

St John with St Augustine CE Primary School

Behaviour and Relationships Policy 2025-26

Updated: December 2025



**With God's help, together, we aspire,
achieve and believe.**

Christian Narrative

At St John with St Augustine Church of England Primary School, our vision is to be inclusive, inquiring and inspirational by:

Providing our children with a curriculum and experiences of God's wonderful world and prepare our school family for their life journey. We want all our pupils to achieve and become the person God created them to be.

We hope to foster confidence, delight and discipline in seeking wisdom, knowledge, understanding and skills in order to shape their lives.

Together, as a nurturing, Christian school, our goal is to encourage each other to believe in ourselves. With Jesus' help, we will aim to make a positive difference through our Christian values.

Our Vision rooted in the parable of the Mustard Seed

The Mustard Seed - Mark 4:30-34

'It is like a mustard seed, which is the smallest of all seeds on earth.

Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade.

Introduction

Good behaviour in school is central to a good education. At St John with St Augustine Primary School, we aim to create calm, safe, supporting environment where children can learn, thrive and flourish. We aim to continually maintain the high standards of behaviour which our children are renown for. Our Behaviour and Relationships policy is underpinned by our Christian values and Biblical narrative and permeates through every aspect of school life.

When pupils do misbehave, we aim to respond promptly and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. This policy will outline different responses to misbehaviour, including sanctions and pastoral approaches.

Purpose

The objective of our policy is to create a safe environment in which all children can learn and reach their full potential.

- We aim to develop positive respectful relationships through a combination of various approaches including restorative practice.
- This policy is intended to communicate acceptable standards of behaviour so that both staff and pupils are clear about the **high expectations** we have in school.
- We aim to educate children on the importance of self-discipline and regard for others through our curriculum and Christian values.
- To prevent all forms of child on child abuse including: bullying, cyber bullying, prejudice-based and discriminatory bullying.

Roles

Roles of the Leadership and management

The school leadership team will be highly visible, with leaders, including Governors having the responsibility of implementing, monitoring and evaluating the impact of our policy.

The role of school staff

Staff should uphold our whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships. All staff should model good behaviour and should be confident to ask for help when needed.

Staff should also challenge pupils in a calm respectful manner in order to meet our school's high expectations and maintain the boundaries of acceptable conduct.

All staff will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff must consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. This policy will be shared with all newly appointed staff and supply teachers.

- **Daily smiles**, meet and greet at the school entrances.
- Conversations with our **wellbeing key worker children**
- Staff actively recognising children displaying good behaviour and **praising them**
- Staff noting children who are demonstrating good behaviour for assembly recognition.
- Parents being contacted to share positive behaviour updates from telephone calls from the Headteacher or after school comments (in front of the children).
- All staff to encourage quiet, smart walking around school and sharing good examples
- Clear routines throughout the day
- **Staff to dress smartly in order to be a role model for children**

We must avoid:

- humiliation
- shouting
- over reacting
- blanket punishment
- harsh sarcasm
- sending children out of classrooms (unless there is a danger)
- using an area of the curriculum as a punishment
- avoid phrases or comments that could be regarded as banter or jokes as these could be interpreted differently by children.

The role of parents/carers

The role of parents is crucial in helping our school develop and maintain good behaviour. We seek to build and maintain positive relationships with parents by working together.

To support our school, our Behaviour & Relationships Policy will be shared via our Parent App annually and also placed onto our school website. Parents will also be invited to attend assemblies and parent 'Chill and Chat' sessions as well as other key events in school. This way they will be made more aware of the high expectations we have for behaviour in our school. Parents will also be encouraged to reinforce the policy at home as appropriate.

Home School Agreement

When parents support school in maintaining good discipline and high expectations it ensures children learn and behave well. We ask that all parents agree to this by signing a home/school agreement.

The role of pupils

Pupils will be made aware of the school's **3 expectations (Be Ready Be Respectful Be Safe)**, and consequence if there is poor behaviour.

Pupils, including new pupils will be taught that they have a duty to follow the school Behaviour & Relationships Policy and uphold the school rules, and Christian Values of the school.

Pupils will be asked about their experience and give feedback on the behaviour in school. This will help support the evaluation, improvement and implementation of the Behaviour & Relationships Policy.

