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Beatrix Potter School Behaviour Support Policy

Adopted by	Signature	Date
Amanda Robertson Headteacher		October 17 th 2024
Geoff Morris Chair of Governors		October 17 th 2024
Next Review		October 2025

Article 3

The best interests of the child must be top priority in all things that affect children

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

‘The measure of a truly great person is the courtesy with which they treat others.’

The staff and governors of the school expect all pupils at Beatrix Potter to develop respectful relationships and pro-social behaviour that show consideration, courtesy and respect for themselves and other people at all times. We believe in working, as much as possible, on the positive reinforcement of good behaviour.

We work within the framework of a Rights Respecting School in which children consider their rights alongside the rights respecting actions which they need to take to ensure everyone's rights are respected. Our Pupils Charter sets out the expectations we have for pupils and pupils have for themselves.

Pupils Charter

Rights	Rights Respecting Actions
We have the right to feel safe and happy.	We need to: <ul style="list-style-type: none"> • Look after ourselves and others. • Treat others how we would like to be treated.
We have the right to a good education.	We need to: <ul style="list-style-type: none"> • Listen. • Concentrate. • Always try our best.
We have the right to have our voices heard.	We need to: <ul style="list-style-type: none"> • Speak to an adult when we need help. • Listen and respect the views of others. • Help to make decisions.
We have the right to have access to a variety of resources that everyone can use.	We need to: <ul style="list-style-type: none"> • Look after school property. • Share with each other.

In addition to the Pupils Charter, each class will develop their own Class Charter which will set out the rights respecting actions for everybody in the class in order to protect each child's rights. The children have also developed a playground charter and a sports charter,

This policy is produced in line with the Department for Education guidance 'Behaviour in Schools'. It is everyone's responsibility to promote good behaviour and this policy contains guidance to support this ethos.

Pro-Social Behaviour

Pro-social behaviour in children refers to actions that are intended to benefit others. These behaviours are characterised by kindness, empathy, and cooperation, and they play a crucial role in helping children develop positive relationships with their peers, family members, and the larger community. Examples of pro-social behaviour in children include sharing, helping, comforting others, cooperating in group activities, and showing concern for others' feeling, as well as using kind words.

Rationale

Pro-social behaviour and respectful relationships are central to our children's development and ability to thrive in school, and later in adult society. We recognise the effect a calm, organised and productive atmosphere has on a child's learning, self-esteem and health. Therefore we endeavour to create a safe, happy environment which best enables learning. We recognise that children do make mistakes, and that learning from these is key to helping our children develop.

We recognise that behaviour is a form of communication and that our responses must be empathetic and inquisitive as well as clear and restorative. Staff are encouraged to understand that vulnerable children who display anti-social behaviour need the root issues addressed. Therefore we always have a duty to avoid labelling children, but instead to explore support and grow relationships that change and improve lives.

Our school has an important role, in partnership with the family and wider community, in nurturing mutual respect, a sense of responsibility and a positive work and behaviour ethic. Our Behaviour Support Policy sets out to ensure that everyone; pupils, their families, staff and visitors to our school understand and follow school rules and expectations and the reasoning behind them. We believe that collectively we contribute towards making the school a pleasant, safe and productive place to learn and build relationships.

It is crucial for parents to work positively with our school to support our Behaviour Support Policy and ensure safe, kind and respectful behaviour of their child when they are at school. Parents reinforcing agreed school-based rewards and sanctions makes it easier for staff to apply the policy and for children to accept the consequences of their behaviour.

When parents choose to enrol their child in our school, they also choose to support school policies, including this behaviour and anti-bullying policy.

We are an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. This policy takes full account of the Public Sector Equality Duty.

The Public Sector Equality Duty or "general duty" requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following key principles:

1. To promote the ethos that all learners are of equal value. Regardless of ability, ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. To recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. To foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. To foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. To have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
6. To work to raise standards for all pupils, and especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Our behaviour support policy defines the pro-social behaviours in our school. It is centred on what successful behaviour looks like. Pupils are proactively taught through the school values, the Rights Respecting ethos, PSHE and staff/child interactions what these pro-social behaviours look, sound and feel like. It is in everyone's interests to work collectively for a safe, kind and respectful environment.

