

Behaviour Leader: SLT
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School Behaviour & Anti-Bullying Policy



'Let Your Light Shine'
Matthew 5:16

At St Peter's we believe that our children can **shine** as we strive for every member of our family to succeed and flourish through our values centered curriculum; to enable our children to grow in confidence with God's **love**, to **challenge** each other and ourselves and be **inspired** to love God and learning, as disciples of Jesus Christ.

1. VISION AND VALUES

At St Peter's our values and philosophy is outlined in the Mission Statement and in relation to the behavior of our children, striving for excellence for all. Our distinctive Christian ethos is rooted in Biblical teaching, and our vision 'Let Your Light Shine' underpins the values that lie at the core of St Peter's. Behaviour is expected to be of the highest standard and is central to the ethos, values and spiritual dimension of life within our school.

Together, we promote positive behaviour in our pupils and create an environment in which this can flourish. The aim of this policy is to ensure that our school has a positive atmosphere, where each member of the community feels valued and in which there is a joint approach and shared responsibility between the parent, pupils, governors and the school.

2. PRINCIPLES OF THE BEHAVIOUR POLICY

This policy has been formulated in accordance with section 89 of The Education and Inspections Act 2006.

At St. Peter's, we strongly believe that good behaviour and discipline are essential to an orderly working atmosphere where effective learning and teaching can take place. The purpose of this whole school behaviour policy is to encourage good behaviour, self-discipline and respect, prevent all forms of bullying amongst pupils, ensure that pupils complete assigned work, regulate the conduct of pupils and provide measures for dealing with problems that arise.

Through the behaviour policy, the school will promote our Christian values:

- Love
- Trust
- Respect
- Friendship
- Compassion
- Peace

and British Values:

- Respect for oneself and others
- Honesty
- Trust and fairness
- Tolerance and compassion
- Self-discipline
- Respect for property and the environment
- Politeness

Such values in turn promote not only the ethos and aims of St. Peter's, but assist in the preparation of the children for the responsibilities and duties of adult life in line with the school's vision.

The Behaviour Policy aims to be positive in that it enhances self-esteem, good relationships and emphasises rewards rather than punishments. Rules should be kept to a minimum and expressed in positive terms when possible. Consequences, which are humiliating or demeaning should never be used.

The Behaviour Policy should be clearly understood by all members of the school community - pupils, parents, governors, teaching and non-teaching staff.

The Behaviour Policy will offer support systems for staff, who in turn, have a responsibility in setting a good example to children and in contributing to the support systems if they are to succeed.

Parents should be involved in all aspects of a child's development and they should be notified at an early stage if a child is having behavioural difficulties. Good behaviour as well as bad should be drawn to parents' attention.

The Behaviour Policy should include statements of intent about dealing with bullying, racial harassment, attendance problems and exclusions.

3. CONTEXT

Our Behaviour Policy should help to promote a more caring and supportive environment enabling all members of the school community to feel secure and respected. We will aim to build on the good relationships that exist and the commitment to our school by staff, governors, parents and children to develop a stronger sense of community.

This policy aims to be as comprehensive as possible. However, policies also related to the Behaviour Policy include Health and Safety, Safeguarding, Attendance, Equalities, Learning and Teaching and SEND policies.

4. SCHOOL RULES

At St. Peter's we designed our rules to encompass every aspect of school life. We believe these rules mean that pupils of all ages can understand and follow our expectations. The school rules are as follows:

We would like children and adults in our school community to:

- Listen to one another
- Say kind things to one another and never use hurtful words
- Tell the truth
- Respect the feelings of others
- Respect school property and other people's belongings
- Treat others like you would like to be treated
- Work hard and help other work hard too
- Keep safe and ensure others are kept safe from harm
- Help others in need

In addition to these rules there are other whole school expectations to help keep the children safe and healthy:

- Personal possessions must not be brought to school unless requested by the class teacher.
- Only fruit or healthy snacks brought in from home can be eaten during breaks.
- No jewellery is permitted in school except inexpensive watches.
- Long hair should be tied up and no extreme haircuts or unnatural colours are permitted
- No child is allowed to leave the school premises during school hours unless notification is given from and they are accompanied by an adult.
- Children are the responsibility of their parent/carer before 8.45am
- We wear school uniform including black school shoes.

