' in these circumstances means 'using no more force than is needed'

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, or disrupting the learning of others. The actions that we take are in line with government guidelines on the restraint of children. For further information please refer to 'Safe Touch and Physical Handling Procedures'

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

Pupils' Conduct Outside the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5)* of the *Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for:
any misbehaviour when the child is:
● taking part in any school-organised or school-related activity or
● travelling to or from school or
● wearing school uniform or
● in some other way identifiable as a pupil at the school.
or misbehaviour at any time, whether or not the conditions above apply, that:
● could have repercussions for the orderly running of the school or
● poses a threat to another pupil or member of the public or
● could adversely affect the reputation of the school.

Child-on-Child Harm
Pupils are encouraged to report anything that makes them uncomfortable, no matter how

'small' they feel it might be.
The school's response will be:
• Proportionate
• Considered
• Supportive
• Decided on a case-by-case basis
The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
Please refer to our Safeguarding (Child Protection) Policy for more information

Searching pupils
Detailed guidance for schools can be found in Searching, Screening and Confiscation - GOV.UK . Headteachers and school staff should read this guidance. School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Malicious Allegations
Allegations of abuse will be taken seriously, and Sefton Park Schools will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.
Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Appendix 2
The following is a list of positive redirection tactics, from least to most intrusive.
● Tactical ignoring
● Tactical pausing: Pause, emphasises attention and focus.
● Non-verbal cueing: A clear, discussed cue that gives a message.
● Name reminder: Integrate name into teacher talk.
● Proximity/parallel praise: Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour
● Description of reality: Describe what is happening, e.g. "Oh look, the puzzles are all over the floor" / "This is a funny looking circle", thereby drawing the children's attention to the problem and inviting their solution.
● Behaviour reinforcements: "We walk inside" / "Well done for walking" / "We all help at Sorting Time"
● Question and feedback: "What are you doing?" / "What should you be doing?"/"Do you need help to...?"

● Choices and consequences “You can stay here with us and play kindly, or you can sit at another table.”

● Behavioural direction: Use name to initiate attention, focus on behaviour required rather that what is going wrong, finish with thanks, keep direction brief.

● Rule reminder: Could ask a question ‘What is our rule for……?’

● When……..then……..: Keeps focus on the desired outcome whilst allowing pupil to see the next steps.

● Partial agreement: Partially agree then redirect. Keep focus on required behaviour and do not get into discussion. I understand that you feel / think…….. but I would like you to…….

● Stuck record: I would like you to……. The rule is…….. The rules say…….

● Direct questions: ‘What’, ‘when’ ‘how’ rather than ‘why’. Direct the responsibility to the child.

● Directed choices: Within known rules or routines- refer back to rights, roles and responsibilities.

Appendix 3

Charlie Taylor’s Behaviour checklist for teachers

Classroom

1. Know the names and roles of any adults in class.
2. Meet and greet pupils when they come into the classroom.
3. Display rules in the class - and ensure that the pupils and staff know what they are. 4. Display the tariff of sanctions in class.
5. Have a system in place to follow through with all sanctions.
6. Display the tariff of rewards in class.
7. Have a system in place to follow through with all rewards.
8. Have a visual timetable on the wall.
9. Follow the school behaviour policy.

Pupils

1. Know the names of children.
2. Have a plan for children who are likely to misbehave.
3. Ensure other adults in the class know the plan.
4. Understand pupils’ special needs.

Teaching

1. Ensure that all resources are prepared in advance.
2. Praise the behaviour you want to see more of.
3. Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
4. Differentiate.
5. Stay calm.
6. Have clear routines for transitions and for stopping the class.
7. Teach children the class routines.

Parents

1. Give feedback to parents about their child’s behaviour - let them know about the good days as well as the bad ones.

Appendix 5

The Problem Solving Steps

1. Approach calmly

Breathe, place yourself between the children on their physical level.

Use a calm voice and a gentle touch. If an object is involved in the conflict say something like "I'm going to hold this while we talk about the problem".