Our approach to equity

Although this policy will be applied to the very vast majority of children, Beatrix Potter School recognises that one size does not always fit all. The school is aware that there are some children with SEND that may need nuanced and tailored support, that still centres on promoting pro social behaviour and with firm boundaries for anti social behaviour. The school will work with parents and staff if adaptations are needed to best support a specific child with identified SEND, or a child who is supported by an outside agency such as social care.

Our School Rules

Our school rules can be condensed into 5 over-arching key principles;

Be kind – *make all other people feel good through our actions and words.*
Be safe – *make choices that result in gentle actions and kind words*
Be respectful – *we treat everyone well, listening to each other and acting on safe advice.*
Work hard – *try your best in all you do*
Be resilient – *we all make mistakes, be honest, learn and develop yourself*

These rules are in display in every classroom and around the school and playground.

Other rules and expectations that all staff teach within the school include

Remember your manners, say please, thank you and excuse me, hold the door for someone
Use your indoor voices when inside any part of the school buildings
No playfighting, or grabbing, pushing or pushing as a part of a game
Take turns and learn to share
Always walk in and around school
Always use our lanyards if we are out of class
Use whispering voices when we walk in lines in the school
Leave toys and jewellery at home
Wear correct uniform and PE kit
Take care of the school building, grounds, equipment and local environment

These School Rules are explicitly taught to all pupils, so that they understand what behaviour is expected and encouraged and what is not accepted. It is taught explicitly at the return after every school holiday, and often before and after a break/lunch time, PSHE and through the values assemblies as well as the Rights Respecting assemblies

Anti-Bullying

Our school has a stand-alone policy for antibullying.

Supporting pupils with self-regulation and taking responsibility for their behaviour

We teach children that we all have a full range of emotions and everyone will experience a wide range of feelings.





- We teach children that it is normal to experience a range of feelings.
- Emotions are what we feel on the inside; behaviour is how we act on the outside.
- All feelings are natural, but we must be safe, kind and respectful in how we communicate these. Not all behaviours are acceptable.

The Zones of Regulation

Our approach aims to develop children's understanding of emotions and self-regulation to build mental health and promote resilience. There are four zones included in the Zones of Regulation and each zone has its own colour.

The Zones of Regulation poster is displayed at the front of the classroom. Staff direct children to use this resource when necessary to identify which zone they are in and to help themselves get back to the green zone. Staff use the Zones of Regulation at the beginning of the day and after unstructured times – such as playtimes.

The ZONES of Regulation

			
Blue Zone bored tired unwell shy deflated	Green Zone focussed calm proud relaxed	Yellow Zone worried frustrated silly excited scared	Red Zone angry terrified ecstatic panicked overjoyed

Children are taught:

- About emotions and to recognise what zone they are in.
- It is natural to experience all zones at one time or another.
- You can fluctuate between the zones throughout the day.
- All zones and all feelings are okay, but not all behaviours are safe, kind or respectful.
- When we notice that our behaviour is not appropriate to the situation, it is a clue that we need to manage ourselves differently.
- Strategies to regulate themselves back to the 'Green' Zone e.g. breathing techniques, counting, stretching, squeezing hands together, talking to someone.
- That if they are finding it difficult to manage their response, then the staff at school will implement a programme with them to help them to do so.

Play Times & Lunchtimes

To promote positive behaviour and ensure safety:

- Children are supervised when they are lining up for lunch.
- Children are supervised as they are eating.
- Children are supervised as they move to the playgrounds.
- Children are supervised as they play.
- Staff lead games proactively with the children
- Staff are vigilant of areas that are out of an easy eyeline
- Staff on duty use the agreed positive reinforcement strategies and sanctions.

- There are calm spaces provided to give time and space for children to regulate.

At playtimes, all children must remain in the designated play areas where they can be safely supervised by duty staff.

