

**EDWARD PEAKE
C of E (VC) SCHOOL**



**BEHAVIOUR and
RELATIONSHIPS POLICY**

'Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.'

Dr Dan J Siegel

Moral purpose



1. Aims and policy statement

- To ensure that all members of the school community feel respected and safe.
- To provide an environment and curriculum that supports the social, emotional and mental health needs of the whole school community.
- To promote a school ethos that encourages strong connections and relationships between staff, pupils, parents and carers.
- Summarise the roles and responsibilities of different stakeholders in the school community with regard to behaviour management.

Edward Peake C of E (VC) School strives to create a school community which is supportive and nurturing. We have developed a behaviour policy which places connections and relationships at the heart. This will allow pupils to thrive both socially and academically. Our expectations focus on the Christian values of forgiveness and reconciliation.

Purpose of the behaviour policy

- To provide guidance and support to all members of the school community.
- To be easily understood and used in everyday practice.
- Used to create and embed a nurturing, inclusive whole school ethos that reflects the aims of the policy.
- Monitored and evaluated as part of a plan-do-review cycle, with input from pupils, parents/carers and governors.

2. Legislation, statutory requirements and 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 February 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2024](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2024](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

3. Trauma-informed school

TiS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to scaffold their relationships with children in order to support their development. It also gives guidance so that changes by understanding the current personal status and practical activities, which facilitate the development of this relationship. As part of this, the school also has access to a comprehensive and flexible reporting tool for tracking change over time, for both individuals and groups of pupils (Class Charts and Provision Map).

Learning to be skilful in relationships and ready for challenges requires experiencing descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

With a programme of continuous development, our vision is for all our staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

4. Roles and responsibilities

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole. It will not impact learning unless everyone applies it comprehensively and consistently.

Specific roles are as follows:

4.1 The Governing Body

- Ensures that all aspects of the policy promote equality for all pupils and address individual needs.
- Monitors and evaluates the implementation of the policy by receiving reports and data.
- Standing agenda item at Full Governing Body meetings.
- Supports the practical strategies of the policy by holding disciplinary panels for pupils and their parents/carers when there are serious concerns.

4.2 The Headteacher and Senior Leadership Team

- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied.
- Ensure that the policy promotes equality for all pupils and addresses individual needs.
- Monitor reflections and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively.
- Support the practical strategies of the policy by: dealing with serious referral issues; setting up and leading teams, i.e. behaviour support team, attendance team; providing communication systems with parents/carers and outside agencies; providing appropriate class groupings and timetable arrangements; allocating appropriate resources to support the systems.

4.3 Form Teachers

- Work to create a cohesive group and a positive ethos.
- Reward positive behaviour and take action to improve negative behaviour.
- Monitor and give feedback through the reporting systems.
- Communicate regularly with parents/carers.
- Communicate with subject staff and others as appropriate.

- Have regular restorative conversations with pupils with regards to behaviours and attendance.
- Check equipment and uniform on a daily basis and review pupils' attitudes to learning during form time.

5.4 Year Leaders

- Support staff where necessary in restorative conversations.
- Liaise with the AH with responsibility for behaviour.
- Liaise with the inclusion team regarding needs and support of individual pupils.
- Analyse where behaviour is directly impacting progress.
- Lead form teachers in the consistent application of the behaviour policy and setting high expectations and standards.
- Analyse behaviour data and prepare relevant reports.
- Liaise and coordinate with external agencies/schools.
- Be proactive in parental meetings to eradicate high levels of negative behaviour.

4.5 All members of staff

- Ensure that the policy is consistently and fairly applied.
- As stated in the Code of Conduct policy:
 - 2.1 All adults as appropriate to the role and/or job description of the individual, must: place the well-being and learning of pupils at the centre of their professional practice; treat pupils fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality; model the characteristics they are trying to inspire in pupils, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people regardless of protected characteristics; respond sensitively to the differences in the home backgrounds and circumstances of pupils, recognising the key role that parents and carers play in pupils' education; reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues; ensure that the same professional standards are always applied regardless of culture, disability, gender, language, racial origin, religious belief, and/or sexual identity.*
- Code of Conduct policy
 - 10.1 All pupils have a right to be treated with respect and dignity. Adults must not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Deliberately intimidating pupils by shouting aggressively, hectoring or overbearing physical presence is not acceptable in any situation.*
- Exercise classroom management techniques that encourage positive behaviour.
- Prepare lessons that support all pupils in their learning.
- Model in their own actions the expectations the school has for pupils – including mobile phones, punctuality, dress, etc.
- As form teachers or subject teachers, act in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern.

- Plan high-quality lessons with opportunities for progression.
- Take into account the needs of all learners and ensure effective scaffolding is used.
- Ensure that the policy is applied consistently outside the classroom as well as in lessons.
- Provide role models for pupils in their own actions and dealings with others.

4.6 Parents / Carers

- Take responsibility for their child's behaviour and attendance.
- Support the school's core beliefs on positive behaviour management.
- Support the school in carrying out sanctions and celebrating success.
- Communicate appropriately with the school when concerns arise. Use the whole school communication policy.

4.7 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The school's key rules and routines - SAFE, CARING and LEARNING.
- The expected standard of behaviour they should be displaying at school.
- That they have a responsibility to follow the behaviour policy.
- The rewards they can earn for meeting the behaviour expectations, and the reflections they will face if they don't meet the standard.
- The pastoral support that is available to them to help them meet the behavioural expectations.

Pupils will be supported to meet the behaviour expectations and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who arrive mid-year as part of phase transfer.

5. Principles

KEY PRINCIPLES

PRINCIPLE 1- Building relationships, empathy and a feeling of safety.

PRINCIPLE 2- Discipline represents an opportunity to teach, reflect and grow.

PRINCIPLE 3- We aim to understand the reasons behind the behaviour.

PRINCIPLE 4- We support the pupil to modify their behaviour choices.

PRINCIPLE 5- Routines help people to feel safe, but some pupils need scaffolding within an overall structure.