- Daily good manners sessions
- Personal, Social and Health Education including relationship education
- Religious Education
- Assemblies
- Growth mind set sessions
- Discussions and debates in curriculum areas
- Oracy sessions

Behaviour Expectations

At St John with St Augustine's, we believe a **consistent** approach to behaviour is key to supporting children to be able to make the right choices. We therefore use the following expectations and routines which are set out below:

Be Ready
Be Respectful
Be Safe



Give me 5

Teachers to use the 'Give Me 5 Approach to Regroup pupils' attention.

1. Eyes are watching
2. Ears are listening
3. Hands are empty
4. Feet are still
5. Quiet

Responding to Behaviour

Responding to Good Behaviour

Acknowledging good behaviour encourages repetition and communicates our school expectations and values to all. Using positive recognition provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements will be applied fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. **Staff should look to 'Catch children in rather than out'**

Based on the 'Power of Praise'

- Rewards for positive behaviour will be in the main, intrinsic. We believe that feeling good about something you have done is a significant reward in itself. These can be seen in the form of positive praise, conversations and sharing of recognised behaviours. Messages sent to parents/carers may also be used. Some children do respond to different types of rewards but this is about knowing the child well.
- Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others.
- Parents may also be informed of their child's good behaviour via:
 - **Recognition board via the Sunshine (Praise in Public)**
 - Playground positive conversations
 - End of the day conversations
 - Assemblies
 - Parents evenings (Structured conversations)
 - Other means eg: a letter or card from the teacher
 - Telephone calls from the Headteacher

Responding to Misbehaviour, Sanctions and Consequences

Avoiding and pre-empting misbehaviour

It is vital to realise that when teachers are extremely well organised, have good visibility in the room and are able to pre-empt situations this will in most cases avoid misbehaviour.

However, when a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school Behaviour & Relationships Policy and the Behaviour Pathway. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner as set out in our training.

Other preventative strategies may include:

- Having good organisation, effective planning and exciting lessons is one of the most important preventative strategies.
- Ensuring teachers teach from their feet not from their seat approach and always have eyes on the children at all times.
- Teachers to use good positioning in the classroom ensures no one can switch off.
- Adjusting seating plans to allow pupils to see the board and where there is clear access for teachers to move around (Walk the Talk)
- Teacher should not be sat at teacher desks.
- Short planned movement breaks for SEN children who find it difficult to concentrate for long periods of time, these could include sensory circuits.
- Providing sensory provision if possible
- Staff to be on the playground in the morning to give the children a warm welcome and give them a good start to the day
- Use smart walking on the **corridor** and stopping at the stop points. Teachers talking quietly and calmly to the children using cues as much as possible rather than loud instructions. **Teachers must have sight of all children before moving on.**
- High visibility of staff on corridors will help.

Responding

- De-escalation techniques can be used to help prevent further behaviour issues arising.
- The key principle when dealing with issues is to give everyone involved a chance to have their say and become actively involved in the process.
- Staff should be aware that although we are to remain calm and understanding, there needs to be an assertiveness to disposition in order to command respect.
- Staff should look to reprimand in private or in a low key tone, using nonverbal cues.
- Use the child's name followed by 'Is everything ok?' Followed by using a nonverbal cue to get back on task.
- Use Walk the Talk technique to talk to children without drawing attention to everyone else.
- The member of staff should try to choose a related task to the incident rather than a punitive task and should be proportionate as set out in the Behaviour Pathway. However, treats or rewards can be withheld for more serious behaviours.

Improvement: to support pupils in understanding the behaviour expectations of the school and re-engage in meaningful education. The school may choose to use:

- Restorative meetings/conversations
- Behaviour Support Planning Meeting with parents

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward.

Restrictive Physical Intervention (Positive Handling)

On rare occasions and in extreme cases, there may be incidences where behaviours severely compromise the safety and learning of our pupils and adults. In these cases, the adults dealing with the situation may need to remove children from the classroom.