As a school we implement a *Peer Mentor system*. This is where Year 5 & 6 children support Foundation and Key Stage 1 pupils to ensure they have a safe and enjoyable playtime.

We also have *Sports Ambassadors*. These are selected Year 6 pupils who support Foundation and Key Stage 1 pupils.

Transitions and movement around the school

To maintain a calm and quiet environment in the school at all times we do not expect children to be silent.

Whispering is fine. Talking loudly is not.

All staff insist on children whispering as they move around the school, including from the playground to the classroom. If children are using a talking voice, staff will remind them (using a whispering voice) that they can whisper or they can choose not to talk.

When moving around the school individually, children should always be wearing a coloured lanyard to denote the reason for them being out of class. Each class has its own set of lanyards which are kept in the classroom. Once used, these should be returned to the same classroom.

- Orange – toilet breaks.
- Rainbow – special jobs.
- Yellow – lunchtime clubs.
- Green – movement breaks.

Any member of staff who notices that a child is out of the classroom without a lanyard on should remind the child to wear a lanyard and if appropriate ask the child to return to class to get the correct one.

Staff also wear lanyards to identify themselves and where useful, this includes visual symbols to support children with knowing the expectations of them.

A Balanced Approach – Rewards and Consequences

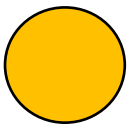
We use both rewards and consequences. Below are the full details. A shorter and basic summary is available as appendix 2 on page 18.

Positive Behaviour System

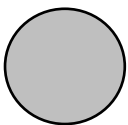
The staff at Beatrix Potter recognise that positive encouragement and rewards through understanding of rights respecting actions promotes good behaviour in pupils and help to raise self-esteem. The list below makes suggestions about how this can be achieved;

- Verbally praise good behaviour to the child and parents, describing clearly what the pro-social behaviour is and its positive impact.
- Positive use of the 'Going for Gold' chart
- House points – mostly 1 at a time, but 3 for silver and 5 for gold on the 'Going for Gold' Chart
- Weekly certificates.
- Deputy Head Teacher's Award.
- Head Teacher's Award.
- Sending children to other teachers to acknowledge their achievement.
- Golden Time (time limited to 20 minutes in all year groups).
- Stickers.

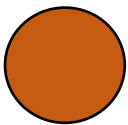
Going for Gold! (A system primarily to reward pro social choices, behaviour and learning)



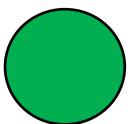
Gold – 5 house points awarded. This may also result in a sticker in EYFS & Key Stage 1. Teachers should inform parents when a child has reached gold. This is for **exceptional** pro-social and learning behaviour only.



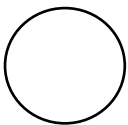
Silver – Verbal praise and encouragement to 'go for gold'. This may result in a sticker in EYFS & Key Stage 1. One House point awarded. Many children will reach this place in a lesson.



Bronze – Verbal praise and encouragement to 'go for silver'. This may result in a sticker in EYFS & Key Stage 1.



Green – Children start on green at the beginning of each session (morning and afternoon).



Plain – Thinking Time. A conversation or instruction to guide the child will be given. When on Thinking Time, the teacher should actively seek to move the child up to green at the earliest possible opportunity.

In most instances' children should only move up or down one colour and they should be given up to 3 warnings before being moved down a colour. In exceptional instances children may move up or down more than one colour and without warning.

This chart is primarily to reward excellent behaviour and attitude to learning. For the consequences for antisocial behaviour, please see page 11.

The school's ambition is that all children finish every session on at least green with the majority on bronze or silver.

EYFS use a 'Kindness Jar' until the summer term of Reception where they move over to the Going for Gold chart as part of their transition work for Year 1.

Expectations of all staff in implementing our positive rights respecting behaviour systems

'Kids don't learn from people they don't like' Rita Pierson (2013)

'I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.' Often attributed to Maya Angelou.