Principle 1

When pupils exhibit challenging behaviours, in the first instance, we use the four steps of emotion coaching to build relationships, empathy and a feeling of safety:

PRINCIPLE 1

STEP 1

We recognise the pupil's feelings and empathise with them.

STEP 2

We label the pupil's feelings and validate them.

STEP 3

We discuss and set limits with the pupil.

STEP 4

We attempt to problem solve with the pupil.

Principle 2

What was the function of (i.e. the reason behind) the behaviour?

- What lesson do I want to teach at this moment?
- How can I best teach this lesson?

The root of “discipline” is the word disciple, which means “student”, “pupil”, and “learner”. A disciple is not a recipient of punishment, but one who is learning through instruction. (Siegel and Payne Bryson, 2018).

Principle 3

We aim to understand what a pupil might be trying to say to us through their behaviour. Behaviour that challenges is not seen as a choice, but as a communication of an unmet need.

Principle 4

We see pupils as separate from the behaviours that they may exhibit; we demonstrate this through our language of choice – words and phrases used to describe the pupil and their behaviour. We support pupils to select the right pathway in order to modify their behaviour.

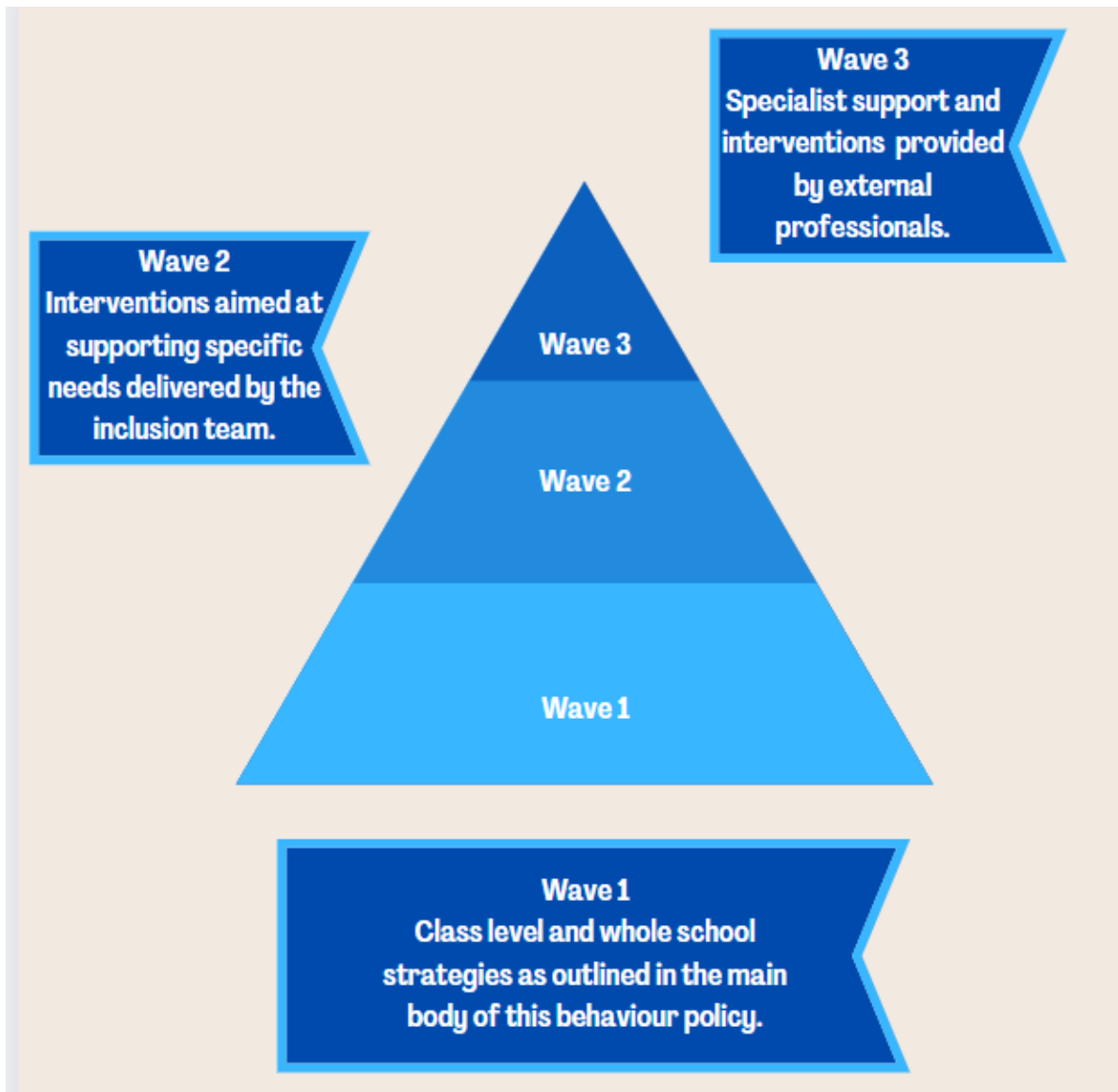
Principle 5

Whilst the majority of pupils will thrive when our whole school approach to behaviour is applied, we recognise that some of our pupils will need further support and intervention, and a few will require more intensive, individualised support. As such, our behaviour policy outlines the different levels of support available depending on an individual’s level of need.

Being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity).

6. Our graduated response to behaviours

Pupils have a wide range of individual needs which change over time. As such, they require a flexible approach within an overall structure of consistency. Whilst we envisage that our Wave One behavioural approach (please see below) will be effective for the majority of pupils at Edward Peake School, some pupils will require extra support in order for us to ensure an equitable school environment. A graduated response to behaviour allows staff to support pupils according to their current level of need. The pyramid below provides some examples of support offered at each wave of our graduated response:



Pupils will be provided with support based on their level of need. Given that Edward Peake School views behaviour as a communication of need, frequent behaviours will be seen as an indication that the level of support may need to be increased (e.g. a child receiving support at Wave One would begin to receive assessment and support at Wave Two). Decisions about the level of support required will always be made in consultation with the pupil, their parents/carers and external professionals as appropriate.