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention (RPI) by staff may be required as a last resort. Under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted, to prevent a pupil from doing, or continuing to:

- a. **Commit any offence** (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. **Cause personal injury** to, or damage to the property of, any person (including the pupil themselves); or
- c. **Prejudice the maintenance of good order and discipline at the school** or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time' meaning the force must be 'Reasonable': (DFE: Reasonable in these circumstance must use no more force than is needed' and must always be the minimum necessary and in proportion to the consequences that it is intended to prevent. It is the responsibility of each member of staff to make an assessment of the particular circumstances, know the contents of this policy and decide if they are capable of managing the situation alone and if physical intervention is required. **Where possible, more than one member of staff should be involved.** Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010.

Team Teach: Staff who are likely to be more at risk of encountering children where this is necessary should be trained via 'Team Teach' approach. This will be the responsibility of the SENCO to arrange.

Suspension and permanent exclusion (DFE)

“All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers 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.”

Behaviour outside of school premises

Our school has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- • when taking part in any school-organised or school-related activity;
- • when travelling to or from school;
- • when wearing school uniform;
- • when in some other way identifiable as a pupil at the school;
- • that could have repercussions for the orderly running of the school;
- • that poses a threat to another pupil eg: child on child abuse, or
- • that could adversely affect the reputation of the school.

Pupil Support

Special Educational Needs and vulnerable children

We aim for **all** children to feel that they belong and recognise some children will need additional support.

Preventative Measures

Someone I can talk to: Children will complete these sheets at the beginning of the year which will allow them to have someone to confidently talk to if the need arises.

Wellbeing Key worker group: Staff have been allocated certain children to have a little check in chat with each day. This is aimed at instilling a sense of value and interest so that the children can build positive respectful relationships with teacher and have a good role model in school.

Playtime pastoral groups: These groups will be provided for children who need to build on their friendship relations so that they can build positive bonds with others.

Lunchtime Games Club (FSW): The Games Club will be used for children who find it difficult to behave or socialise on the playground. It may also be used for children with sensory needs.

The Café HT will run the lunchtime café for children who find the main hall to difficult, where there are a number of potential triggers.

FSW: To provide opportunities to support children who are having issues to deal with at home or outside of school. This supportive mechanism is intended to equip the children with skills to be able to function well in school and thrive in their education.

Impact Groups: An opportunity for children to talk about their frustrations as a group to someone other than a class teacher. Their worries and concerns will be talked through so that they realise they are not on their own.

SENCo support: Miss Martin, the school SENCo can provide further guidance and support to members of staff who are expressing initial concerns via the CPOMS system. If needed further external support can be arranged for children with who have special educational needs, due to behavioural difficulties.

Links with SEN/Multi-agency assessment

It should be recognised that repeated misbehaviour can:

- Constitute as a special need in itself
- Be indicative of a learning difficulty
- Be indicative of a lack of appropriate social skills
- Be indicative of an emotional upset in or out of school
- Concerns relating to repeated misbehaviour may warrant a pupil being put on the SEN register or noted as a 'child of concern' to be raised on our CPOMS system under the: Cause for Concern' tab.
- Some children exhibit particular behaviours based on early childhood experiences (ACEs) and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions.

The special educational needs of children will be taken into account when dealing with instances of misbehaviour. This will be a very personalised response and members of staff will be guided by the SENCo.

Teachers should also use strategies in line with EHCP recommendations and through support from any specialist teachers or the SENCO.

Where there is a cause for concern, the Senior Leadership Team may use:

<u>Key pastoral teacher</u> Allocated Teaching Assistants Miss Mortimer	Social games to reinforce good friendship relationships.
<u>Family Support Worker</u> Lynn Mortimer	Bereavement support Behaviour linked to home circumstances Behaviour at home
<u>SENCo</u> Miss Martin	Where there is a special educational needs concern. Eg: ASD, ADHD or cognitive learning difficulties.
<u>Mental Health Support</u> Miss Martin	Where there are issues related to mental health.
<u>Online Safety Support</u> Mr Hollinshead (Computing Lead)	Guidance for parents, staff and pupils on how to keep our children safe
<u>DSLs</u> Mr Proctor (Headteacher) Mrs McLeod (Deputy Headteacher) Miss Martin (SENCO) Miss Mortimer (FSW)	<u>Safeguarding concerns:</u>

Tracking, Recording and Reporting

- **Sunshine: Expecting Standard**

Recording and Reporting CPOMS (Child Protection Online Management System)

All behaviour incidents (Level 1+) are recorded on CPOMS. SLT review CPOMS regularly and create action plans based on issues and trends, in order to ensure support is provided.

