



Behaviour for Learning Policy

Cragside CofE Primary School

Updated: October 2023

Date of next Review: October 2026 (or sooner if required)

**“Treat others as you would want to be treated”
(Matthew 7v 12)**

**(This document is available in an alternative format and in
an alternative language on request)**

Introduction

Our Christian vision is to follow Jesus' teaching, helping us to strive for excellence in all that we do, and to flourish as unique individuals so that all can 'Shine Bright'. This is underpinned by Jesus teaching in Matthew's Gospel that everyone should 'Let your light shine...' We believe that everyone has both rights and responsibilities within our Cragside family and that it is our job to ensure the best conditions for children and adults to shine and make their best progress at school.

We aim for a culture of kindness and care to permeate all relationships in our school and strive to foster this at all times. This culture of active care and kindness is one that is constantly referred to within our school community, and as such, is part of the shared language we use with children and adults at all times.

We do not tolerate bullying in any forms and take all reports of bullying including racist and homophobic language or actions seriously. We are proud participants in the Diana Award Anti-Bullying Programme which raises awareness of bullying behaviour and supports schools and young people to tackle it across the UK and beyond. Our Anti-Bullying Ambassador Programme has a strong peer-to-peer focus, which we hope our enables our children to build on whilst at Cragside and beyond.

The culture of very high expectations in behaviour, our emphasis on social and emotional development and our caring ethos aims to provide the best possible atmosphere in our school to enable all pupils to engage fully in learning, to be thoughtful and considerate members of our school, caring British citizens and to **SHINE BRIGHT** in our school and beyond.

Aims

- To create a positive culture of exceptionally good behaviour for learning, ensuring that all children have the opportunity to learn in a calm, safe and purposeful environment.
- To ensure that all children are treated fairly, and shown respect through the implementation of the policy.
- To provide a consistent approach to behaviour management that is applied equally to all children
- To recognise the importance of high-quality teaching, and modelling learning behaviours.
- To embed a whole-school approach to maintaining high standards of behaviour that reflect the vision of the school.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To define what we consider to be appropriate learning behaviours and behaviours which we consider to be unacceptable, including bullying and discrimination.

Roles and Responsibilities

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

The Headteacher is responsible for:

- Promoting ethos of the school to ensure the school vision is tangible and all are able to 'Shine Bright'
- Reviewing this policy in conjunction with the Governors and to advise governors on the latest statutory changes and relevant guidance
- Giving due consideration to the school's Behaviour for Learning policy and its effectiveness
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Overseeing that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring Senior Leaders provide new staff with a clear induction into the school's behavioural culture to ensure they understand its expectations and routines, and how best to support all pupils to fully engage with learning
- Ensuring that Senior Leaders offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the behaviour logs on CPOMs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Phase Leaders are responsible for:

- Promoting the ethos of the school and ensuring that the behaviour policy is adhered to consistently and fairly within all phases of learning
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Leading on the behaviour and conduct of key phases in school and working with the Headteacher and Deputy Headteacher to ensure a nurturing environment that promotes and maintains a very high standard of behaviour and mutual respect
- Day to day monitoring of this policy and attendance at meetings with staff, families and children who have an individual behaviour support plan

Teachers and Staff are responsible for:

- Promoting the values of the school
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour through ongoing reference to expected learning behaviours
- Implementing the behaviour for learning policy consistently, making expectations easy to understand and follow
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Ongoing modelling of expected behaviour and positive relationships

- Providing a personalised approach to the specific behavioural needs of particular pupils, ensuring rigorous plans are written and weekly meeting between school and families happen as part of ongoing review of the effectiveness of the plan
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Factually recording behaviour incidents using CPOMS
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.
- Talking in an appropriate voice using acceptable and effective words – we have a no shouting rule at Cragside
- Displaying and using the 'Lighthouse' system, using it effectively and communicating with families where concerns arise and to celebrate ongoing successes

Parents and carers

The school will endeavour to build positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. Parents and carers are responsible for:

- Making sure that the child is in school on time, every day and ready for learning
- Making sure that the child is dressed appropriately for school in line with our school uniform expectations
- Supporting their child to adhere to the school's behaviour for learning policy and expected learning behaviours
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Attend weekly meetings with school staff where an individual behaviour plan is in place
- Discussing any concerns regarding their own child with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending meetings in relation to their child)

Children will know the learning behaviours expected in lessons and around school.