Positive staff relationships with the children are an integral part of supporting children to become pro-social and respectful. In order for good behaviour to be achieved in our school, it is essential that all members of staff:

- Develop relationships with the children, ensuring that the children know that they are liked, respected and that the member of staff has their interest at heart.
- Are warm, kind, friendly and interested in the children and their wellbeing.
- Actively look to catch children 'getting it right'
- Are non-judgemental, do not use negative labels either to, or about the children such as 'rude' 'entitled' or 'naughty'.
- Are empathetic in communicating, and/or delivering sanctions, providing a 'soft landing' that prioritises learning over chastisement
- Understand that they have an important part to play through actively teaching pro-social behaviour which supports our young people to become happy and well adjusted.
- Understand that children do make mistakes and that for the vast majority a 3R conversation (reflect, repair and restore) will be sufficient
- Take responsibility personally for overseeing any behaviour support that they encounter, knowing when, how and who to escalate an unresolved issue to.
- Check their own personal regulation and manage themselves before managing the children, hence providing a good role model.
- Provide good role models by cooperating and supporting each other and treating one another and the pupils with respect, courtesy and consideration.
- Recognise the positive contributions of all pupils – giving descriptive praise for good behaviour or any improvement in behaviour, naming the behaviour that they see.
- Apply rewards and sanctions calmly, fairly and consistently.
- Use PIP (praise in public) and RIP (reprimand in private)
- Speak calmly to pupils, including in the face of challenge, reminding them of the school rules and why we have them.
- Listen to all sides when trying to resolve disagreements.
- Are alert to bullying, racial, homophobic or any other harassment and try to avert problems before they escalate, passing on any issues of this kind to the SLT.
- Encourage pupils to seek help when they need it and to report any unacceptable behaviour.
- Ensure they collect pupils from playtimes promptly with teachers arriving in the playgrounds 5 minutes before the end of the play and lunchtimes to support transition time.

- Actively prioritise transition times, such as lining up or walking around the school so that they can see all children in the line at any one time through the staff's positioning.
- Work to create a well-cared for environment and a positive atmosphere throughout the school.
- Accept the responsibility for maintaining positive behaviour throughout the school.
- Adhere to the code of conduct set out in the Safeguarding Policy.

Recording of Incidents

Minor incidents will be dealt with at the time by the member of staff present. Examples include quickly resolved low level disruption, early reminders to follow an instruction (the expectation is that all instructions from staff are followed at the first time of asking with due consideration to processing and take up time), reminders for voice level control, low level support for friendship and play and expectations about where children should be etc. Staff may use the 3Rs sheet (appendix 1) to support the conversation but this does not need to be recorded or submitted.

More serious incidents include any physical incident, verbal aggression, racial discrimination, bullying, homophobic, gender discrimination, sexual violence/harassment. These are recorded on CPOMS with a clear consequence for the behaviour (see consequences below). Class teachers are responsible for recording on CPOMS under 'behaviour' any incident concerning a child in their class. If the incident has taken place at a break or lunch time, the class teacher will complete the electronic record with the member support staff present who dealt with the incident. All CPOMS reports will be assigned to the key stage leader and all members of the core SLT team (Headteacher, Deputy Headteacher, Assistant Headteachers). Any 3R sheets that are completed will be passed to the Deputy Headteacher if there has been a CPOMS submitted.

All persistent unsocial and antisocial behaviour is recorded in the following way:

COMMUNICATING AND RECORDING on CPOMS

We use the following:

Trigger – Shortened to T

Primary Behaviour- shortened to PB

Secondary behaviour – shortened to SB. Not all incidents will have led to secondary behaviour so this is only recorded when appropriate

Consequence – shortened to C

T - learning/unknown /incident with a friend

We always write the trigger, as there will always be a trigger, we may not always be able to see a thought a child has or know a smell/word/sound that triggers them from something in their past. The child may also not know. To us they may seem fine but remember there is always a reason for communicating through their behaviour. If the trigger is not known, we write unknown.

Primary Behaviour- shortened to PB

PB – e.g. leaving class

Secondary behaviour – shortened to SB. Secondary behaviour can be understood as the words and actions following the first incident – often through heightened emotions, including anger, embarrassment, pride etc.

