



**Relationships,  
Behaviour Principals  
and  
Behaviour Policy**

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*“Good actions give strength to ourselves and inspire good action in others – Plato”*

*“Good behaviour in schools is central to a good education” DFE 2022*

**1. It is our Aim to create a safe environment in which pupils can learn and reach their full potential. We have high expectations in this school coupled with a high empathy approach. We will:**

- i. Provide a calm, safe environment for all children where they feel secure and happy and have the motivation and opportunity to learn.
- ii. Have a consistent whole school approach to behaviour and discipline.
- iii. Have clear roles for designated staff and effective systems and resources for all staff.
- iv. Achieve high standards of learning and be high achievers.
- v. Work successfully in partnership with parents.
- vi. Promote self-discipline and give children choices about their behaviour knowing the consequences of that behaviour. We understand that when children are in a state of dysregulation, they are unable to make good choices. This policy outlines strategies used to assist regulation in these circumstances.
- vii. Promote positive growth mind-set principles and encourage children to develop resilience in all aspects of their learning.
- viii. Promote respect for others and for the environment (at school, local and global level).
- ix. Have effective and well-known school systems and norms- including rules/routines and reward/consequence systems.
- x. Reduce the time spent on dealing with classroom and playground incidents thus enabling more time to be spent on wellbeing, teaching and learning.
- xi. Support the Safeguarding Policy and Procedures within the school. It is important to note that if a behaviour issue is deemed to be a safeguarding issue- the DSL will undertake safeguarding procedures. This policy may be used alongside the Safeguarding policy.

This policy is aligned to 1<sup>st</sup> September Behaviour in schools’ guidance 2022, the Timpson review of school exclusions and Keeping Children Safe in Education (KCSIE) 2024.

**2. The Golden Rule for all of us in school is:**

***Everyone will treat one another with dignity, kindness and respect whilst keeping ourselves and others safe.***

Further specific rules are generated at the start of each year by the children following a whole school assembly and a walk around the site. These should be displayed in each classroom and in communal

areas and used as a point of reference throughout the year.

### **3. The role of Teachers, Staff and school Leadership**

The school leadership team is highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders make sure all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

School leaders consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. The school aligns this training with the new Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the reformed suite of National Professional Qualifications.

School leaders also ensure that all staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may, at times, affect a pupil's behaviour.

Ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation, and even design, of behaviour policies – making links to whole school approaches to mental health and wellbeing as set out in the Mental Health and Behaviour in Schools' guidance.

All staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff will also receive clear guidance about school expectations of their own conduct at school (Staff and Governors Handbook 2024-25)

### **4. General Guidelines underpinning this policy**

#### **Key Elements**

- A key element of our Behavioural Policy is to focus on the **positive**. We must remember there is no such thing as a bad child, just dysregulated behaviour. It should also be remembered that this is a form of communication from the child. We must continually ask ourselves, why is the child behaving like this and what are they communicating? This policy and research-based approaches are to be used before, during and after dysregulation.
- The teacher should not solely focus on the individual(s) who are behaving inappropriately. They

should focus on the majority who generally conform and role model positive behaviour wherever possible. This will reinforce high expectations and how children should conduct themselves within school.

- Positive reinforcement should never be underestimated.

### **Boundaries**

- Children need to know their boundaries. This provides security. If sanctions and rewards are applied with consistency the children know what will happen next. School boundaries and class rules aid this approach. These are revised at the first assembly of each academic year, known, understood and agreed by the children and displayed in the classrooms and communal areas of the school. Routines and boundaries are reinforced through repeated practices. Positive aspects of behaviour are made into commonly understood routines e.g., entering classrooms, clearing tables, holding doors open etc.
- If these boundaries waver because sanctions are inconsistently applied, children may well attempt to push those boundaries to see how far they can go. Consistency from all staff is essential.

### **Children's Reasoning**

- The children should be encouraged to take responsibility for their own actions.
- If they behave in a positive and safe manner, they will enjoy positive consequences. It is our aim to ensure children can relate and regulate so that they can reason. The 4Rs (Repair, Regulate, Relate, Reason) from Louise Michelle Bombers work are adopted in this policy.
- If they behave in a negative way, they must, once regulated, understand the detrimental effects of this and understand that negative consequences will follow; Reasoning.

## **5. Behaviour and the role of the pupils**

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture. Pupils are asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy. Every pupil is supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals

## **6 Guidance for Classroom behaviour**

Clear, structured rules within the classroom are vital. These will reflect the school's Golden Rule and agreed classroom and school rules developed at the annual behaviour and rule setting assembly. The

rules need to be shared by the children and adults working in the class and reinforced in a positive way as part of the daily routine in the classroom. The children must be clear on 'readiness for learning' and this will be regularly reinforced by all staff.

