



Children and learning at the heart of
our CARE-ing community

Old Fletton Primary School
Behaviour & Expectation Policy
incorporating physical intervention, restraint & exclusions
Version 11 - September 2023

OUR ASPIRATION FOR OLD FLETTON PRIMARY SCHOOL

Purpose	Our aim is for all children to be happy and successful in school and that all children should have the right to a calm and trouble-free learning environment. Our ultimate aim is for all children to be part of a school culture in which expectations are clear and embedded.
Behaviour	Dealing with all aspects of children’s behaviour, quietly recognising, praising and encouraging the prosocial choices and reminding and applying appropriate consequences to behaviours that are unsocial, antisocial or dangerous.
Linked policies	Safeguarding & Child Protection Policy Learning & Teaching Policy Outdoor & Educational Visits Policy Bullying Procedures Home School Agreement

What is the policy for?	The policy is for all members of the Old Fletton Primary School community so that there is common understanding about what we expect from our children BOTH in and out of school.
Who has devised and contributed to this policy?	This policy was initially devised by the Headteacher and amended following training and staff feedback. (Staff Questionnaire July '19). Changes made in September '22 reflect the “STEPS” approach. It is reviewed annually and ratified by Governors.
How will this policy be communicated?	This policy is available on the school website and in the Headteacher’s office. Parents are reminded annually in the Autumn term.
How will this policy be monitored?	Suspensions will be reported to the chair of governors as they happen, the headteacher will give governors regular updates on behaviour through the Head’s report and the policy will be reviewed every year in line with the policy monitoring schedule.

CARE:

Respect

At Old Fletton Primary School, we believe that every person is equally important.

This policy reflects the values, ethos and philosophy of Old Fletton in relation to behaviour support.

It is a working document and as such it reflects both the practices that are carried out and those to which the school is striving.

The policy is agreed upon by the whole teaching staff and presented to the Governing Body.

At Old Fletton, everyone has a part to play in the promotion of high standards of behaviour.

We aim to create an environment in which pupils can learn and develop to their full potential.

We encourage good behaviour through high expectations and mutual respect between pupils, and between staff and pupils.

At Old Fletton, all staff working with our children receive training in behaviour support.

This training is called “STEPS” and is adapted from the original work by Angela Wadham of Norfolk Steps. The term “STEPS” is drawn from the Norfolk County Council statement on inclusion: “The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.”

This statement reflects the philosophy, policy and practice at our school.

Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment.

It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of STEPS is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

Staff are being trained in level one ‘STEPS’ training and new staff joining the school will receive this training as soon as it is available to them.

The Deputy Headteacher is an accredited STEPS trainer.

Annual refresher training will be provided for all staff.

Rationale

At Old Fletton it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning.

Every member of staff strives to develop the whole person, including spiritual, moral, social and cultural education.

Within our school community, we have strong values of CARE and they underpin all the work we do.

Through the constant application of our values learners at Old Fletton will...

- Feel safe, confident and supported to embrace challenges.
- Achieve their very best - talk confidently about themselves and be proud of their achievements and celebrate the achievements of others.
- Be motivated and excited by their learning, demonstrating resilience when learning becomes more challenging.
- Be well-prepared to take full advantage of the next stage in their learning and in life.

- Be able to make informed, thoughtful choices to help them become caring citizens that contribute positively to society and the environment.
- Recognise their own uniqueness and respect the uniqueness of others.
- Know that they are responsible for their own actions, thoughts, feelings and behaviour.

Prosocial Behaviour

Prosocial behaviours refer to voluntary actions specifically intended to benefit or improve the wellbeing of everyone within the school dynamic. Examples include speaking and listening to one another, helping, sharing, consoling, comforting, cooperating, developing resilience, determination and working hard.

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

Prosocial behaviour	How all members of staff should respond
Listening Taking turns Sharing Collaborating Kindness Helping Guiding/teacher/peer support	Quietly praise, promote and celebrate Encouraging words Model Certificates Greeting individual children Marvellous Me Lily stickers Team points

Recording of Prosocial Behaviour

Not all recognised prosocial behaviour will be recorded, however there is an expectation that class teachers keep a record of certificates and Marvellous Me messages.

The leadership office will record Lily stickers and celebrate dependent on each child's preference.

Staff must: know their pupils as individuals as well as learners; be willing to be flexible dependent on particular individual needs as discussed with the deputy headteacher/designated safeguarding leads/SENCO; adopt a quiet and respectful approach when discussing behaviour; ensure positive comments are related to specific behaviours or work.

Staff must not: overly publicly praise individuals at the expense of other pupils' emotions and the group dynamic or make general positive comments e.g. 'good girl'.