SB – e.g. swearing, running away, hitting a child, shouting at an adult, shouting at a child, throwing objects around the room, tipping chairs, tipping tables

Consequence – shortened to C

C- A comic strip conversation, 3Rs completed, tidied the room, wrote an apology letter, repaired any damage

Full example:

T – maths - learning

PB – shouted out

SB – ran out of class, no response to adults, encouraged another child to come too. Lasted for 1 hour

C – comic strip conversation with a focus on impact on others during their own time

Escalation of the Most Serious Incidents

Class teachers and support staff will use their professional judgement around verbally notifying the key stage leader in the first instance of an incident. When necessary, these incidents will be escalated by the key stage leader further to the Deputy Headteacher/ Assistant Headteachers who will make the decision on whether it is escalated to the Headteacher.

Any racist, homophobic or sexual harassment incidents will be referred immediately to the Deputy Headteacher who will ensure that the Headteacher is also aware. The school is required to report all incidents of racist and homophobic behaviour to the governors.

Serious incidents will be reported to the Key Stage Leaders on the first instance and then escalated through the Assistant Headteacher/Deputy Head Teacher/Headteacher.

More serious incidents are recorded on CPOMS by members of the Senior Leadership preferably with the member of staff present who has dealt with the incident in the first instance in order to complete the T, PB, SB, C.

Any racist or homophobic incidences are passed to the governors.

Any staff member may ask children to complete a Rights Respecting Restorative sheet only for less serious incidents (see appendix 1) as part of ensuring future good behaviour. Rights Respecting Restorative sheets are passed to the Deputy Head Teacher who monitors them termly.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

The school consistently and fairly promotes high standards of behaviour for all pupils and provides additional support where needed to ensure pupils can achieve and learn as well as possible. A good behaviour culture creates a calm environment, which will benefit pupils with SEND, enabling them to learn.

We must manage pupil behaviour effectively in order to keep children safe and provide a calm and purposeful learning environment, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, a SEN support plan sets out the support being provided and any reasonable adjustments that need to be made to ensure all pupils can meet behavioural expectations. In some cases this may include a contract of behaviour for specific behaviours and may also include a sanction such as a detention, agreed by the family and school together.

Children with special educational needs and disabilities (SEND), such as having a diagnosis of Social Emotional Mental Health (SEMH), autism, ADHD, or who have experienced trauma, or have difficulties around attachment, will have their special educational needs taken into consideration before consequences are selected and applied. There will be an emphasis for children with SEND, as with all children, on positive behaviour management in an effort to negate negative cycles of self-esteem. Staff will often explain to other children that everybody has areas to improve on, and for some children this is in their learning, and for others it is in managing their responses to impulses or emotions.

Children with identified SEMH special needs will have their behaviour recorded using the SEND incident sheet. These are kept by the class teacher in the 'Intervention Folders' and are monitored by the SENDCo on a half termly basis as a minimum as part of the tracking of children with SEMH. These are reported to the governors along with the Deputy Headteachers report once termly.

Strategies to manage pupils with SEND will be part of their support plan and will always be agreed with the SENCO. This may include asking to go to or being directed to go the calm room in order to self-regulate in a calm space.

Looking after children upset by antisocial behaviour

We recognise that experiencing antisocial behaviour can be upsetting or hurtful. Staff will always check the wellbeing of children who have been at the receiving end of antisocial behaviour. Strategies include:

- Taking the child/ren aside and asking how they are
- Letting the child/ren know that the behaviours are unacceptable, and that they are being looked into
- On more serious incidents, letting the child/ren know that there will be consequences to help the other child/ren learn, and that these might not be publicly shared with them, but they will be taking place
- If a child is outside, offering them a chance to come inside to be looked after by a member of staff
- Checking in later on to see how the child is feeling

Consequences of antisocial behaviour

Positive programmes change and build positive behaviour. Most low level behaviour should be dealt with using a restorative approach where the staff member calmly guides the child through a reflect, repair and restore process.