**Philosophy Circles** can provide a useful forum for discussing these rules, attitudes and behaviour.

## Rewards

- Our system of rewards covers both academic and non-academic achievements.
- Rewards need to be given for the effort a child puts into a task or behaviour, not merely the end result.
- When trying to establish positive behaviour it is best to be generous with rewards. (e.g., We encourage our lunchtime supervisors to praise 6 times more than negatives.)
- Credit earned should not be forfeited for subsequent behaviour.
- It should be remembered that peer approval and attention is very attractive to some children. (This is why we focus on positive behaviour.)
- Rewards can be particular to an individual. What pleases one child will not necessarily work for another.
- A reward cannot be relied upon to work indefinitely. Be prepared to ring the changes from time to time.

## Types of Rewards

<b>Verbal praise -</b>	<p>Quietly, one to one</p> <p>Public praise in class and assemblies</p> <p>Sent to another adult – Mr Rooney, Key Stage Leaders, Inclusion Lead, SENCO</p> <p>Mentors</p> <p>Tell parents informally after school in the playground</p>
<b>Non-verbal praise -</b>	<p>Smiles, nods, high fives, thumbs up</p>
<b>Stickers &amp; Stamps -</b>	<p>Put on work</p> <p>Given to child</p> <p>Lunchtime awards</p> <p>(These can be presented in a forum e.g., in front of a class or assembly)</p>
<b>Special Mentions -</b>	<p>Announced in assembly</p>
<b>Informal Rewards -</b>	<p>Line up first</p> <p>Collect snack first</p> <p>Do monitor jobs</p> <p>Choose seat</p> <p>Use special equipment etc.</p>
<b>Good Newsletters -</b>	<p>Awarded when children have not lost golden time in Term 1.</p> <p>A different letter sent to parents of children who have tried hard to improve their behaviour. (The first one is sent at Christmas and is handwritten by Mr Rooney.) Terms 3 and 4 are rewarded by an additional golden period e.g.,</p>



Wheelie Day. In order to be rewarded with a letter or Wheelie Day, children must not lose Golden Time more than 3 times a long term.

- \*Group Rewards**
- Table points
  - Special Treat
  - Chart to colour in
  - Special display
  - Wheelie Days
  - Whole school wheelie days etc.
  - Marble Jars

- \*Individual Rewards**
- House points - see guidelines
  - Tick list
  - Chart to colour in
  - Certificates
  - Star of class
  - Work of week
  - Merit Cards for Year 6
  - Smiley Faces

**Year Group consistency** is important. Rewards to be used should be established at the beginning of the year. All Classrooms and children have the right to 30 minutes Golden Time each week. Poor behaviour will result in removal of this time. It cannot be earned back.

### **Golden Time**

- Thirty minutes per class per week in the final session on a Friday.
- Children should choose an activity from the Golden Time Treasure Boxes or alternatively an activity that the child has brought in themselves.
- Golden Time may be reduced for poor behaviour or attitude to work at the teacher's discretion. A record kept for each pupil (This is usually no more than 1 minute at a time; Senior Leaders may take away all of the Golden Time and we use that time to reflect with the children).
- Children who have lost Golden Time minutes will be reported to Key Stage leaders during team meetings. Key Stage leaders will subsequently advise the SLT. Children who regularly lose Golden time will be identified and supported with their behaviour. Support will be specific to the child and overseen by the SENCo.
- Children missing a few minutes out from Golden Time will be expected to sit silently in an allocated place within the classroom (places will vary from class to class) until that sanction has finished. In rare cases, where the child is to receive no Golden Time, they will be expected to sit with a senior leader for the duration where counselling and discussion regarding the sanction will be the focus.

## **7. Responding to misbehaviour**

When a member of school staff becomes aware of misbehaviour, they should respond predictably,

promptly, and assertively in accordance with this school behaviour policy. 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 so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm. The school have applied attachment aware principles including emotion coaching practices based on research of John Gottman (1977) and Attachment awareness training via AFC (RBWM Achieving For Children). These are known as the CALM approach. The school incorporates calm spaces and emotional coaching when responding to misbehaviour and dysregulation.

#### **Connect**

- Tune in to the child's feelings and your own

#### **Acknowledge**

- Validate the feeling and label them. Name it, to tame it!

#### **Limits (if necessary)**

- Remind the child of acceptable/unacceptable behaviours

#### **Make a Plan**

- Problem solving and finding solutions!

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour. The school follows the working models and principles of Louise Bomber; known as the 4Rs. Regulate, Relate, Reason and Repair.

#### **The first R is Regulate: -**

We need to remember that self-regulation is taught and for many of these children they have not had the experience and support to learn this. We need to teach these skills during a place of calm, not alarm, so new neural pathways can be built when a child understands what this should look and feel like.