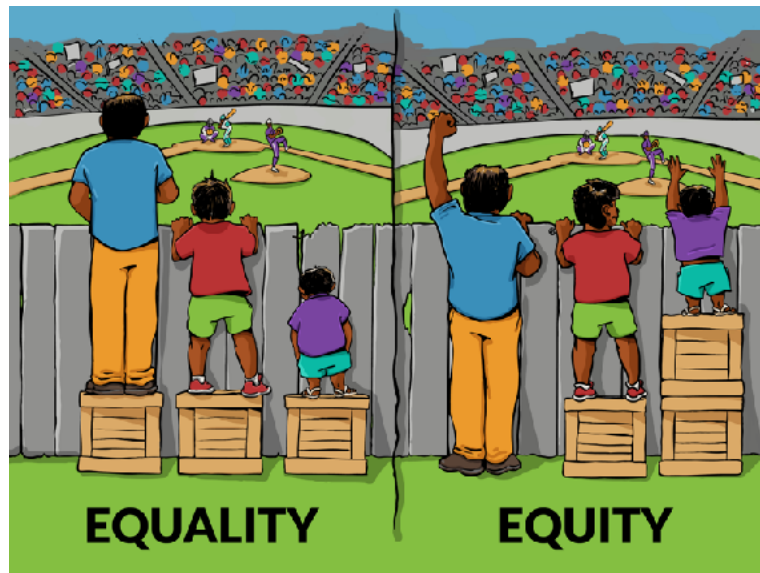
Rewards

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

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

Rewards will always follow a behaviour or work and **will not be used to motivate/bribe a child to conform or complete something.**

Supporting all Learners



**Children are provided with support based on their individual needs.
All children are unique and the support we offer as a school reflects this.**

All children at Old Fletton have access to a universal approach which may then be graduated or targeted as appropriate to meet their needs.

Universal - class teacher

Reasonable adaptations, interventions and support delivered at whole school level. This includes discussions of SEMH, assemblies, pastoral time, PSHE and the overall curriculum.

Graduated - class teacher

- Interventions in the classroom (inclusion circles).
- Time to speak to an adult.
- Regular communication with parents.

Targeted - class teacher, SLT, SENCO

- 1:1 teaching assistant support.
- Art therapy.
- Reduced timetables.
- Sensory circuits.
- Sensory support in Sensory Room.
- Support from outside agencies (YDP).
- Out of school alternative provisions.

Differentiation and adaptation of curriculum and resources is provided to meet a child's basic needs within their learning environment which will be based upon the recommendations of professionals working with the child. This may include but is by no means comprehensive:

- Sensory support, i.e. wobble cushions, ear defenders.
- Considered seating plans.
- Enlarged text.

The teaching and learning is the responsibility of the class teacher, with support from a teaching assistant where provided.

Appropriate support and provision is provided for class teachers by the SENCO, deputy headteacher, SAFE Officer and the headteacher.

Low Level Behaviour

Low level behaviour is any behaviour that disturbs the flow of a lesson distracting either the class teacher or pupil(s).

Examples include (but are not limited to):

- Not following Silent School hand gestures.
- Calling out (one or two times).
- Talking when the teacher is talking.
- Unnecessary fiddling/fussing with equipment.
- Rocking on chairs.
- Not following instructions.
- Repeated requests to go to the toilet (without a medical reason).
- Lateness from break/lunch.

Staff must: have high expectations; graduate their response to the child's needs/presentation as identified in inclusion circles; challenge low level behaviour either by a simple request to stop (green circle), quiet conversation (orange circle), possible tactical ignoring (red circle); as required home follow up conversations.

Staff must not: use a one size fits all approach.

Unsocial Behaviour

- Unsocial behaviours are not antisocial as they are not to the detriment of others. Not seeking to associate with others but not to the detriment of others.
- Not choosing to behave sociably in the company of others, but not to the detriment of others.
- Not doing as instructed or dictated, but not to the detriment of others.
- Unsocial behaviour may indicate negative feelings that require additional support through nurture provision or other appropriate provisions.

Unsocial behaviour	How all members of staff should respond
Refusing to take part in a curriculum activity e.g. not joining in with PE Not joining in with collaborative work Not following instructions in class Not eating lunch	That's your choice Join us when you are ready Repeat instruction and say 'thank you' Limited choices - given by adult TROGS - time and task, resources, outcomes, grouping and stop signal Talk to the child about the impact this behaviour will have upon themselves/ others Child select a partner to support them For children with EHCP a personal plan Adapt provision to meet individual needs

Antisocial Behaviour

- Antisocial behaviour is classified as difficult or dangerous; either causing harm to self, an individual, a group, the community or the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.