However, children should know that there are consequences to unsocial or anti-social behaviour. Where possible, consequences must be carried out by the adult who was working with the child at the time. If a child is not managing to display pro-social behaviours, we need to teach the behaviour we want to see.

- It could be a 'quick catch up'
- It could be reflect, repair and restore (3Rs)
- It could be a natural consequence (clearing up a mess, mending something)
- Staff may need to teach something, and help children to practise something, Consequences can be educational and protective.

We use the word obviously to work out the consequence for a child e.g. a child has seriously disrupted the learning in class then the protective consequence is obviously the child needs to have time away from the class to reflect on the harm the child is having on all the children, themselves and the teacher in the class. If a child has hurt another child in the playground, then obviously the child needs a protective consequence of time away from the playground with an educational consequence about the impact of their actions what can happen to a child if they are hurt.

The list below suggests the sanctions that can be used by all staff. However, staff are to use those which are appropriate to the age and make-up of the class. Teachers will take into consideration their professional knowledge of a child and their history. All staff will give children a 'soft landing' into the sanctions which will be communicated with empathy and a clear description of why that sanction has been selected.

- Verbal warning.
- Moving down the behaviour chart
- Separation from those with whom they are behaving unsocially or antisocially
- Taken aside and spoken to quietly by a member of staff to discuss what has happened and talk about the consequences of their actions.
- Playfighting in the first instance leads to 1 minute walking with a member of staff on duty, and on further instances within that play session, further and increased time (2 minutes, then 3 minutes) walking with the staff member. (Time in rather than time out)
- Completing the 3Rs Rights Respecting Restorative Justice sheet
- Finish their work in their own time.

- Loss of Golden Time.
- Miss part of a playtime or lunchtime.
- Work in another classroom for a limited period.
- Rectify and make good any damage they have caused.
- Inform parents at the end of the day.
- A letter sent home.
- *In some specific cases*, children may have additional after school detentions that are agreed in a contract with parents and the child in response to specific behaviours. After school detentions are not issued by the school without this already being in place.
- For serious incidents, sent to Key Stage Co-ordinator; Sent to SENCO/Assistant Head Teacher; sent to Deputy Head Teacher; Sent to the Head Teacher.
- A meeting with the parents, involving the SENDCO and/or Deputy Head/Head Teacher if appropriate.
- A formal internal exclusion (including a letter home to the family with a warning that the child is at risk of being suspended)
- Suspension and permanent exclusion as a last resort.
- Standard letters will also be sent home to alert parents when children are not in the correct school uniform or when they have forgotten their PE kit.

Racism/homophobia and sexual harassment

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here, and that all groups with protected characteristics must have their rights protected. Any incident involving racism, homophobia, or sexual harassment will be referred straight to the Deputy Headteacher in the first instance. The school seeks to educate children about the rights of all groups and to teach empathy and tolerance. Conversations with children will primarily be with the aim to educate and improve societal relations.

There will also be consequences. These will include:

- On a first occasion, a conversation with the family with the intention to support the education of the child for respect and tolerance.
- If repeated, the child may be removed from the classroom for a period of time and/or the playground so that other children can have their rights protected. The parents will be contacted and a pastoral support programme will be commenced with a senior leader
- If there are ongoing incidents there may be further referrals such as those below which support our most vulnerable children.
- Continued incidents may result in suspension.
- If all other avenues of support are exhausted and there is continued risk to other children, permanent exclusion may be considered

Supporting our Most Vulnerable Children

Children at risk of suspension, or who pose a potential ongoing risk to others, will be allocated to a member of the Senior Leadership Team. The support offered may include:

- Risk Assessment
- Behavioural Contract with individualised rewards and consequences
- Individualised Pupil Programme
- Pastoral Support Programme (regular meetings and targets)
- Referral to the Behaviour Learning Support Service
- Referral to Early Support Services
- CAMHS
- Signposting to counselling or therapeutic intervention

- Application for an 'Education Health Care Plan' (EHNA) if appropriate due to identified significant SEND
- Referral to the educational psychologist
- Referral for further assessment and intervention as appropriate

Reporting to Governors

Governors receive an analysis and report of the CPOMs and relevant SEND Incident Sheets on a termly basis. These are always anonymised.