They will know:

- The expected standard of behaviour they need to be displaying at school. Learning behaviours are shared in an age appropriate way and are summarised in three words – safe, ready, respectful
- That they have a duty to follow the behaviour for learning policy
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- That a weekly meeting will be held with families and school staff if a child's behaviour needs to change and if the child is supported by an Individual Behaviour plan

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

Whole School Ethos

Our children are reminded of our school's vision, 'Let your light shine,' Christian and British values and our 'Shine Bright' rules.

Our Vision

Our Christian vision is to follow Jesus' teaching, helping us to strive for excellence in all that we do and flourish as unique individuals so that all can 'Shine Bright.' Our school promotes and revisits our core Christian values of joy, kindness, respect, forgiveness, love and perseverance.

Our Behaviour Curriculum

In our school, we expect high standards of behaviour from everyone. We have a set of learning behaviours that we expect to see from all of our children. With the proper support and adjustments, we expect that all children should meet our behaviour expectations.

Teachers should spend time explaining and reinforcing positive behaviour and routines, so that pupils are really clear about what is expected from them. This explicit instruction is important to ensure momentum and clarity.

Good classroom management is essential

Teaching and support staff are responsible for establishing the tone, context and expectations for positive behaviour within our school. They will:

- Ensure their position within the classroom places them in positions where all children can be seen at all times.
- Create and maintain a stimulating environment that promotes joy of learning and deliver a curriculum which maximises engagement
- Display our behaviour for learning expectations
- Develop positive relationships with children
- Have clear and consistent routines
- Highlight and promote good learning behaviours
- Communicate expectations of behaviour in other ways other than verbally
- Use of the lighthouse system to deal with any low level disruptions
- Conclude the day positively by sharing whole class story time and end of the day prayers.
- Address concerns regarding misbehaviour with children, phase leaders and families as required

Strategies for positive encouragement include:

- Staff praising children as a matter of course within all teaching.
- Celebrating achievements with others, either in class or during our Shining Bright Collective worship
- Positive feedback to parents (verbal and written via Postcard home, for example)
- Stickers, moving up the lighthouse, phone calls home. In principle, these strategies for extrinsic motivation act as scaffolds, which we aim to remove as the children become increasingly self-motivated.
- Presenting good work to the Headteacher or other class teacher

- Creating safety, both physical and emotional with clear and consistent use of rules and consequences.
- Raising self-esteem by ensuring children experience and recognise their own success.
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by providing choices wherever possible,
- Ensuring that feelings and values are part of the PSHE and Relationships curriculum and included and explained in Collective worship themes.

Let Your Light Shine reward: whilst referring to our expected learning behaviours, class teachers turn over a letter a day (of the phrase Let Your Light Shine) to work towards a whole class reward. The reward will be decided with the children to provide an exciting goal to work towards within the class community. Care will be taken to ensure the reward has been poverty proofed, and that whilst being celebratory, it is minimally disruptive to teaching and learning.

Coming into school

How the day starts sets the tone for the rest of the day. At Cragside Cof E Primary School, we believe that all children should receive a warm welcome as they enter school. A member of staff from each phase will be on the entrance doors each morning to say hello / good morning to their phase and the class teacher will be in the classroom door to welcome them into their class. When that class teacher is at the main door another adult in the class will do this. A morning Maths activity is set up for the children to come into school and engage in a purposeful activity.

Transitions around school

As children move around school, teachers accompany them to model and support transitions. Children must be lined up in alphabetical order and classteachers may make changes to this order if needed. For example, walking to Collective Worship, at the beginning and end of lunch and playtimes, the class teacher leads children to the hall or to the yard. Support for transitions in this way ensures all children feels safe during busy movements around school, and adults are able to provide further role modelling for children.

Coming in from playtime and lunchtimes

At Cragside, we operate the following system:

At the end of playtime and lunchtime a whistle is blown – all children return playground equipment to the correct place. Having tidied equipment away, the children must line up, in alphabetical order, and be collected by their classteacher. The children will then be walked to their classroom in an orderly manner.