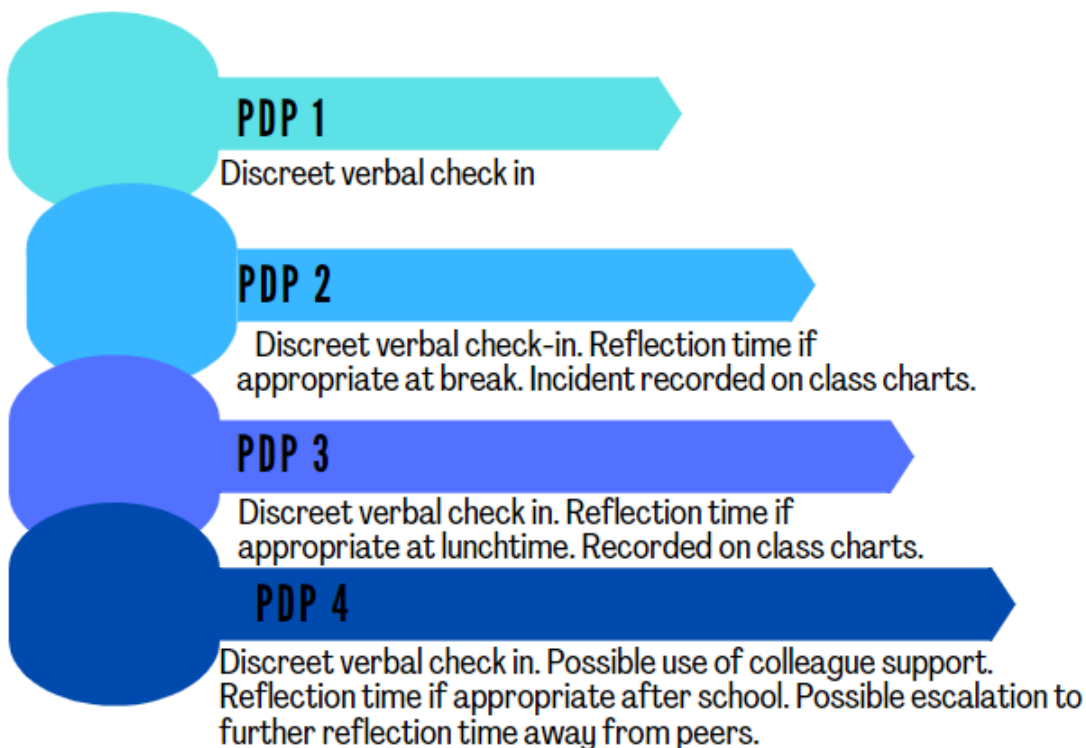
7. Positive Discipline Policy (PDP) Wave 1

In our classrooms and school site, we use a positive discipline policy (PDP), which allows pupils to make independent choices about the behaviours that they exhibit through a guided, structured process linking to the school's three expectations:

- Safe
- Caring
- Learning

When a pupil exhibits behaviours that do not follow the school's expectations in the classroom, staff will implement the following steps:

PDP

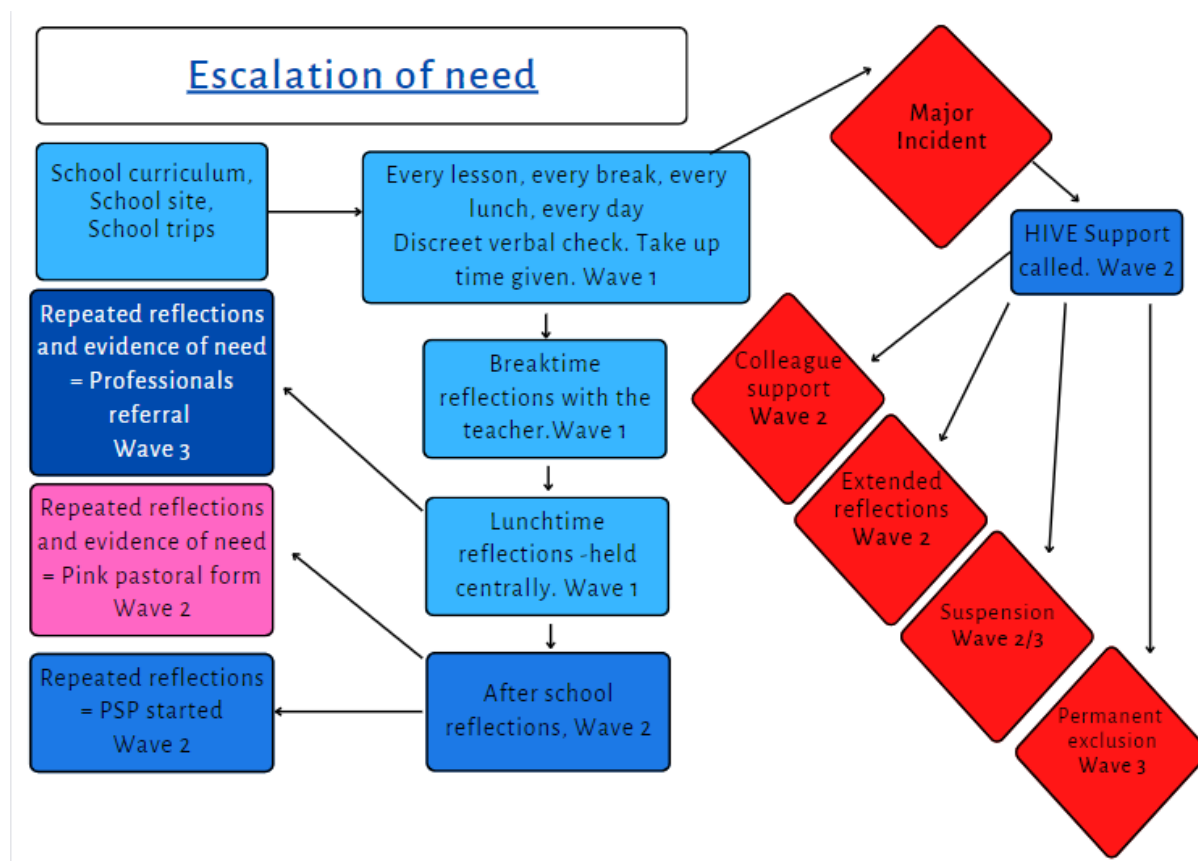


Wave 1-Whole school level

Succeeding together as a community



Escalation of need flowchart



8. Time-to-Reflect

When a pupil's behaviour communicates that they require support at Wave 1, opportunities are created to implement the Key Principles of our school's trauma-informed behaviour approach in particular, teach and nurture, with staff and pupil time being used productively to address infringements of our school's expectations.

This will be with one of the following:

- A teacher at the end of a lesson if appropriate with school timings.
- During break with a form tutor or class teacher.
- Dedicated space for reflections during lunchtime.
- Afterschool with the class teacher
- Afterschool in the HIVE.
- Afterschool with a member of the leadership team.

A time to reflect session is an opportunity for the following to take place:

- Complete missed work
- Thinking time.
- Self-regulation
- Restorative conversations

Time to reflect sessions should be engaging and productive.

9. Restorative practice

Edward Peake is committed to the restorative practice approach and philosophy. It is a way of working that recognises the harm that has been caused, and it aims to repair relationships. The repair takes place through restorative actions, such as repairing harm or damaged property, taking the time to develop an understanding of those who have been hurt and working together to identify new ways to interact. Restorative approaches allow adults to model emotional literacy and develop the pupil's empathy so that their drive to behave in a negative way is challenged not by sanctions, but by the impact the behaviour has on others in society. It is not about using fear to force a person to change behaviour or make amends but instead using structured conversation to make them accountable for what they choose to do.

Refer to Appendix A for further guidance regarding restorative questions.

10. Pastoral Inclusion plan

Our Pastoral Inclusion Plan (PIP) is a school-based intervention that helps individual children manage their behaviour and successfully complete their education at Edward Peake School. Further information regarding a PIP can be found in Appendix D.

11. Rewards

Rewards are an integral part of development but it is important to recognise that pupils who may have experienced trauma, have insecure attachments and negative experiences of school may not respond to the rewards in ways expected. They may sabotage rewards, if they do not receive 'reward time' or find themselves on a 'reward trip' they may believe it is because they cannot meet the expectations, that is their fault and over time, by default, they may no longer respond to rewards and consequences. It is integral that pupils are involved in the planning rewards, and that they feel their needs are met through rewards that they may have chosen and are reachable. However, the evidence does suggest that rewards can be used to motivate pupils, with an aim to reward positive behaviour rather than punish the negative.

Informal rewards are used and embedded at Edward Peake School, they are proven to be effective and achieve the desired effect, they may include:

- Smiles, positive eye contact and gestures
- Targeted praise statements, at a group and or individual
- Spontaneous peer group praise
- Phone calls and or other forms of communication with parents/carers
- Written comments in books
- Displaying good work
- Additional responsibilities
- Positive praise
- Sharing good work and or behaviour with other professionals

In addition, pupils will receive achievement points through Class Charts that can be awarded by teachers for a wide variety of school life: house points for demonstrating school values;

excellent effort; good progress; creative work and idea; excellent leadership; school representation; positive contribution to learning; 100% attendance in a half term, to name but a few.

Achievement points accrued can be spent by pupils on rewards within school via the **Reward Store**. This is accessible via the Class Charts parent/pupil app. The rewards available are after consultation with the school councils and pupils.

Raffle Tickets:

- When a pupil reaches an achievement point total that is a multiple of 30 the form tutor will raise a virtual raffle ticket via Class Charts.
- The virtual raffle tickets are then entered into a virtual name selector at the end of each full term for the opportunity to win an Amazon Voucher. There is a separate draw for each year group.

12. Incident investigation

Incidents need to be investigated thoroughly in order that all sides of the incident are seen to have a 'say'.

- In the first instance 'Reflective Thinking sheets' must be completed by all involved and scrutinised. Pupils will need it stipulated that everything said and done must be recorded in chronological order and that honesty is the best policy.
- If the incident warrants it, further statements may be completed by witnesses.
- An incident may need further investigation in order to be able to be fair and consistent and in possession of the full facts.
- All paperwork should be signed and dated by the pupil.
- All incidents of this nature must also have Class Charts records- pupils should be linked together during incidents.
- Documents should be uploaded to CPOMS.

A copy of the 'Reflective Thinking Sheet' can be found in Appendix B. Some pupils may require the use of 'Needs and Feelings cards'. A copy of the cards can be found in Appendix C.

13. Class Charts

Class Charts is used as a behaviour management tool whereby we can analyse the behaviours of individuals; create seating plans. Overtime, Class Charts can suggest seating plans based upon the data entered by staff across school.

Reports can be generated that can be used in reflections with pupils regarding their behaviours and developing strategies to make better choices in the future.

Refer to Appendix E - Class Charts report

14. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

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:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- o Manage the incident internally
- o Refer to early help
- o Refer to children's social care
- o Report to the police

Please refer to our Safeguarding and Child Protection policy for more information.

15. Pupils conduct outside the school gates or outside of normal school hours

Reflections, fixed term suspensions or a permanent exclusion may be applied where a pupil has displayed behaviour not in line with the school ethos off-site when representing the school or outside of normal school hours.

This means when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

The pupil is behaving in a way which:

- Causes damage to the school site including any external facilities or resources
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

The decisions of the school will be based on the evidence available at the time. Each incident will be assessed on a case by case basis. Reflections, fixed term suspensions or permanent exclusions may be issued.

In all cases, consideration will be given to notifying the police. If the behaviour is criminal or a serious threat to a member of the public the police will always be informed. All incidents are to be documented on Class Charts and CPOMS.