Confiscation and Search

No mobile phones/smart watches or recording devices are allowed on site. However, if a child is in Years 5 or 6 and is walking home with permission given by the parent/carer, mobile phones may be brought in but must be handed into the staff immediately on arrival. Children are not to bring sweets or toys into school and these should also be handed to the teacher if brought in by accident.

The Headteacher, and any member of staff authorised to do so by the Headteacher, including the DSL, deputy DSLs and classroom teachers, can carry out a bag and/ or pockets search and confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils, and/or
- Is a banned item in the school
- Is evidence in relation to an offence

The child will always be asked to cooperate with a search, the reasons for the search will be shared and two members of staff will be there throughout the conversation and search

Pupil Voice Councils

Beatrix Potter School has a School Council/Learning Council. These provide a forum for the children to have an influence over many aspects of school life. All the pupils in the school can air their views via their class representatives. All classes from Years 2-6 are also represented on the following:

- Rights Respecting Council
- Peer Mentors
- Anti-Bullying Ambassadors
- Travel/Eco Ambassadors
- Sports Ambassadors

Unacceptable behaviour online

The school does not allow pupils to use mobile phones in school. From January 2025, all phones for Years 5 and 6 must be non 'smart' and limited to text and call only.

Online behaviour incidents amongst pupils occur outside the school day and off the school premises.

Parents are responsible for this behaviour.

Parents must strongly consider the possible consequences before allowing their child access to social media or messaging services via mobiles, computers, video games or other devices.

Primary school age children do not have a right to a mobile phone or to use social media.

Children do not have a right to privacy from their parents online. The school strongly advises parents to protect children by:

- Not buying your child a mobile phone.
- Not allowing your child to use parents' or siblings' mobile phones unless you're sitting with them.
- Not allowing your child any access to social media, including messaging services such as Whatsapp.
- Non-smart phone that text and make calls deliver all the safety requirements that a primary aged child who is more independent requires.

Parents are responsible for all online behaviour amongst pupils outside the school day and off the school premises.

However, often incidents that occur online outside of school will affect the pupils' wellbeing and safety in school. The school may sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school.

The school may refer pupils to the Local Authority Multi-Agency Safeguarding Hub (MASH), the Child Exploitation Online Police (CEOP) or the police if the child's behaviour is of a safeguarding or criminal concern.

Use of Reasonable Force (Positive Handling) to Restrain Pupils

Our school uses the Department for Education Use of Reasonable Force guidance.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove children in crisis from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts

Incidents of the use of reasonable force are recorded in the bound and numbered book and reported to governors termly.

Suspension and Permanent Exclusion

Our school uses the Department for Education Suspension and Permanent Exclusion guidance. Suspension or permanent exclusion may be considered if the child's behaviour:

- Presents a physical danger to themselves or others
- Presents a psychological danger to themselves or others
- Persistently prevents other children from learning and teachers from teaching.

A suspension is for a fixed term. School work will be set for the suspended child by the class teacher. The child's parent or carer may collect this work from the school office.

Following a suspension, the parent or carer and suspended child must meet with the Headteacher to take part in a reintegration meeting. In some cases, the suspended child may attend only part of the meeting. This is at the discretion of the Headteacher.

At the reintegration meeting the Headteacher sets out a plan for the child's reintegration in to school. A reintegration plan may include the following:

- A stepped approach towards reintegrating the child back in to their class e.g. spending time in another class and being slowly introduced back in to their year group alongside careful monitoring and support.
- A stepped approach towards reintegrating the child back in to the playground e.g. spending playtimes and lunchtimes inside or in a different playground to their class and being slowly introduced back in to the playground alongside careful monitoring and support.
- Pastoral Support Programme with the family and a member of the SLT and class teacher.
- Referral of the child to the Local Authority Behaviour Support Service.
- Referral of the child to the Local Authority Attendance Service.
- Referral to the Child and Adolescent Mental Health Support Team (CAMHS).
- The use of a Parenting Contract to clarify roles and responsibilities of both the school and the child's parents.
- An application to the Local Authority for a grant to support children who are in danger of further exclusion. This money would usually provide short term 1-1 behaviour support for the child during their period of reintegration in to the school.