Managing incidents of unacceptable or inappropriate behaviour

We follow the following stepped behaviour code:

1. non-verbal warning

2. Warning 1 – visually shown on the lighthouse
3. Warning 2 - visually shown on the lighthouse
4. Consequences - Negative behaviour has negative consequences. Consequences include:
 - Time-out in a different classroom
 - Lost learning time
 - Meetings with parents/carers
 - Exclusion from playtime and/or lunchtime
 - Internal exclusion
 - Fixed term exclusion – suspension
 - Permanent exclusion

Inappropriate behaviour is defined as:

- Learning behaviours are not adhered to – children are demonstrating behaviours which are disrespectful or/and unsafe
- Disruption to learning, unkind hands/feet/words at playtime or lunchtime
- Poor attitude to learning

Unacceptable behaviour is defined as:

- Repeated breaches of the school rules that lead to a high level of disruption to a child's own learning and the learning of others.
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours
- Physical violence or verbal aggression directed towards an adult or pupil
- Use of objects to hurt others
- Significant damage to school property or/and resources

Safeguarding

The school recognises that changes in behaviour may be an indicator that a child may be in need of help or protection. We will consider whether a pupil's misbehaviour may be communicating that they may be experiencing, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding policy, and consider whether any additional support, an early help intervention or a referral to children's social care is appropriate.

Inclusion

God made everyone unique and at Cragside CofE Primary School, as a school, this means responding to the different strengths, talents and needs of all our children so that they can achieve their true potential and live life in all its fullness.. Reasonable adaptations should be made for children who struggle to make good choices.

All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. This may require work with Phase leaders, SENCOs and in some cases, the Headteacher and the Deputy Headteacher.

It is also important to remember that all behaviour has meaning and that a restorative approach can help unpick the reasons for the behaviour rather than a purely punitive approach. Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents.

There can also be a number of reasons for children to struggle with positive engagement, for example: understanding, language, culture, previous experiences, disabilities, attitude, family context, attention span, trust, self-esteem to name a few. This can lead to different response, such as: freeze, fight, flight or submit.

There needs to be a tailored approach to supporting children who present with challenging behaviours. Children who do need additional support with this, will be given an Individual Behaviour support plan. This needs to be regularly reviewed with both child and parents on a weekly basis. Where necessary, outside agencies may be brought in to support the child eg Early Help (with parental consent), play therapy (with parental consent) and HINT support (with parental consent).

When children struggle with their behaviour, we are committed to working with both the child and the family in a variety of ways. Every child is different and unique and we continue to find new ways to support different children in different situations. When children are struggling with challenging behaviours, it is essential for parents to work with the school and outside agencies to address it.

Recognising the impact of SEND on behaviour

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will take into account:

- Whether the pupil was able to understand the rule or instruction?
- Whether the pupil was able 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?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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 Plan (EHCP)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHCP, we will refer to the local authority to discuss the issue. If appropriate, we may request an emergency review of the EHCP.

Preventing recurrence of misbehaviour:

As a school we are committed to using a range of initial intervention strategies in order to reduce likelihood of suspension or permanent exclusion in addition to the strategies outlined in our behaviour system. The aim of all interventions is to identify and address underlying factors leading to misbehaviour and to assess the appropriateness of the provision in place for the child. Working with a range of agencies and outside providers, we offer play therapy, counselling, intervention work with HINT specialist teachers. We also work with local partners, for example alternative provision for short term interventions and the local authority Inclusion team for advice and support. In addition, we are proactive in working with Early Help. Where a child has an EHCP we work closely with the LA Send team to review provision. Where a child has spent time in alternative provision or a pupil referral unit, there will be a plan for re-integration which will be regularly reviewed.

Individual Behaviour Support Plans

If a pupil regularly displays behaviour that disrupts theirs and others learning as well as disrupts the safety and stability of the classroom, a personalised strategy in the form of a behaviour support plan is required. An Individual Behaviour Support plan will be written by the classteacher, shared with child and family and weekly meetings with the classteacher and phase leader will ensure that reasonable adjustments and supportive plans are put in place to help those who need it.

The purpose of a behaviour support plan is to ensure that:

- The frequency and severity of challenging behaviour reduces
- Everyone working with a child on a BSP consistently uses the same, agreed, approaches
- Parents/carers are made aware of the strategies that are being used at school

- Provides clear documentation

Following any incidents of extreme behaviour, there will be a review to discuss what happened, what support is needed and completing of all records. The review will also discuss what were the triggers, and what might help in the future. Behaviour support plans and any related risk assessments are amended accordingly. It is important to note that the success of strategies should be continuously monitored. Where strategies are not working the decision needs to be made whether to (1) make adjustments (2) persist with strategies for longer (3) change the approach.