Antisocial behaviour	How all members of staff should respond
Calling out in class on a regular basis Preventing others from accessing learning on a regular basis Leaving classroom without permission Making unwanted noises on a regular basis Not following staff instructions on a regular basis	Risk Reduction Plan and meeting with parents and teacher Go to a safe space in classroom or outside Ready, respectful, safe No thank you Discussions in PSHE to build understanding of others
Spitting Sexual comments Racial comments Bullying Threatening members of staff with a weapon Locking staff out of a room Consistently disrupting the learning of others Climbing on tables and chairs Threatening behaviour with intent Making obscene references Taking clothes off inappropriately Entering prohibited spaces, e.g. cleaning cupboard	Take to a safe pace - don't follow unless the child is unsafe/at risk Use of scripts that are consistent throughout the school Alert the headteacher, deputy headteacher, designated safeguarding lead, SENCO Restorative conversation to restore, redraw and repair PSHE lessons Remove the class Seating plan/position in the classroom Be minding of own body language Remove pupil
Swearing verbally as heard by staff Swearing as a physical gesture as witnessed by staff Persistently absconding from school during the school day Hitting and leaving a mark Biting others Kicking with intent Pulling out clumps of hair Touching or grabbing others by their genitals Touching or grabbing others by their breasts Spitting at someone Urinating and/or defecating deliberately Bringing weapons into school Using weapons in school Throwing objects to cause physical harm e.g. scissors, chairs, fire extinguishers Damage to school property that endangers others Physical sexual harassment, such as deliberately brushing against, grabbing, massaging or stroking an individual's body Repeatedly exposing themselves which includes exposing or causing exposure of under clothing, genitalia or other body parts that are normally covered by an individual by a means including but not limited to mooning, streaking, up skirting, down blousing and/or flashing	As above Remove the class Suspension - fixed term Exclusion - permanent Involve police if necessary

On a regular basis is more than three times a day. One-off incidents need to be recorded on My Concern.

Following an incident of antisocial behaviour, pupils will complete a reflection form (appendix 1) with the member of staff during which they will be supported to recognise the impact of their behaviour and how to make positive changes to improve it. Records of reflections forms will be recorded in the Headteacher's office.

Antisocial behaviour on the playground will be recorded as a purple slip (appendix 2) by staff and will be addressed by the SaFE Officer, Deputy Headteacher or Headteacher. Records of purple slips will be recorded in the Deputy Headteacher's office.

Unforeseeable Behaviour

Unforeseeable behaviours are behaviours not covered by this policy, never previously experienced or so historic we believed they would not reoccur. It is behaviour that is unpredictable or maybe considered inappropriate for the situation and not in keeping with the standards of behaviour we would expect.

Children should only be physically removed from a space in school if they are a risk to the safety of other children or staff and it is safe for staff to do so without risking harm to themselves.

Unforeseeable behaviour	How all members of staff should respond
Self-harm Being under the influence of drugs or alcohol	Risk Reduction Plan and meeting with parents and teacher Go to a safe space in classroom or outside
Taking members of staff hostage Being physically violent Being emotionally abusive Being sexually abusive	Remove the class Contact the headteacher, deputy headteacher, SAFE Officer, DDSL, SENCO Inform the police

Recording on My Concern. Create a Risk Reduction Plan. High end emergency responses authorised.

De-escalation scripts and Risk Reduction Plans

De-escalation scripts and Risk Reduction Plans will be used with pupils.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Very rarely a child may need to be positively handled to prevent serious harm to themselves or others. If a child presents a foreseeable risk, school should prepare a risk assessment and seek advice from Cambridgeshire STEPS Team. For staff who have not received this training, there may be occasions when they need to use restraint, e.g. to stop a child running into the road. In all cases staff must use their best judgement (dynamic risk assessment) and ensure that all actions are reasonable, proportionate and necessary. Following any such incident a written record is made, parents informed, new risk assessment and further training as necessary. This will be part of the debrief process.

Recording, Reporting and Communication

When a behaviour incident occurs which is defined as difficult or dangerous by this policy, this should always be recorded by staff on My Concern. This should be recorded by the member of staff who dealt with the incident in the first instance. When recording on My Concern, staff should record all incidents as they would if reporting a child protection concern, refer to the Safeguarding and Child Protection Policy.

Communication with Parents/Carers

When a behaviour incident occurs which is defined as difficult or dangerous by this policy and has been recorded on My Concern.

A phone call should be made to parents/carers to inform them of the incident.

If a Risk Reduction Plan exists it should be updated and shared with parents by the class teacher or headteacher, deputy headteacher, SAFE Officer or SENCO.

Exclusion

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - September 2023.