2. Acknowledge feelings

Give recognition to the feelings children are expressing by using simple descriptive words, for example "You look upset . . . you look upset"

Make sure the children have 'emptied out' their feelings before moving on to the next stage.

3. Gather information

Ask the children open-ended questions that will help you find out what exactly the problem is. Questions like "What's happening?" or "What's the problem?" or "What's going on?" are useful at this stage. Repeat children's words back to them to help them clarify their thoughts.

4. Restate the problem

Say exactly what the problem is. Use words like "So the problem is . . . " Use the needs and details the children have described.

5. Ask for ideas for solutions and choose one together

Say something like "What do you think we can do to solve this problem?". Listen and let the children come up with their own ideas. Respect and explore all of the ideas even if some of them seem unrealistic. If children say they can 'share' explore this idea further so that everyone is clear how the sharing will happen.

6. Be prepared to give follow up support

When children have reached a solution, check that they are both OK with it. Summarise what is going to happen by saying something like "so you're going to . . . and you're going to . . .". Then acknowledge that the children have solved their problem by saying words to the effect of "You did it! You solved the problem!" This helps to build children's confidence in their capabilities as problem solvers.

Appendix 6

Suspension and Permanent Exclusion Guidance

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Decision to suspend/exclude:

The decision to suspend or permanently exclude a pupil will only be taken in the following circumstances:

- In response to a serious breach of the school's behaviour policy, or
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

This is an extreme sanction and is only administered by the Head teacher (or in the absence of the head, the Deputy Head in that role.)

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Head teachers should also consider the use of a multi-agency assessment for

pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems. Whilst it may still be an appropriate sanction, head teachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Suspension procedure

- Suspensions are of a fixed term nature and are of short duration (usually between one and three days)
- The regulations allow the Head teacher to suspend a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

Giving notice

If suspension is needed, notice must be given immediately, ideally by telephone. This must be followed by written notice.
If the need for suspension occurs in the morning session and needs to take effect in the afternoon, notice must be given to the parent before the start of the afternoon session.
If the need for suspension occurs in the afternoon and needs to take effect the next school day, notice to the parents must be given before the start of that day.

Written notice must inform parents/ carers of:

1. The precise period and reasons for the suspension.
2. The parents duties during the next five days (or stated suspension period). During the course of a suspension where the pupil is to be at home, parents are advised that the pupil is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians.
3. The parent's right to make representations to the governing body and how the pupil may be involved in this.
4. The person the parent should contact if they wish to make such representations. 5. The arrangement made by the school to set and mark work for the pupil during the initial five days of the suspension.
6. If relevant, the school day on which the pupil will be provided with full-time education, and
7. If relevant, details of the reintegration interview.

The head must inform the governing body if a pupil's exclusions total more than 15 days in any one term.
Pupils can be suspended for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one year.
Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or Virtual School Head, as applicable.
When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension.

School's responsibility:
The school has a duty to arrange suitable full time educational provision from and including the 6th day of the suspension period. If a looked after child is excluded provision should be in place form the 1st day.

Reintegration Interview:

The head teacher or a senior member of staff must arrange and conduct a reintegration interview with a parent and the pupil at the end of an external exclusion at a date and time convenient for the parent on school premises.
For longer periods of exclusion the notice for a reintegration interview must be given no later than 6 school days before the date of the interview. (It can be given with the exclusion notification). For short external exclusions, the reintegration interview should occur on the morning of the day the pupil returns. If a parent fails to attend this must be recorded.

School registers:
If the pupil is provided with alternative provision meeting all regulations before the 6th day, they are marked on the register under code B or code D.
If the pupil is not provided with alternative provision until the 6th day they should be marked absent on the register using code E.

Permanent Exclusion
The decision to exclude a pupil permanently is a serious one. A permanent exclusion may be considered if;
It is the final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

Pupils with SEND
Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability.
Where a pupil has an EHC plan, schools should contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude. For those with SEN but without an EHC plan, the school should review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required.