Examples of proactive strategies include

- Removing or minimising identified triggers in advance
- Now and next board (including transition reminders) Language of 'first... then...'
- Explaining new situations before they occur
- Pre-teaching activity
- Visual timetable (establishing routine)
- Spot them being good – positive descriptive praise
- Choices – this or this
- Victory log
- Necessary adjustments to the physical environment (noise levels, seating arrangements)
- Visual aids (e.g traffic light cards, feelings cards, calm-down cards)
- Distraction techniques
- An agreed calming activity

Examples of reactive strategies (strategies that are used after the undesired behaviour occurs)

- Ignoring certain behaviours (e.g adult name-calling, swearing) if appropriate
- Reminding the child what is expected of them
- Distraction
- Removing the trigger related to the incident
- Any calming techniques including a calm space
- Reassurance
- Restorative justice
- Use of phrases to use and not to use
- Change of face/place

School Attendance and Part-time time tables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time time table to meet the individual pupil's needs, e.g. a part-time time table may be considered as part of a re-integration package.

A part-time time table will not be treated as a long term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. The legal requirement is that a child resumes full time education by fourteenth week. This will only be considered when all other strategies have not been successful and to avoid future suspensions or permanent exclusion.

Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school

sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

In Early years:

We recognise the unique needs and developmental stage of each child. With this in mind, whilst consistent in our approach, the stepped behaviour code is more flexibly implemented.

1. non-verbal warning
2. reminder of expected behaviour
3. final verbal warning
4. Consequence issued: appropriate time spent out of the setting, or in a quieter part of the setting to think about what has happened. Where possible, this will be supported by an adult.
5. Minutes of playtime missed.

In addition to this, a child could move to another classroom and have 'thinking time' where they do not face consequences, but can use the time to calm down or consider alternative behaviour choices. This should be with the Phase Leader, or in EYFS, with an alternative Early Years adult.

Where a child consistently fails to conform to behaviour rules, a radio message will be shared with Nicola Wall-HLTA to provide additional intervention. If the behaviour is escalating, a radio message will be sent to SLT for additional support. An incident record within CPOMs should be filled in when a member of staff deals with an incident of significant behaviour.

Managing incidents of unacceptable or inappropriate behaviour outside of school.

The DfE state the following in their guidance;

Pupils' conduct outside the school gates – teachers' powers What the law allows:

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Where behaviour outside the school grounds fall under the categories stated on the DfE guidance school will follow a proportionate response in line with how these behaviours would be managed in school as stated above.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Restorative Discussions.

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion where appropriate.

- Everyone must be given enough time to calm down before the restorative discussion takes place.

- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

Both the victim (If there is one) and perpetrator attend the restorative discussion and the following questions are asked:

What happened?

Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

Who did this affect? Staff, pupils and others. Include others who witnessed the incident.

How did it make you feel? How did it make them feel? How has the victim been affected by what you did?

What each person was thinking and feeling at the time, before and since.

What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.

How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? At what point in the sequence does different action ne? Does the child need a reminder eg social story, visual/written plan of action etc?

Use of Force

Key Points Regarding Use of Force

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Senior school leaders should support their staff when they use this power.

Some staff are trained in Safer Intervention training. On occasions these staff may need to use reasonable and proportionate force to reduce the risk presented by unsafe behaviours. Any occasion where use of force is used must be recorded as per our policy.

What is Reasonable Force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury to anyone and use force as a last resort, if the child is at risk of hurting themselves or others.

Conclusion

It is by accentuating the positive and dealing firmly and consistently with the negative that we will promote the values of respect, hard work and friendship amongst our pupils. We want our school to be in a happy, safe environment, where learning can take place in a harmoniously and children enjoy coming to school.

It is up to all of us, Staff, Governors and Parents to ensure that the children at our school are educated in a caring, friendly, kind and orderly School. We strive to work together to ensure that we achieve these worthwhile goals.

Appendices

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member



Expected Learning Behaviours to 'Shine Bright'



- We focus well in our lessons
- Follow directions the first time they are given
- We show we are alert and attentive
- We are prepared and have the right equipment in our lessons
- We try hard and do our best