Parents will be informed at the various stages of the Behaviour pathway or if there have been significant incidents in school. Parents should always be informed if their child has:

Hurt someone

Used physical aggression

Used swearing

Has been part of a bullying or racist incident

Been involved in online safety issues.

Child on child Abuse

The school takes seriously their responsibility to deal with child on child abuse as directed in KCSIE 2022 even when this happens outside of school. Children should feel comfortable reporting concerns to staff in school and are encouraged to do so.

Bullying

When behaviour is not good, pupils are more likely to suffer from child on child abuse or bullying. In our school bullying, threats and abuse will not be tolerated.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is our first priority, but emotional bullying can be more damaging than physical. Each specific case will be dealt with in accordance with our Anti-bullying policy.

Bullying Prevention

A school's response to bullying should not start at the point at which a child has been bullied. At St John with St Augustine's, staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address. We promote respect between pupils so that pupils know the right way to behaviour to others. Our pupils are taught to value everybody and treat others with the respect they deserve. This permeates through the whole school and is demonstrated by adults.

We have a positive and restorative approach to managing behaviour. We investigate causes for poor behaviour thoroughly so that we can put the right strategies and support in place as soon as possible. Our aim is to ensure that our school is a safe and happy place for all children to succeed in.

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, our school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - Part 5. The designated safeguarding lead (or deputy) will be contacted as soon as possible. Each incident should be considered on a case-by-case basis.

Sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned.

Staff know the importance of challenging all inappropriate language and behaviour between pupils. Normalising sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up will not be accepted.

Instead we advocate and teach high standards of conduct between pupils and staff who demonstrate and model manners through good manners sessions regularly.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing for suspected criminal behaviour.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

All victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, as with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Appendix

Behaviour Pathway

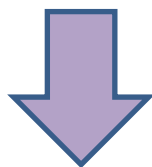
Behaviour Pathway

It is intended that our school works progressively through these stages to avoid exclusions, however, the age and abilities of the child also needs to be taken into account. It is also possible that if people are at continued risk of harm the school has the right to protect those within the school and the levels below can be fast tracked.

U Universal Strategies (Pre-emptive support)			
	Strategy and Practice	Staff Responsible	Check
1	Ensure we have a Relationships Policy which is being adhered to with consistency .	HT	
2	Effective reward systems including ' Catching in ' Recognising good behaviour, Tel calls to parents.	Class Teacher HT	
3	Staff to be trained on restorative practice (<i>Internally and externally</i>), including staff using the Trauma Informed website for ideas.	HT & DHT Staff	
4	Have someone the child can talk to if there is a problem.	Class Teacher	
5	Know and understand pupil influences and context by building relationships with children – understand their interests, background, triggers.	Class Teacher	
6	Teachers to have classroom self-regulation zones available for all children	Class Teacher DHT (BR Lead)	
7	All children taught explicitly on ' Give me 5 ' and the 3 rules of (Ready, Respect, Safe)	DHT (BR Lead)	
8	Reflect on all teaching and learning practice: including table layouts, trigger children, and ensure lessons are engaging.	Class Teacher, DHT (BR Lead)	
9	Teachers to devise Classroom Management Plans and adapt after an incident.	Class Teacher, DHT (BR Lead)	
10	Ensure lots of opportunities to capture child's voice and find out the root cause of behaviours	Class Teacher	
11	Monitoring of behaviour through school and regular feedback to staff	DHT (BR Lead) HT	
12	Governors to be updated on behaviour practice in Governor meetings	DHT (BR Lead) HT	
13	Celebrate and promote good behaviour through assemblies and communication with parents. E.g.: Messages from staff, telephone calls from HT, Assemblies etc.	All staff and SLT	
14	Ensure there is high visibility on corridors and the playgrounds	All staff and SLT	