5. TEACHING OF GOOD BEHAVIOUR

At St Peter's we work hard to teach and encourage children to make the right choices and celebrate how this can positively affect themselves and others. Through regular consultation with pupils, staff and governors, we use (and regularly review) the following strategies to teach about behaviour across the school:

- Sharing a set of class rules which in reflect our Core Christian Values and frequently referring to these in worship and daily classwork
- Delivering a comprehensive PSHE curriculum
- Use of Christian Values through worship units and curriculum materials
- Use of a digital literacy scheme where reference is made to cyber bullying
- Involve visitors to school who can model positive roles and outlooks in society
- Provision of 'Ask it baskets' for children to use to voice concerns, ask questions and know their opinions are valued and acted upon
- The use of adult and pupil play partners on school playgrounds to model positive behaviour and promote co-operative play
- The use of nurture groups to support children to enable better understanding of challenging situations and what might be the best way to deal with these problems
- Promotion of mutual respect, modelled by all at St. Peter's and celebrated in whole school assemblies
- Annual anti-bullying weeks to raise awareness amongst pupils and frequent class circle time discussions if an issue has arisen
- Promotion of an inclusive curriculum and one which celebrates diversity
- Whole school reward system in place; all children experiencing a fun reward for consistency and dedication to the happy life at St. Peter's

6. ROLES AND RESPONSIBILITIES

St Peter's CE School is committed to encouraging good behaviour in an atmosphere of mutual respect. Children need to know what is expected of them in all areas of school, by all staff. We wish to acknowledge the responsibility of all those in the school community - teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

TEACHER'S ROLE

Pupils learn more in schools than they are taught. They learn from the way the school is run and the relationships between the people in it. As adults we can set examples and model the standards expected from pupils.

All teachers have a general responsibility for encouraging pupils to behave well at all times.

These responsibilities include:

- To respect each individual
- To set high expectations and expect them to be reached
- To offer children a balanced curriculum
- Plan appropriate differentiation to ensure success
- To ensure that lessons are interesting and stimulating
- To encourage and reward positive attitudes to behaviour and learning
- To treat each member of the school community equally
- To be consistent and apply rules firmly and fairly
- To create calm and purposeful environment
- To make children aware of the Christian values in their everyday lives
- To support one another as a cooperative staff team

STAFF SUPPORT

Staff should be proactive and positive at all times to ensure good order and reward good behaviour. Staff should maintain clear records and inform the SLT of any issues arising. Behaviour will be discussed regularly at staff meetings and the HT will report trends to governors. Staff may also call on the support of the school's Learning Mentor and/or Family Support Worker should the need arise. The Family Support Worker would be particularly useful in terms of addressing underlying issues with a child's home life.

HEAD TEACHER'S ROLE

- It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- The Head teacher will support the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- The Head teacher will keep records of all reported serious incidents of behaviour.
- The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of behaviour. Governors will be informed of any exclusions via the termly Head teachers reports. For repeated or very serious acts of anti-social behaviour, the Head teacher can take the decision to permanently exclude a child.

PARENTS ROLE

Parents are the first educators. They play a crucial part in shaping their children's personalities and attitudes and continue to have a powerful influence over them throughout their school years.

We believe that parents have a vital role in promoting good behaviour.

We will:

- be welcoming to all parents and encourage partnership by involving parents in the life of the school through informal contacts, classroom involvement and PTA events
- draw to the attention of parents to good behaviour as well as poor behaviour.
- be sensitive and supportive to families under stress
- work collaboratively with parents and carers when behaviour problems arise, at an early stage rather than as a last resort
- expect parents and carers to read and support our school rules
- expect parents and carers to respect all staff and act as good role models for their children
- expect that when requested, parents will support school in the behaviour of their child

PUPIL'S ROLE

Pupils are not passive receivers of education. They have to participate in their own learning. We consider then that children should have a part to play in achieving and maintaining high standards of behaviour.