16. Online misbehaviour

The school may issue reflections to pupils when their behaviour online is not in line with the school ethos and vision and when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions on the orderly running of the school.
- It adversely affects the reputation of the school.

Reflections will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

17. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Deputy Headteacher, Assistant Headteacher or Safeguarding and pastoral manager will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and apply reflections, suspensions or permanent exclusions if required, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

18. Reasonable force

The use of reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible.

- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment
- Be recorded and reported to parents/carers.

We want our staff to be able to meet the needs of the children with confidence, whilst safeguarding themselves and those in their care. Physical contact is necessary and justifiable when it meets the needs of the pupil. Several members of the inclusion team are TEAM TEACH trained.

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. The leadership team should be made aware of any reasonable force that has been used. Full statement and incident management arrangements will be used.

The governing body of Edward Peake School has agreed that the Headteacher or person deputising may carry out the procedures listed above.

19. Searching, screening and confiscation

School staff can search a pupil for any item if the pupil agrees; there may also be occasions when information or suspicions arise where 'prohibited items' are believed to be in the possession of individuals.

Prohibited items may include knives/weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; vape; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; any item banned by the school rules. Should suspicions be raised the following actions will be taken;

- A member of the Inclusion team of the same sex and an additional member of staff as the pupil will investigate – this may include a search of belongings including pupils' lockers (staff have a statutory power to search pupils or their possessions and can do so without the consent of the pupil), this must be done in the presence of the pupil and an additional member of the school staff of the same sex. This is under the authorisation of the headteacher in line with current guidelines and legislation.
- The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.
- The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.
- Weapons, knives and extreme or child pornography must always be handed over to the police.
- Parents/carers will be informed within 24 hours of a search for a prohibited item (regardless of whether anything was found).
- Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to the pupil.
- All searches for prohibited items are to be documented on Class Charts.

20. Electronic devices

Electronic devices including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk. In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

21. Extended reflection time

When their behaviours communicate that they require Wave 2 support, a pupil will be referred for extended reflection time. During this time, pupils will be provided with staff support and resources to reflect on the impact of their behaviours on others, ways to develop self-regulation, and the next steps to move forward.

SAFE	Damage to the school environment including property or resources. Significantly compromising the safety of self and/or others.
CARING	Damaging language towards a member of staff. Damaging language towards a peer. Physical harm towards others.
LEARNING	Significant disruption to teaching and learning Repeated disruption to teaching and learning

22. Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent negative behaviour, which has not improved following in-school reflections and interventions. Serious incidents could include behaviour outside of the school gates, on a school trip/visit and incidents outside of normal school hours. The decision to suspend or exclude will be made by the headteacher and only as a last resort. Edward Peake Middle School recognises the potentially detrimental impact of suspension and permanent exclusion and consequently avoids as far as possible, using any form of exclusion to respond to behaviour that challenges us. In order to avoid exclusions, we:

- Identify and meet the need being communicated through a behaviour at the earliest opportunity (rather than using sanctions to reduce the behaviour)
- Use restorative conversations alongside the child or young person to reflect on triggers, thoughts, feelings and what might help in the future

- Use a relational approach to behaviour management
- Using Emotion Coaching to provide co-regulation and to support a young person to understand their emotions.
- A suspension investigation form will be completed prior to the suspension being issued. All evidence will be collated and presented to the Headteacher for approval.
- A review form will be completed with the pupil and their family as part of the reintegration process.

Please refer to our Suspension and Permanent Exclusions policy for more information.

23. Responding to behaviour choices from pupils with SEND

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 cooperate 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. Managing the behaviour of SEND pupils will be assessed using their SEND support plans and EHCPS.

Adapting sanctions for pupils with SEND

When considering a behavioural reflection, fixed term suspension or permanent exclusion for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to issue a reflection to the pupil for their behaviour. The school will then assess if it is appropriate to

use a reflection and if so, whether any reasonable adjustments need to be made to the reflection.

Where behaviour is incurring a risk of suspension or permanent exclusion, appropriate support agencies will be contacted and every reasonable step will be made to ensure the needs of the pupils are being supported.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

24. Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the Inclusion team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group

- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

Signed M. Sladen

Chair of Governors

Date approved: September 2024

Review date: September 2025

Appendix A

The Restorative Question

The 6 Questions to Behaviour Reflection

1) What happened?

This is an opportunity to model the empathy and respect we want the pupil to develop. At this stage, the objective is for the pupil to feel understood and heard.

- Listen (use facial gestures and body language, and small words eg. 'yes', 'okay', 'I see', 'um'... to demonstrate active listening)
- Ask questions if necessary
- Check if you understand properly (do you mean...?)
- If they use this as an opportunity to justify themselves, let them. The objective at this stage is for the pupil to feel heard and understood, not corrected.
- If what the pupil is saying isn't an accurate reflection of the truth, ask inquisitive questions and check understanding: 'are you saying that this happened?'

Use the listening wheel to help guide the restorative process. A pdf copy of the listening wheel will be made available to staff.



Short words like 'yes', 'okay', 'um' or 'go on' can show the talker you are listening and encourage them to carry on.

Reacting using body language and facial expressions can help show the talker you are listening and create interaction without interruption.

Who? What? Where? Why? How?

Summarising what someone has said helps check understanding and lets the talker know that you have been listening.

Telling someone how they sound or look (similarly to looking in a reflection) can help encourage the talker to open up more eg 'you don't sound like everything is alright, you sound upset'.

The talker may or may not have clarity about what they are talking about, or they might be being ambiguous on purpose. Asking for clarity can help the talker develop more clarity for themselves or highlight areas where they might not be telling the whole truth.

2) How were you feeling and what were you needing?

Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it. A Feelings and needs card can be really helpful for this. –

- Suggest feelings and needs if necessary
- Respond with empathetic body language and facial expressions.

Copies of the feelings and needs cards will be available for staff to use.

3) What were you thinking?