1	Level 1 Targeted Support (Low level behaviours)	<u>Responding and Recording</u>	
	<u>Examples</u> 1. Shouting out or deliberate screaming. 2. Teasing 3. Pushing 4. Arguing 5. Being uncooperative 6. General silliness 7. Low level behaviour as determined by the member of staff	The staff member who has witnessed the behaviour should respond.	
	<u>Consequences may include:</u> • Short Reminder • Name, 'Are you ok?', Verbal cue • Name, 'Are you ok?', I need you to sit down with a reason, thank you (this is an example) • Name, I notice you are I need you to ... because ... Thank you! • Restorative Practice • Self-Regulation Zone • Verbal apology will be accepted.	If very infrequent then there is no need to log the incident on CPOMS.	
	<u>Internal Support</u> <u>Further support options to be considered at Level 1</u>	Staff to Lead	Check
1	Ensure pupils can access the curriculum and engage with lesson content and be able to participate. Consult SENCO if needed.	Class Teacher SENCO	
2	Explicitly teaching learning behaviours	Class Teacher	
3	Teacher to reflect and adapt Classroom Management Plan if needed	Class Teacher	



2	Level 2: External Support	Responding & Recording	
	Examples 1. <u>Persistent</u> low level behaviour (at least 3 episodes of Level 1 each half term) 2. Destroying work 3. Refusal to do their work 4. <u>Persistent</u> refusal to follow instructions 5. Bad or inappropriate language towards another pupil 6. Teacher's discretion of behaviours that are not at Level 1 or Level 3	Staff member SLT	
	<u>Consequences may include:</u> 1. Children will receive restorative/reflection time with a member of staff during the child's own time: e.g. playtimes, lunchtimes or during treat times. 2. Setting of a task or 'making good' exercise. Consequences should be related to the misbehaviour itself and not be a punitive task. This will also be done in the pupil's own time. e.g.: If they destroy their own work this is to be done in their own time. 3. Informal meeting with parents to discuss the concerns set by the class teacher.	Staff to record on CPOMS	
	<u>Internal support</u> <u>Further Actions of support to be considered:</u>		
1	Encourage self-reflection for children around behaviours using self-regulation areas or restorative conversations.	Class Teacher	
2	If the pupil is SEN ensure that the adaptations and assessment recommendations, Support Plans etc. are appropriate. Adjust if needed.	Class Teacher SENCO	
3	Use a communication book with daily targets if required, so that parents can work with the child at home.	Class Teacher	
4	Trauma Informed: Staff to access the Trauma Informed Website for key information. (Targeted support section)	SENCO to guide	
5	Consider a nurture provision Eg: Games Club, Lunchtime Café, FSW support, Playtime Nurture groups, Family Support work?	HT, DHT, FSW	
6	Further Meeting with parents to express concerns and talk about provision already put into place and what else is needed.	Class Teacher / SENCO	



3	Level 3: Behaviour	Responding & Recording	
	Examples 1. Persistent level 2 behaviours 2. Child on Child Abuse 3. Inciting physical or verbal abuse 4. Deliberately physically hurting another person so as to cause an injury. 5. Fighting (<i>not play fighting</i>) 6. Vandalism (deliberate) 7. Racial abuse 8. Homophobic language 9. Bullying (this is behaviour by an individual or group, repeated over time, that intentionally hurts another physically or emotionally. 10. Putting others safety in jeopardy 11. Deliberately using abusive language against a member of staff. (<i>Not for children with SEN conditions where this is part of their condition</i>) 12. Using mobile phones in school without permission. <i>Mobile phones must be handed in to the school office if children travel home on their own.</i> 13. Teacher's discretion	Report to either: Mr Hollinshead Mrs McLeod Mr Proctor	
	<u>Consequences which may be used, (may be multiple)</u> 1. The setting of a related task i.e.: tidying up the classroom if it has been turned, writing a letter of apology. 2. Missing their own time to be taught why what they did was wrong. 3. Loss of privileges/treats or rewards – for instance, the loss of a prized responsibility, or treat, eg: cinema afternoon, disco, party etc. 4. Setting work in their own time for the pupil to study of why their behaviour was wrong. 5. Meeting with parent 6. Behaviour Plan needed. <u>Protection</u> <i>Keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour. If needed this may involve removing a pupil from a lesson, may be immediate or after assessment of risk.</i>		
Level 3- Internal support			
Further Actions of support to be considered-(in addition to Level 2 support)			
1	Classroom Management Plan: to be adjusted	Class Teacher	
2	Consider a nurture provision: Eg: Games Club, Lunchtime Café, FSW support, Playtime Nurture groups, family support work?	HT, DHT, FSW	
3	School Pastoral Lead: Offer support to pupils if required	FSW	