By following our school rules children will contribute to creating a pleasant environment to achieve a sense of ownership.

Children will be involved through circle time, Personal, Social and Health Education and assemblies, in discussing the school rules.

Children will be involved in agreements or action plans drawn up with parents regarding their behaviour, when necessary.

THE BEHAVIOUR TEAM'S ROLE

The behaviour team Includes the Behaviour Lead, Learning Mentor, Family Support Worker, SENDCO and members of SLT.

- They deliver a clear escalation program for support and intervention when children begin to display regular disruptive behaviour
- CPOMS is monitored regularly by the Behaviour Lead and reported to the Head teacher and governors.
- The need for multi-agency support is considered using a graduated response.

THE GOVERNING BODY'S ROLE

1. Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

2. Section 88(2) of the EIA requires the governing body to:

- a. make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- b. notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

3. When carrying out the functions under Section 88(2), the governing body must have regard to guidance issued by the Secretary of State. Paragraphs 6-11 below provide this statutory guidance.

4. Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents¹ and pupils.

5. The School Information (England) (Amendment) Regulations 2012 requires schools to publish their written statement of principles on a website.

6. A guide to the law for school governors provides information on governors' other legal duties.

7. REWARDS

At St. Peter's our rewards system benefits all children, not just a limited group. Rewards are given for positive behaviour in school or on the playground, as well as for skills and attitudes to academic work. A standardised system used by all staff makes children secure that their positive efforts will always be noticed. Others share in the 'good news' i.e. parents, class, whole school assembly

Below are some of the strategies we use to encourage and reward positive behaviour:

Praise

A teacher's positive response to academic performance and social behaviour is crucial.

Stickers

Stickers can be used by all members of staff to reward good behaviour

Certificates

A system of class certificates, which will be:

- Earned by children for special effort
- Nominated by any member of staff
- Awarded in our Celebration assembly each week

Class Dojo points

Children may receive class dojo points in class and around school for good behaviour, effort and good manners. These points are collected every Friday and children are informed in our Worship Assembly on a Monday as to how each House is performing against the other. The points are collected over each term and then totaled to find a winner. The winning house receive a 'Non-uniform day' during the last week of term.

Super Dojo award

Children may receive a 'Super Dojo' for things such as exceptional work, going above and beyond, living our Christian values etc. The children receive a 'Super dojo' raffle ticket which is placed in a half termly draw with a chance to win a place at the 'Dojo tea party'

Top table

Welfare staff choose a child from each class weekly to eat their lunch at the 'Top table'. This is children who have shown good manners etc during their lunchtimes.

Golden Time

Children have the opportunity to earn 25 minutes' golden time a week via our traffic light system.

Always child

At the end of every half term a child from each class shall be selected as an 'always' child and will receive a badge and a certificate.

8. SANCTIONS

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and according to our staged approach.

The class teacher deals with most behaviour difficulties in the initial instance and will aim to settle the incident in a firm but caring manner.

The sanctions are outlined in the section below of this policy but in addition there may be:

- Loss of playtime which will be supervised by a teacher in the classroom.
- Withdrawal from class to complete work in another classroom

We do not use curriculum withdrawal as a sanction i.e. missing PE because of behaviour.

BEHAVIOUR MANAGEMENT STAGED APPROACH

All staff work hard to create a school with a sense of calm, order and purpose. This is achieved through high expectations and collective behaviour management procedures.

Behaviour management steps

- Each class teacher operates the Class Dojo/traffic light card system in each class.
- Each child starts the day on green.
- Each child has the chance to earn 25 minutes' Golden time each week (to be given on a Friday).
- As a warning children are shown an amber card for low level disruption and a warning dojo given.
- Children have the opportunity to make their way back to green and provided no further incidents take place they will be placed back on green at the end of the teaching session.
- Children who receive 3 yellow cards throughout one day will be shown a red card and a red dojo given - Step 1 (purple) Behaviour management steps - see appendix
- If following a yellow card poor behaviour continues, they will be shown a red card and a red dojo given -Step 1 (purple) Behaviour management steps - see appendix.