1. Introduction Explanation of Guidance. This guidance is to be used to complement the DfE Guidance Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - September 2023.

All decisions about exclusion must be made with reference to this document which outlines statutory responsibilities and guidance.

1.1 DfE guidance see link: <https://www.gov.uk/government/publications/school-exclusion>

1.2 Details of Local Authority Officer contacts: for primary pupils at risk of exclusion schools should contact Special Educational Needs and Disabilities (SEND) Services.

The Government supports headteachers in using suspension and exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. DfE Sept 2017.

A fixed term suspension will happen when a child has demonstrated antisocial behaviour that is listed in the 'red' category in the policy.

A fixed term suspension will happen when a child has demonstrated antisocial behaviour that is listed in the 'orange' category for three times a week or over a five day period.

A permanent exclusion will happen when a child has repeatedly demonstrated antisocial behaviour in the 'red' category and support including risk reduction plan, reduced timetable, bespoke curriculum, appropriate provision (but not exclusively) have been provided. Access and Inclusion Team have been involved.

In extreme cases a child may experience a fixed or permanent exclusion with no prior history.

Roles and Responsibilities

The headteacher can make the decision to suspend and exclude.

In the headteacher's absence the deputy headteacher has the right to suspend and exclude.

The headteacher will inform parents/carers of a fixed term suspension or permanent exclusion following the Cambridgeshire exclusion guidance.

The Access and Inclusion Team will be informed.

Parents will be informed of their rights by the headteacher following a suspension or exclusion.

Risk Reduction Plans, timetable, classroom support and the needs of all pupils will be considered with protective consequences prior to a child returning from a fixed term exclusion.

All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.

The headteacher retains the power to suspend or exclude pupils on disciplinary grounds - all suspensions and exclusions and their arrangements are carried out in line with the Exclusions Policy where practicable.

Permanent exclusion is only to be used as a last resort.

Where a pupil with a social worker is at risk of suspension or exclusion their social worker is informed and involved in relevant conversations.

The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education and the governing body meets to discuss reinstatement within 15 school days. School can recommend a temporary reduced timetable but this is not enforceable.

Where the pupil's reinstatement is declined, parents have 25 school days to apply for a review of this decision before the school deletes the name of a permanently excluded pupil from their admissions register.

The timeframes set out in the Exclusions Policy remain in force, where practicable.

Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed - where necessary the governing body decides whether any meetings should be delayed.

If it is decided, as per the criteria in the Exclusions Policy, that it is not appropriate for meetings to take place in person within the usual timeframe, remote access meetings are used.

In the event that a remote access meeting is necessary, the governing body ensures that any technology used for these meetings is understood by all participants, and that support is facilitated for any participant who may need it.

The authority who arranges the remote access meeting takes reasonable steps to facilitate all participants' access to the required technology.

Procedural requirements for exclusion meetings under normal circumstances remain in place during remote access meetings, e.g. if a parent requests a SEND expert to advise the review panel.

Families are made aware that they do not have to consent to a remote access meeting, but that this will likely result in the meeting being delayed.

Every effort is made by the chair of the meeting to ensure that all participants understand and engage with the proceedings:

- Clear instructions are provided about how to join the meeting.
- A named person is indicated to whom participants can address questions beforehand.
- The chair explains the agenda at the outset of the meeting and outlines guidance with regards to how the meeting will be run.

The governing body takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

The school will make every reasonable effort to avoid excluding any looked after child.

Where a looked after child is at risk of exclusion the school will contact the relevant authorities as soon as possible to consider ways to help the child and avoid exclusion becoming necessary.

Where a previously looked after child is at risk of exclusion the school will discuss this with the child's parent or guardian and seek advice from their virtual school head.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

Reflective conversation with staff member			
Child's name:		Date:	
Class:		Year Group:	

<p>Detailed, factual, non judgmental description of the behaviour.</p> <p><i>Don't over or under describe.</i></p>	
<p>Impact of behaviour on the group.</p> <p><i>Factual, what was the impact on each stakeholder.</i></p>	
<p>Educational consequence.</p> <p><i>How can I help you improve your behaviour?</i></p> <p><i>How can you help me improve your behaviour?</i></p>	
<p>Protective consequence.</p> <p><i>What is it?</i></p> <p><i>Why is it needed?</i></p>	

Purple Playtime Slip Care Values are not a choice - concern has been raised about Respecting people & their property		
Child's name:	Class:	Date:
Poor treatment of playground equipment		
Playing inappropriate games		
Being unkind or inconsiderate to others		
deliberate hurting or intimidation of others removal from playground to a member of SLT		
Form Completed by:	Form received & recorded by HT/DHT/SaFE Officer	