The objective at this stage is to help the pupil express their perspective at the time of the incident. This is a great opportunity for the listener to model empathy which de-escalates any existing conflict and lays the groundwork for encouraging the pupil to empathise with others in the next question.

- Listen
- Ask questions
- Check understanding

4) Who else has been affected? What do you think they might be feeling?

The objective at this stage is to help the pupil develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in the previous stages will directly impact how well the pupil will be able to empathise with others now.

- Listen
- Use the needs and feelings card
- Ask questions
- Make suggestions if necessary

5) What have you learnt and what will you do differently next time?

This is an opportunity to work with the pupil to find strategies moving forward for them to meet their needs in a way that will also be respectful of other people's needs. If there doesn't seem to be an easy solution for example, they are bored in maths and they have rejected all ideas about how they could make it more fun for themselves, revert to empathy and sympathise with the challenge. The goal with Restorative Practice is to get everyone one step closer to meeting their needs whilst improving communication, understanding and empathy for one another.

- Listen
- Ask questions
- Check understanding
- Summarise

6) How can the damage be repaired?

Giving the responsibility to the pupil to correct their behaviour is arguably far more effective than a punishment for many reasons. The process of apologising, replacing broken equipment, sanding down a defaced desk etc. deters them from doing it again without the need for punishment, it gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling touched rather than resentful.

Appendix B

Reflective thinking sheet - A PDF will be made available to staff

Appendix C

Needs and feelings sheet - A PDF will be made available to staff

Appendix D

Setting up a PIP

- The Year Leader will invite the parents to a meeting to discuss and agree on the plan.
- Professionals from other agencies, who may be able to work with the pupil and the school to help reduce disaffection or eliminate the risk of suspension may also be invited to the meeting.
- Parents are a crucial part of the PIP process; we will try to arrange a time when it is convenient for the parent/carer to attend the meeting.

Should a pupil attend the meetings?

- Parents will be able to agree with school staff whether their child should be present for the whole meeting or join in towards the end. Generally, children should attend the whole meeting.

What will happen at the first meeting?

- The initial PIP meeting will look at positive points and main concerns.
- Everyone present will have the opportunity to have their say and will be expected to offer some contribution to the plan and resolve the difficulties.
- Central to the PIP is support. Parents/carers are encouraged to suggest ways that they think the school can support their child.
- Talking about incidents that have happened involving the young person. It is most helpful when a parent/carer shares ideas about what has helped their child in the past.
- For the PIP to be effective, it is important the pupil is in agreement and commits to the key targets and suggested strategies of support.
- By the end of the meeting, everyone should be clear about what is to be done, by whom and by when.

How long will the PIP last?

A PIP normally runs for 6 school weeks to ensure the pupil has had the opportunity to show improvement. A formal review is held at around 2 weeks with the pupil, parent/carer and other professionals attending. In exceptional circumstances, the plan can be extended for a further 4 to 8 weeks.

How will we know if the PIP is working?

A member of school staff will normally meet the pupil regularly to review their progress towards the PIP targets; this gives the pupil time to identify what has gone well and how to repeat success.

During the 2 week review

- All commitments agreed at the initial meeting are reviewed.
- School staff will report on the pupil's progress towards the PIP targets.

- The commitments made by staff, parent/carer and other professionals may change if necessary. If the current support is not meeting the pupil's needs further measures that can be put into place will be discussed to help a pupil manage their place in school.

At the 4 and 6 week review

- All commitments agreed at the previous meeting are reviewed.
- School staff will share reports about the pupil's progress towards their targets.
- The PIP is evaluated and judged to have either been successful or unsuccessful.

What if the plan is not successful?

If it appears that the PIP is unlikely to be successful, alternatives will be discussed at the review meeting. If the school feels that the plan is failing between reviews, the headteacher or a member of staff responsible for the PIPs will contact the parent/carer to discuss options.

Special Educational Needs

A PIP does not replace SEND support plans.

- If a pupil has identified special educational needs, there will be support as part of the SEND Code of Practice
- If a pupil has a SEND Statement/EHC Plan and they are at risk of permanent exclusion or suspension, the school will set up an early Annual Review and involve SEND Support Services and other professionals involved with a pupil. This is to avoid a permanent exclusion.

All PIPs should be completed and uploaded to the Provision map. The plans will then be available for viewing via class charts.

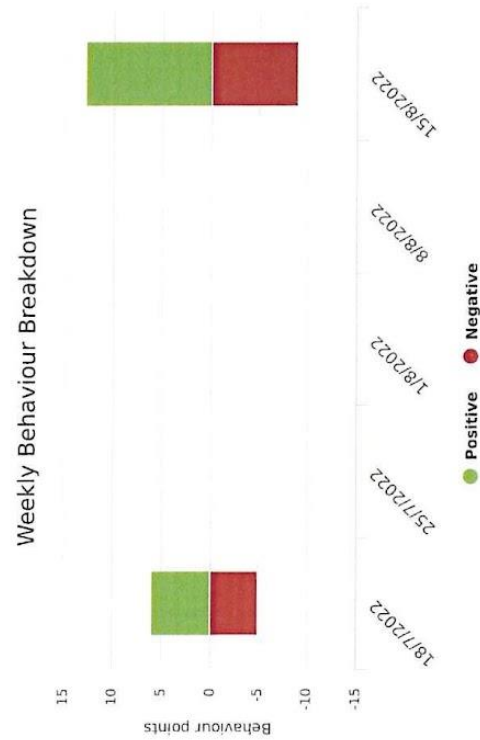
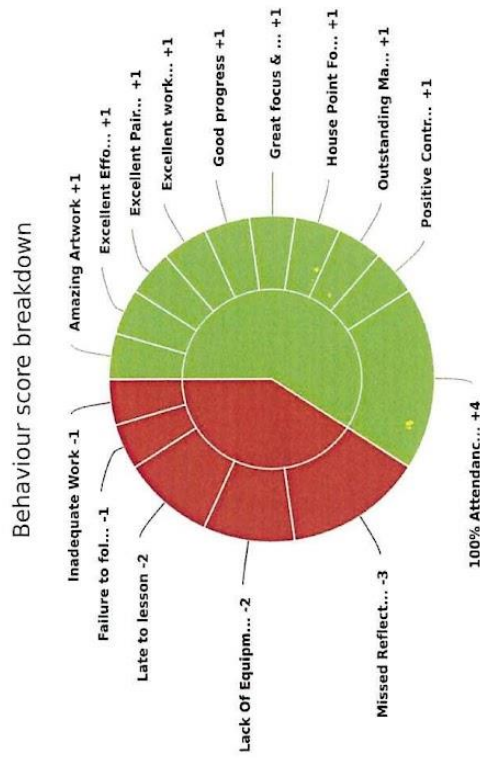