- Parents will be informed of any red cards/red dojo by class teacher/teaching assistant in person or via Class Dojo message.
- A red card can be given without a prior amber warning should it be deemed appropriate.
- When a child is shown a red card it should be recorded on CPOMS and the child loses 5 minutes of golden time for the week.
- A child may be asked to work in a partner class/team leader class for the rest of the session.
- Children who have 3 reds in a week will be placed on Step 2 (blue) - see behaviour management steps Appendix 1.

Serious Incidents

An incident will be deemed serious for the following:

- Any serious verbal aggression towards another person (threatening harm)
- Any serious physical aggression towards another person intended to cause **deliberate** harm (punching, biting, kicking, strangling, spitting)
- Bullying
- Racist or Homophobic name calling towards anyone
- Deliberately damaging property
- Stealing
- Absconding from school
- Defiance
I.e. Deliberately going against a stated rule or request

Consequences of serious incidents

Step 3 (yellow) - serious

Internal exclusion

-this is where the child is asked to work in a room alone supervised by an adult for the rest of the morning/afternoon session or all day dependent on incident

Timetabled support from Learning Mentor

Meeting between parents, teacher and Behaviour lead

Individualised behaviour plan (IBP) put in place for a period of at least 2 weeks

Step 4 (orange)- very serious

Individualised behaviour plan (IBP) put in place/reviewed

Further Internal exclusion

Lunchtime exclusion

Fixed term exclusion

Meeting between parents, Deputy Head/Head and Behaviour lead

Managed transfer to another school

Step 5 (red) - extreme

Further lunchtime exclusion

Fixed term exclusion

Meeting between parents, Head teacher and Behaviour lead

Managed transfer to another school

Permanent exclusion

This is not a progressive concept starting at Step 1 - a child's behaviour dictates which step is deemed necessary

Record keeping

For any incident of behaviour a record must be logged on CPOMS. In the log a note must be made of the step on which the incident places the child.

Lunchtime

- The normal rules and sanctions apply at playtime and lunchtime.
- The welfare staff reward good behaviour using class dojo, stickers and certificates.
- The welfare staff choose a child from each class to join in a 'top table' every Friday lunchtime. This is for showing good manners and is announced in our Friday Celebration assembly
- The welfare staff will refer any behaviour incidents to the Welfare manager.
- The Welfare manager should seek to resolve the issue following the behaviour management steps (see Appendix 1)
- If the Welfare manager is unable to resolve the issue or it is a serious incident, a member of SLT will be called to assist in dealing with the incident.
- The SLT will always be available to support the welfare staff at lunchtime.

9. BEHAVIOUR OUTSIDE OF SCHOOL

As a member of St. Peter's, all children are encouraged to conduct themselves out of school in the same way as in school. Whilst wearing our uniform, they can exemplify for all to see the values of fellowship, respect and empathy which we hold dear. Out of school achievements are celebrated in support of this together when children represent the school in sporting and quiz events. Staff and children have worked tirelessly to promote the super reputation of the school within our community. This is regularly celebrated during whole school worships.

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Head teachers have a specific statutory power to regulate pupils' behaviour in these circumstances to such an extent that is reasonable. Where non-criminal bad behaviour and bullying occurs off the premises and is witnessed by a staff member or reported to the school, the sanctions detailed within the behaviour management steps will be applied as deemed appropriate by the head teacher.

Teachers can apply sanctions for misbehaviour when the pupil is taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or in some other way is identifiable as a pupil at the school.

10. BULLYING AND HARASSMENT

Bullying is unacceptable at St. Peter's and is treated very seriously by all members of staff. If we discover an act of bullying or intimidation has taken place, or have reports of bullying from parent/carers we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies

- Living our Christian values
- Use of PSHE lessons

- Assemblies
- Monitoring areas within the school building i.e. cloakrooms
- Monitoring of playground by staff on duty and SLT

All incidents relating to harassment will be taken very seriously. It will be made clear to pupils that such practices are unacceptable.

All racial incidents will be recorded in accordance with LEA procedures and reported in the Head teachers termly report to governors. The school will log any incidents relating to sex, race, disability, religion, belief or sexual orientation. Parents will be contacted should any incidents of harassment relating to these areas arise.