4	GEMS: Access resources created by specialist teaching Good Engagement Methods (GEMs) - Lancashire County Council	SENCO	
5	Lancashire Behaviour Tool: Consult the tool for extra support and ideas see attached document.	SENCO	
6	Use PIVATS samples and FAQs - Lancashire County Council to look at SEMH needs and how to support.	Class Teacher SENCO	
7	Consider a Speech and Language Screening for speech and language/communication difficulties and use interventions recommended	SENCO	
8	Consider Reading Age/Fluency assessment to ensure reading ability isn't an issue.	SENCO	
9	Trauma Informed: Staff to access specific training ie: the Trauma Informed Website for key information. (Targeted support section)	SENCO to guide	
10	Further Meeting with parents to express concerns and talk about provision already put into place. Discuss the following possible needs:	Class Teacher SENCO HT	

External Support (if required)

1	SLT Strategy meeting: to discuss options if required.	HT SLT	
2	Early Help: offer to parents or (CFWS) if needed. Parents must give consent. Engage with parents and signpost to parenting support/CFW/Early help where possible – use the CFW link officer (Louise Carr) to support if difficulties with consent.	FSW DHT HT Louise Carr	
3	Breakfast Club: Inviting/funding children who struggle with behaviour to this if mornings are a trigger point or parents are struggling with transitions in the morning.	FSW / DHT	
4	Assessment: Ensure a child with complex behaviours has been seen and assessed by the SENCO to ensure there are no underlying SEND needs.	SENCO	
5	Contact Equality and Diversity team / EAL <i>if appropriate</i> for possible mentorship support : Afrasiab.anwar@lancashire.gov.uk, Roxana.sardais@lancashire.gov.uk	HT SENCO	
6	Behaviour Specialist involvement if required.	SENCO	
7	Educational Psychologist Use an Educational Psychology Assessment if required. <i>Consent from parents must be given.</i>	SENCO	
8	Mental health support teams: Use for extra support Refer to health colleagues, school nursing teams or mental health support teams for extra support – use your Education	SENCO	

	Partnership officers details below if you're not sure who to contact. If required		
9	Inclusion Hub: - Universal Support Invest in effective training for teaching assistants to support children with complex needs such as ELSA and through the Universal Support from the Inclusion Hub.- Contact Jo Hardwick.	SENCO	
10	Siobhan Collingham: Arrange a visit to come into school for Trauma informed training if required	DHT HT	
11	Behaviour Consultant Engage with Behaviour Consultants for Primary from April 2023 – diane.sheron@lancashire.gov.uk They can provide bespoke support and training for individual teachers, schools or children as a traded service and as part of SSG. However, they can also provide phone assistance if you are not sure where to go next for any school.	HT SENCO DHT Diane Sheron	
12	1:1 Support: Arrange for 1:1 support if required and funding is available.	HT DHT SENCO	
13	Attendance Consultant: Contact and alert to concerns and seek advice	HT, SBM	
14	Contact Pupil Access to alert of concerns	HT	
15	Reduced Part-Time Timetable: Consider and talk to parents if children would benefit due to emotion regulations issues.	HT	



4	Level 4: Risk of Fixed Period Exclusion	Responding and Recording	
	<u>Examples</u> Repetition of 3+ of same previous incidents <u>Banned items:</u> Cigarettes including: E cigarettes & lighters Sharp implements: knives etc. or any object in which the intent is to cause harm Substances / medication not approved Mobile phones <i>The school reserves the right to check items of clothing, bags or coats for banned items.</i>	Teacher SLT HT	
	<u>Consequence:</u> Short Fixed Period Exclusion	Record on CPOMS Inform parents in writing Complete legal paperwork	
Level 4- Internal support for pupils who are considered a risk in advance			
Further Actions of support to be considered-(in addition to Level 3 support)			
1	With Short term exclusions ensure integration is carefully supported and support has been accessed above where necessary	HT	
2	Trauma informed website (LCC): Look at the information for preventing exclusions on the trauma informed website (LCC), including case studies with Boxall principles and practices.	HT	
3	Inclusion, Engagement Support Team: Support offers expansion to support those at risk of permanent exclusion without an EHCP.	HT DHT SENCO	
4	EBSA Toolkit: Consider some of the techniques from the EBSA toolkit - Emotionally based school avoidance (EBSA) guidance and training - Lancashire County Council	HT DHT SENCO	
5	Children's champion: Make a referral to Children's champion for further individualised support – childrenschampions@lancashire.gov.uk Natalie Mason – 01772 532760 Matt Hall – 01772 534884	HT	
6	Work alongside another school with a similar cohort, to enable a sounding bound for decision making and support – LA advisors –East – Jane.Phythian@lancashire.gov.uk or EPOs will support in finding appropriate schools. Contact Aby Hardy or Sally Richardson for further support if there are barriers to reaching these services	HT DHT SENCO HT	
7	Contact your local Education Partnership Officer should be able to support you with these links – Alicia.dixon@lancashire.gov.uk Central Lancs	HT DHT SENCO	