Report for Demo Pupil
From 20/7/2022 to 17/8/2022
 Edward Peake CofE VC Middle School

20/7/2022 - 17/8/2022

Appendix E

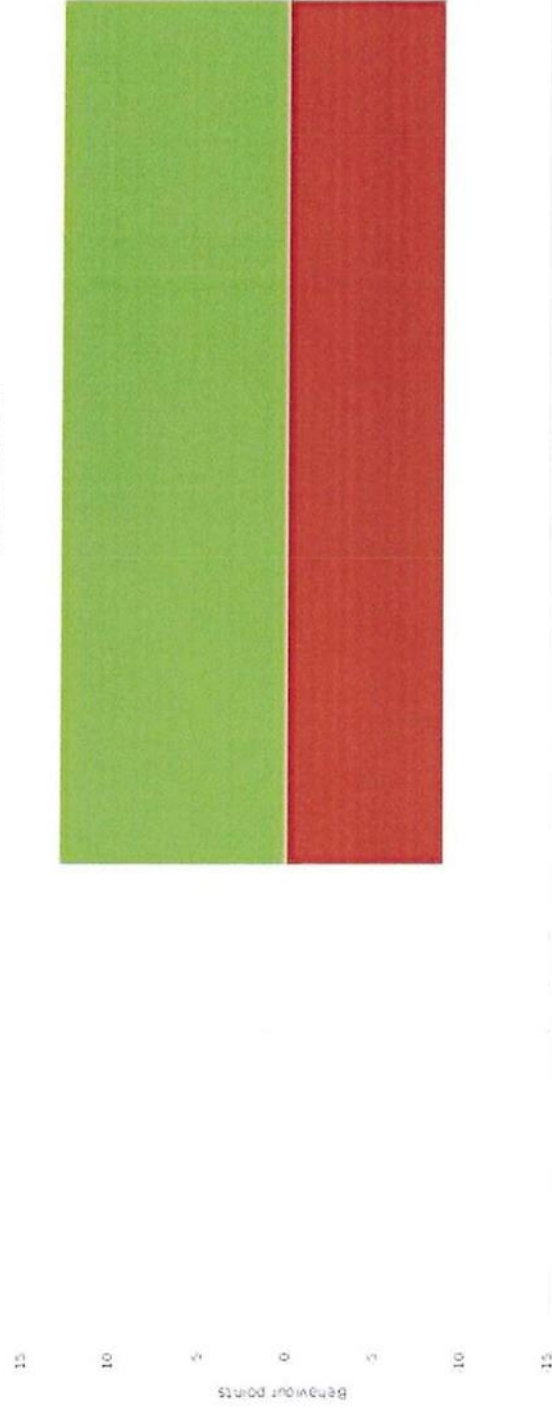
Appendix E





Report for Demo Pupil
From 20/7/2022 to 17/8/2022
Edward Peake CofE VC Middle School

List of classes



Wednesday 17 August

-3	Detention issued for Missed Reflection	11:16
	Didn't turn up	

-1	Detention issued for Failure to follow instruction	11:15
	Take up time given still didn't follow instruction	

-2 Awarded for Lack Of Equipment by Mrs T Jeffs 11:08

+1 Awarded for Good progress by Mrs T Jeffs 11:08

+1 Awarded for Outstanding Maths Work by Mrs T Jeffs 11:08

+1 Awarded for Excellent Pairwork by Mrs T Jeffs 11:08

+4 Awarded for 100% Attendance for a whole half term by Mrs T Jeffs 11:08

+1 Awarded for Amazing Artwork by Mrs T Jeffs 11:08

Monday 15 August

-1 Awarded for Inadequate Work by Mrs T Jeffs 14:53

+1 Awarded for Excellent Effort for Homework by Mrs T Jeffs 14:53

+1 Awarded for Great focus & concentration by Mrs T Jeffs 14:53

-2	Detention issued for Late to lesson	14:52
Was late to lesson 7 minutes. Time and work to be made up.		