At St.Peter's we operate 'zero tolerance' of the use of inappropriate behaviour towards staff or other pupils anywhere on the school site.

***Inappropriate behaviour means disrespectful conduct towards people or property within the school site.*

11. EXCLUSIONS

It is hoped that the ethos and management of the school, its environment, the partnership with parents, coupled with our Behaviour policy, will reduce or eliminate the need for pupils to be excluded.

The decision to exclude is taken by the Head teacher and this may be for a fixed term or permanent exclusion. The Head teacher will take into account the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the Governing Body about an exclusion and the Governing Body must review the exclusion and must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a Governing Body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

12. CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1.The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.

2.Power to search without consent for 'prohibited items' including:

- a. Knives and weapons
- b. Alcohol
- c. Illegal drugs
- d. Stolen items
- e. Tobacco and cigarette papers
- f. Pornographic images
- g. Any article that has been or is likely to be used to commit an offence,

- cause personal injury or damage to property
- h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons, knives and extreme or child pornography must be handed to the Police. Otherwise it is the member of staff to decide if and when to return an item, or whether to dispose of it.

13. POWER TO USE REASONABLE FORCE

At St. Peter's, we aim to provide a harmonious working environment and the use of reasonable force is likely to be very rare. However, staff have a legal power to use reasonable force should the need arise.

What is reasonable force?

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point that involve a degree of physical contact with pupils.
- 2) 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 a fight or where a pupil needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) Staff may need to 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.
- 5) Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- 1) All members of staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school.

When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or causing disorder.
- 2) In a school force is used for two main purposes - to control pupils or to restrain them.

- 3) 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.
- 4) Examples of where reasonable force could be used include: removing disruptive pupils from the classroom where they have refused to follow an instruction, preventing a pupil leaving the classroom where allowing the pupil to leave would risk their health and safety, preventing a pupil from attacking a member of staff or another pupil or to stop a fight in the playground and to restrain a pupil at risk of harming themselves through physical outbursts

Should reasonable force have to be used then this will be recorded on CPOMS and parents will be informed.

SCHOOL SUPPORT SYSTEMS

At St. Peter's, as a fully Inclusive school, we are aware that pupils may have additional needs and may display consistently disruptive behaviour. Such pupils may not respond to the normal rewards and sanctions and their behaviour may escalate suddenly and without warning. In such instances, we will undertake a multiagency assessment at the earliest opportunity for such pupils who display continuously disruptive behaviour (see behaviour management steps). Support for parents and pupils will be provided through the SLT/Learning Mentor. The school's SENCO will be involved immediately should concerns arise that the policy does not meet the needs of an individual pupil and prior to using external agencies.

Staff will receive regular CPD in regard to SEND/Behaviour in order to ensure that they have all relevant information that may impact on a pupils' behaviour.

14. CONSULTATION, MONITORING AND EVALUATION

This policy was written in September 2020, taking account of all legal guidance available. It was produced in consultation with the governing board, staff, parents and pupils. This policy will be reviewed in September 2021. The policy will be available via the school website or in hard copy upon request from the school office.

15. COMPLAINTS PROCEDURE

The school has a comprehensive complaints procedure and this can be found on the school website or is available in hard copy via the school office.

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

APPENDIX 1

Behaviour management steps (see separate attachment)

APPENDIX 2 REASONABLE ADJUSTMENTS

THE EQUALITY ACT 2010 REQUIRES THAT:

The responsible body of such a school must not discriminate against a pupil:

- (a) in the way it provides education for the pupil;
- (b) in the way it affords the pupil access to a benefit, facility or service;
- (c) by not providing education for the pupil;
- (d) by not affording the pupil access to a benefit, facility or service;
- (e) by excluding the pupil from the school;
- (f) by subjecting the pupil to any other detriment

As such a school has a duty to consider reasonable adjustments for students with identified needs that may pose a barrier or difficulty when following the requirements of the school policy. For an example, it would be reasonable to suggest that a pupil diagnosed with ADHD may need some adjustments when following a behaviour rule around active listening

Guidance for schools can be found in the Lancashire Behaviour Toolkit.
http://www.lancsngfl.ac.uk/projects/behaveattend-new/index.php?category_id=18
Schools may also find it useful to consult the Lancashire Local Offer
<https://www.lancashire.gov.uk/children-education-families/special-educationalneeds-and-disabilities/>

Schools should also be mindful of the SEND Code of Practice when deciding on support, intervention and sanctions for those students identified as having a special education need.