	<i>they can support with engagement with colleagues in health, local community partners, police, Violence reduction network if required.</i>		
8	Alternative Provision: Consider after speaking to parents. Contact Alternative Provision lead (to be appointed – currently sapphire.murray@lancashire.gov.uk) to discuss options in the area that would help to support. If schools are unsure what alternative provision support they require email alternativeprovision@lancashire.gov.uk and one of the team will get back to you. <i>An alternative provision map will be available shortly for schools to see what is available</i>	HT	
9	Managed move to another local school: Consider a managed move- create a district panel where these can be discussed regularly, ensure everyone is in agreement about what support will be offered to the child to succeed in the managed move – create a written protocol of what will be offered during a managed move to create consistency of approach.	HT	
10	Access Stepping Back into School (support package) created by the specialist teaching service: Stepping Back into School support package - Lancashire County Council	SENCO	



5	Level 5: Risk of Permanent Term Suspension	Responding and Recording	
	<u>Level 5: Behaviour Examples</u> 1. Repetition of 3+ of same previous incidents following short fixed term suspensions.		
	<u>Consequence:</u> (if all previous actions have been considered or actioned) Longer Fixed Period Exclusion	Office to complete the FT Suspension pack and form for LCC. CPOMS	
1	Longer term exclusions: ensure integration is carefully supported and support has been accessed above where necessary	HT	
2	MASH referral: Consider a MASH Referral Children's Services Support Hub and Multi Agency Safeguarding Hub (MASH) - Lancashire County Council is appropriate or graded care profile or contact School safeguarding team if behaviours are unsafe and you need advice – school.safeguarding@lancashire.gov.uk	DSLS / HT	
3	PRU: Short term turnaround provision in PRU if available <i>Currently not available in Hyndburn, LCC</i>	HT	



6	Level 6 Permanent Exclusion		
	<u>Examples</u> <u>1. Repetition of the same previous incidents at level 3-5 following longer fixed term suspensions when all support has been put into place.</u> 2. Where the behaviour is putting another person's safety in serious harm if the child was to remain in school.		
	<u>Consequence:</u> Permanent Exclusion only after following advice from the Lancashire Advisory service. Office to complete the Permanent Exclusion pack and form for LCC.	CPOMS School Advisor	
1	School Advisor: Discuss the case with the school advisor to make sure there is no other alternative.	HT	
2	Due to an extreme incident or undertaking all the support above and it hasn't worked, children to be permanently excluded. We will always ask if it's possible a child can reintegrate into another mainstream provision and if so we will try to do this. However, if this is not appropriate they child will be placed in PRU for therapeutic provision. This should always be on the understanding that the child will be returned to school after a period of time except in exceptional circumstances in line with the Green Paper's recommendations. SEND and AP green paper: responding to the consultation - GOV.UK (www.gov.uk)	HT	

Guidance documents

Guidance on the content of our school Behaviour & Relationships Policy can be found in the following DFE documents:

Behaviour and discipline in schools -

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Our Policy also adheres to the SEND Code of Practice -

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Education and Inspections Act 2006 states that every school must have measures to encourage good behaviour, self-discipline and respect; prevent all forms of bullying amongst pupils; ensure that pupils complete assigned work and regulate the conduct of pupils. These measures are communicated to our parents, staff and Governors at least annually.

This Behaviour & Relationships Policy is available to parents on request and is published on the school website.

This policy was written in:	June 2024
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To be reviewed:	Summer 2026

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