A permanent exclusion is when a pupil is no longer allowed to attend the school. The decision to exclude a pupil permanently can be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy.
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.



Right Respecting Restorative Justice



Reflect –

What did I do or say – what caused this and what was I trying to achieve?



Repair – What impact did it have on others and myself? How else could I have achieved what I wanted to achieve?



Restore: Who do I need to talk to – what needs to happen to make this better and put it right?

Guidance for all staff on managing a restorative approach

Calm First	Reflect	Repair	Restore
<ul style="list-style-type: none"> • check yourself, check your emotions – you need to be calm before you begin the process. • Check the child has had enough calm time – they also need to be calm to begin the process. • Avoid displaying anger, frustration or distress • Be clear about your expectations and be consistent in your approach • RIP – reprimand in private • Be respectful, do not belittle (e.g. do not call the child rude or immature etc) • Keep a neutral facial expression, soft eyes • Body language – keep personal distance of at least an arm's length, do not touch the child, body positioned at an angle rather than head on • Eye contact – seek to make eye contact but do not demand it • Tone – calm, low, pitch going down at the end of sentences, controlled, slow, soft but firm 	<ul style="list-style-type: none"> • Ask about the trigger. What was the child trying to achieve? • Ask the child about the primary behaviour first and then the secondary behaviour. • If they cannot say what they had done (shame), ask them if they would like you to say it for them • If necessary and age /ability appropriate, ask the child to write down in detail what happened – always do this in an environment where other children cannot read or copy what is being written • Discuss what other ways they child could have gone about getting their desired outcome • Check that the child believes that they can be heard and knows how to go about this appropriately • Check yourself – what is the ratio of negative and positive interaction? 	<ul style="list-style-type: none"> • Guide the child to think about how they are feeling about it? • Guide the child to think about how others are feeling about it? • Encourage the child to think about ways that they might want to resolve the conflict. • If appropriate, determine an 'obvious' consequence that is connected to the cause. E.g. 'Obviously, as you have hurt another child in the playground you need some time away from the playground' 	<ul style="list-style-type: none"> • Tell the child that you believe in them and that you know that they can make this better • Talk about building better relationships • Discuss ways that this might happen • Support the child as their champion when they are making apologies or completing other restorative actions • Praise the child for their restorative actions and words • Ensure other children/staff involved know that you have dealt with the matter and that it is finished. • Check in with the child/ren later that day or the next day to see how things are

Pro Social Behaviour Rewards Include

Individual:

- Praise
- Going for Gold Chart
- Stickers
- House Points
- Visit to SLT
- Golden Time – reset every week
- Certificates and badges for excellent approach to learning
- Certificates and badges for excellent pro social behaviour
- Certificates and badges linked to the value for the half term
- Communication with parents and carers

Whole Class:

- Opportunities to earn extra playtime
- Opportunities to earn class treat time
- Table points

Anti-Social Behaviour Consequences and Support Include

Consequences

- Warnings (up to 3 depending on the behaviour)
- Moved down or off the Going for Gold Chart
- Removal of Golden Time with the option to earn it back
- Missed playtime
- Time walking with staff outside during playtimes (time in)
- Working outside of the classroom or in another classroom
- After school reflection time – agreed with family
- Working with a member of the SLT
- Internal exclusion
- Suspension
- Permanent exclusion

Support Steps

- Think time
- Discussion around the changes needed and the reasons why
- Reflection space or time
- Reflective conversation focussed on restorative justice
- Discussions with parents/carers
- SEND Discussions
- Personal targets and rewards and sanctions
- Pastoral Support Programme and Risk Assessment