The Send Code of Practice states:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. When dealing with pupils who display regularly low level behaviours or more challenging behaviour schools should consider:

- persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.
- professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will

not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEN.

Schools should also be aware of the links between their in school SEND processes alongside their whole school behaviour systems. This is explained further within the SEND Code of Practice.

- a detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

A school should ensure that behaviour support plans consider all the available evidence around a pupil and consider if assessments to identify underlying causes of behaviour concerns are required. SEND Specialist teachers and Educational Psychologists (amongst other professionals) are able to advise on appropriate assessments. The graduated approach through the assess, plan, do, review cycle is equally as valid for behaviour support as it is for those pupils already identified as having a special educational need. This process can help identify the appropriate adjustments a pupil may need to be put in place. This is further exemplified in the extract from the SEND Code of Practice below:

'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people'.

The reasonable adjustments needing to be made must be personalised to the pupil and based upon regular assessment. Schools should take care to avoid using a generic set of adjustments for pupils with more challenging behaviour. The SEND Code of Practice again provides more guidance on this area.

The following are examples of reasonable steps that might be taken in different circumstances:

- Reasonable steps to ensure that the inclusion of a child with challenging behaviour in a mainstream primary school setting is not incompatible with the efficient education of others may include:
- addressing factors within the class that may exacerbate the problem, for example using circle time to discuss difficult relationships and identify constructive responses
- teaching the child alternative behaviour, for example by taking quiet time in a specially designated area at times of stress
- providing the child with a channel of communication, for example use of

peer support

- using a carefully designed system of behaviour targets drawn up with the child and linked to a reward system which, wherever possible, involves parents or carers
- ensuring that all staff coming into contact with the child are briefed on potential triggers for outbursts and effective ways of heading off trouble at an early stage, drawing up a contingency plan if there is an outburst in class, for example, identifying with the child a key helper who can be called to remove the child from the situation, and
- ensuring that if there is any possibility that positive handling may need to be used to prevent injury to the child, young person or others or damage to property, relevant staff have had training in appropriate techniques, that these have been carefully explained to the child and that the circumstances in which they will be used are recorded in a written plan agreed with and signed by the child and their parents or carers.

Reasonable steps taken to ensure that the inclusion of a child with autistic spectrum disorder who is distracting and constantly moves around in a mainstream secondary school is not incompatible with the efficient education of others may include:

- ensuring all possible steps are taken to provide structure and predictability to the child's day, for example by the use of visual timetables, careful prior explanation of changes to routines and clear instructions for tasks
- ensuring that the child is taught a means of communicating wants and needs using sign, symbol or spoken language
- working with a member of staff on a structured programme of activities designed to prepare him or her for joining in class or group activities, for example by using 'social scripts' to rehearse appropriate behaviour
- having an individual workstation within a teaching space where distractions can be kept to a minimum and everything needed for the work to be done can be organised in sequence, and ensuring that all
- staff are briefed on the warning signs which may indicate potential behaviour challenge and on a range of activities which provide effective distraction if used sufficiently early.

Additional support and guidance on what may be considered as a reasonable adjustment for a range of SEND can be found at the links below:

<http://www.sendgateway.org.uk/>

<https://www.autismeducationtrust.org.uk/>

<http://www.thecommunicationtrust.org.uk> <https://www.natsip.org.uk/>

<https://www.gov.uk/government/publications/mental-health-and-behaviour-inschools-->

<http://www.thedyslexia-spldtrust.org.uk/>

<https://www.autism.org.uk/>

APPENDIX 3

Guidance from Department for Education for governors on Behaviour and discipline in schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf