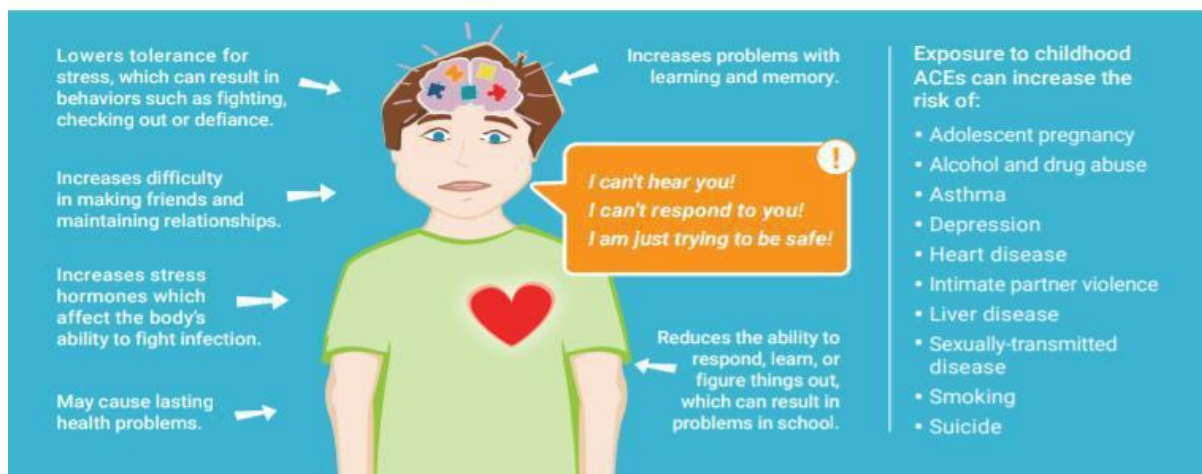
- Listen to each other and to the teacher without interrupting
- Respond appropriately to one another, treating others as we want to be treated
- Be aware of and respect other people's personal space
- We respect and value other people's views and differences
- We respect our school environment, equipment and other people's belongings



- We move around school in a safe manner - fabulous walking EVERYWHERE
- We always line up in alphabetical order - including at the end of playtimes and lunchtimes
- We stay safe online
- We always have kind hands, feet and words

Understanding ACEs

ACEs (**Adverse Childhood Experiences**) are serious childhood traumas that can result in toxic stress. Prolonged exposure to ACEs can create toxic stress, which can damage the developing brain and body of children and affect overall health. Toxic stress may prevent a child from learning or playing in a healthy way with other children, and can cause long-term health problems.



ACEs (Adverse Childhood Experiences) can include:

- Abuse: Emotional / physical / sexual
- Bullying / violence of / by another child, sibling, or adult
- Homelessness
- Household: Substance abuse / mental illness / domestic violence / incarceration / parental abandonment, divorce, loss
- Involvement in child welfare system
- Medical trauma
- Natural disasters and war
- Neglect: Emotional / physical
- Racism, sexism, or any other form of discrimination
- Violence in community

! SURVIVAL MODE RESPONSE

Toxic stress increases a child's heart rate, blood pressure, breathing and muscle tension. Their thinking brain is knocked off-line. Self-protection is their priority.

Six Stages of a Crisis

Stage description	Need for	Behaviours	Positive handling responses
1. Anxiety/Trigger	Diversion, support and reassurance.	Low Level Shows signs of anxiety, hiding face in hands, bent over/under table, becoming red in the face, rocking or tapping, withdrawing from group, refusing to speak or dismissive, refusing to co-operate, using a fixed stare.	Low Level Distraction. Offer a change of scenery or a special job to do. Read the body language and the behaviour, intervene early, communicate; display calm body language, talk low, slow and quietly, offer reassurance, including positive physical prompts, assess the situation, divert and distract introducing another activity or topic. Remind about token or reward that is being worked for.
2. Defensive/Escalation	Diversion, reassurance, clear limits, boundaries and choices.	Medium Level Displays higher tension, could be abusive, making personal and offensive remarks or swearing, talking louder, higher, quicker, adopting aggressive postures, changes in eye contact, pacing around, breaking minor rules, low level destruction, picking up objects which could be used as weapons, challenges; 'No I wont...'; 'Go away' etc. May try to run/escape.	Medium Level Continue to use level one strategies + state desired behaviours clearly, offer alternatives and options, offer clear but limited choices – A or B, give a get out with dignity, assess the situation and consider making the environment safer and getting help, guide towards safety using a 'big gesture'.. Give him/her space. Remove audience.
3. Crisis	Possibly for physical intervention.	High Level Shouting and screaming, crying, spitting, biting, head banging, scratching pulling hair damaging property, picking up objects which can be used as weapons, hurting self, grabbing or threatening others, hurting others, kicking, slapping, punching.	High Level Continue to use level 1 and 2 de-escalation responses + make the environment safer, Reduce your use of language, move furniture and remove weapon objects, guide assertively, hold or restrain if absolutely necessary, ensure face, voice and posture are supportive, not aggressive., use fresh face if needed. Ensure privacy. No unnecessary people present.