+1 Awarded for Excellent work in Creativity by Mrs T Jeffs 14:43

+1 Awarded for Positive Contribution to Learning by Mrs T Jeffs 14:43

+1 Awarded for House Point For Demonstrating School Values by Mrs T Jeffs 14:42

Appendix F

Behaviour Management Tips with Jason Bangbala

- 1) Always meet, greet and correct at the door as pupils enter/ leave: brings positivity early, as well as the first chance to stamp out untidy uniform, chewing etc: "Excellent uniform ____"; "Great to see you today ____"; "Good start ____".
- 2) REMEMBER NAMES! If we don't know every pupil we teach, how can we make them feel accepted? This is also part of us "owning" the classroom as teachers.
- 3) Ignore bad behaviour and focus on good behaviour: "Thank you ____ for being ready to listen"; "Thank you ____ for looking this way"; "Thank you ____ for your maturity" etc.
- 4) Exude confidence! How can we impart confidence and self-esteem in our pupils if we are severely lacking it ourselves? Plus, pupils can smell fear a mile off and will capitalise on it!
- 5) Set the scene: WALT: What are we learning today? Big picture e.g. "Today we will learn the blues scale ready for an assessment next lesson" WILF: What am I looking for? Success criteria (afl) e.g. "Today I'm looking for you to play the right notes of the blues scale together with the right tempo" WAGOLL: What a good one looks like – model the template – what a good one looks like, plus this builds healthy competition – can the pupils do it as good or better? STARTER: Always use a starter to reinforce prior learning to prepare for this lesson.
- 6) Use non-confrontational techniques: "Is everything alright there ____?" for unfocused pupils. "How can I help you ____?" for pupils off task. Stand next to a disruptive pupil.
- 7) Make extraordinary out of the ordinary – use a lot of praise for small events.
- 8) If pupils don't respond to a question, repeat it again slowly or in a different way. Get quieter pupils to answer in order for them to be included – try using a soft object to throw.
- 9) Look beyond the behaviour – they're not all evil! Many may have 'DDD' – Dad Deficit Disorder, and all pupils need encouragement and acceptance.
- 10) 99% of managing behaviour is in your head! Overcome fears by trying new strategies – get out of your comfort zone e.g. try wearing your watch on your other hand for a month!
- 11) Pupils need praise like plants need water – unruly classes can be tamed by praise.
- 12) Utilise and develop non-verbal skills e.g. to sort tie out, tuck shirt in, feet off chairs, looking this way etc. Thumbs up for good. Why use it? keeps a calm environment and doesn't disrupt the pace of the lesson; boosts pupils' self-esteem; pupils can't answer back to a verbal cue!

- 13) Routine is crucial – HAND IN THE AIR to get attention, with a thumbs up from other hand to pupils that respond.
- 14) Acknowledge latecomers but don't let it stop the flow of the lesson: "thank you for taking your seat quietly and I'll speak to you at the end".
- 15) Pupils never forget a good member of staff! "Who do we have next?" is more asked between them than "What do we have next?"
- 16) Correct terminology is crucial! "Well done team!" and "Learning buddy" promotes inclusion, self-esteem, and an atmosphere of 'togetherness'.
- 17) Knowing their motives allows you to solve behaviour problems e.g. are they bored due to uninspired and disengaging lessons?
- 18) Plenaries: don't just use at the very end of the lesson, as learning needs to be consistently reinforced. Use throughout the lesson for pupils to build on existing knowledge. Use 'thumbs up', 'thumbs in middle', and 'thumbs down' e.g. to check understanding.
- 19) Connect with pupils make everything relevant by using football/ films/ music etc. to apply understanding in new contexts and so the pupils can easily relate.
- 20) Have high expectations of all pupils e.g. "I expect all pupils in this room to get to question 5".
- 21) Use a good sense of humour: again a great way to engage with pupils e.g. "as Boyzone once told me, if you don't have anything positive to say, then say nothing at all"
- 22) Change your mindset – 'buzz' off difficult classes!
- 23) Smile! It's infectious! No one likes a 'lemon lip'! Generates warmth and a positive learning environment.
- 24) Use seating plans – break up cliques and friendship groups. Take ownership of your room.
- 26) As a teacher, get around radiators, not drainers: if you surround yourself with top staff, you'll become a top teacher!
- 27) Don't do more than 2 hours of planning on a Sunday – you need to be refreshed in order to teach effectively! Have hobbies and activities outside school life.
- 28) Have effective time management – be packed ready to leave on the bell, ready to be early and set ready for your next class. Pupils pick up a lot from our behaviour patterns!

29) A phone call home to a parent for praise is far more worth more than a 1,000 negative calls – this is goldust! A 1-minute call distributing a pupils' praise to their parent can have far more impact than many hours of reflections.

30) Keep low level disruption low level e.g. quietly go round and whisper in their ear to focus on task, to listen etc. Don't make a mountain out of a molehill! It will also increase self-esteem.

31) Four good strategies to combat a disruptive pupil: a) 1) Say their name; 2) Eye contact; 3) Pause; 4) Body language; 5) Action e.g. "look this way"; 6) "Thank you"; 7) Move on b) Ask "What should you be doing now?" – refocuses their brain c) Power of choice e.g. "If you choose to disrupt the lesson for a 3rd time... it's your choice" d) Diversion – agree and refocus e.g. Pupil: "Sir I'm rubbish on the keyboard", Teacher: "Maybe you do struggle playing the keyboard but this task will help you to learn the blues scale".

32) Make tasks for pupils competitive – many thrive on competition!

33) Tasks must have QUDOS: Quick; Understandable; Doable; Open ended and Simple to understand (whilst still having a challenge). Also PVC: Pace (including updates); Variety, and Challenge.

34) Emphasise TEAM – Together Everyone Achieves More!

35) Again have an air of confidence, this is crucial! Eye contact, clear voice, walk around the whole class, use personal stories, smile, and wear proper clothes!

36) A good teacher brings the curriculum to life! Work is done when it's fun!

37) Always be on the lookout to plagiarise and steal good ideas, techniques and strategies from good practice! Observe others often. Video yourself.

38) Always be ALERT and be careful of positioning – you should always know what each pupil is doing e.g. never turn your back to focus on one pupil etc.

39) Continually go round quietly and offer encouraging words/gentle discipline.

40) Give no more than 3 instructions at any one time – the brain struggles to process.

41) Lastly, doing all this can be tiring, but you only get out what you put in!

The two best skills of an excellent teacher:

1) Confidence – impart this to pupils in order to boost their self esteem

2) Interpersonal skills – know their names, use personal stories, use a good sense of humour, engage with pupils using references that pupils relate to e.g. X factor etc.

5 key qualities of an excellent teacher:

- 1) Firm, fair and clear boundaries: meet, greet and correct issues at door
- 2) Interesting and engaging lessons
- 3) Good, consistent performance
- 4) Assertive and confident manner – body language etc.
- 5) Engaging relationships – know names? Do they see the teacher as a human being?

Jason Bangbala: Email: jebeducation@aol.com Web: www.jasonbangbala.co.uk

Linked policies

- Safeguarding and Child Protection policy
- Communication policy
- Code of Conduct for all Adults