In order to regulate, children need to have their basic needs met - this includes strong Relationships (feeling safety with a trusting adult), Nutrition (ensuring children have a healthy breakfast, snacks and drink water regularly), sleep (supporting good sleep routines or a safe space to nap within school), Exercise (being active can help regulate dopamine, which is often impacted by traumatic experiences), and Mindfulness and Breathing techniques to support regulations and calmness. These basic needs must be primarily met before moving onto other regulating techniques.

Sensory strategies can also support regulation for children. Snacks, calm boxes (these help to support that fight or flight mode and can include pens, pencils, fidget toys, putty and breathing cards), or sensory movements including power stretches. Collaborative games and Interactive Play can also embed trust with an adult and promote regulation, focus, and brain growth such as board games, thumb wats, passing balloons or popping bubbles.

#### **The second R is Relate: -**

Bomber explains that children who have experienced pain, loss or hurt do not want to be in that position again. They have learnt or adopted strategies to never feel weak, small, or vulnerable again. Therefore, forming trusting relationships with adults can be difficult. The blocked trust that these children have created does not differentiate from one adult to the next. We need to ensure that as we build relationships with children that we are robust enough to withstand the inevitable rage and rejection which will come as these children slowly open their lives to us. Bomber states that every



relationship has the power to change or confirm what has gone on before.

**The third R is Reason: -**

Children who defy the rules are unlikely to be brought to reason by verbal warnings, therefore if we really want children to learn from behaviours, we may need to delay reason to ensure that they are in a space to fully engage with the learning process. We need to ensure the child is calm and alert so that we can engage the top part of their brain (the thinking brain). This is the stage where we can teach about the behaviour matter. More importantly by this stage the children will be able to learn and engage from your teaching.

For children to be able to learn from their behaviours it is important that practitioners seize the right moment when they are in an engaged and open state and consider 'The Gold Nugget' of information you want to relay to ensure this comes across for the child. Being aware of the child's body language can also help us to press pause if needed if they begin to escalate again.

**The fourth and final R is Repair: -**

Repairing a relationship after an issue has occurred and reason has taken place ensures a child does not carry shame, guilt or fear from a previous lesson or day. Repair should involve the child's safe and trusted adult, to ensure they feel safe and regulated through the process. This can include visual repair such as a sorry note, card, drawing; A random act of kindness, considering with the child doing something for the child or adult that got hurt that they will like, something they may really appreciate such as watering plants, tidying up, washing up, making a cup of tea, playing a game; Payback, if a child has trashed a room or broken something they may be in a regulated state to tidy it up and if they are not and an adult has had to do this, time can be allocated for how long it took to tidy to restore and help somewhere else; and lastly Provision and Structure, a child may need more provision at lunch times or play times as a result of what has happened. We explain this to the child in a supportive manner, explaining that we are practicing and getting stronger.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, 19 has been subject to bullying, has needs including SEND (including any not previously identified), attachment, attachment trauma, has been subject to criminal exploitation, or is experiencing significant challenges at home.

## 8. Consequences/Sanctions

These are however situations where sanctions are required. Examples of sanctions may include:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of golden time;
- loss of privileges – for instance, the loss of a prized responsibility;
- detention (These are not currently administered at this school however the Principal reserves the right to amend this policy at any time if he believes detentions are deemed necessary to uphold the aims of this policy);
- school-based community service, such as tidying a classroom;
- regular reporting including early morning reporting; scheduled uniform checks;
- suspension; and
- in the most serious of circumstances, permanent exclusion.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

The Academy will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping Children Safe In Education, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). We will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements. If a pupil in these circumstances has SEND, attachment trauma that has affected their behaviour, the school will need to consider what the law and statutory guidance requires and the reasonableness of proportionality.

### **What the law allows**

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits.

A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the Principal has decided should not do so) or an unpaid member of staff authorised by the Principal;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff (online bullying at any time or misbehaviour whilst wearing school uniform may also constitute a sanction); and
- c) It does not breach any other legislation (for example in respect of Equality Act 2010, special educational needs and human rights) and it is reasonable and proportionate in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs, attachment needs, experience of developmental trauma or disability they may have, the emotional age of the pupil and any religious requirements affecting them.

The Principal may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances

### **Guidance for incremental actions leading to sanctions.**

Each teacher and members of staff should make sure that the School Rules for the class and school are clearly understood by the pupils and displayed in the classroom.

If a pupil chooses to ignore the rules the following list of **incremental actions** and consequences should be consistently applied.

1. A verbal warning given. Use of words is dependent on the maturity of the child. The older children may receive a warning that is not verbal, e.g., a point or a look.
2. Name written in class teacher's folder and one minute off their Golden Time. This minute cannot be given back.
3. Child asked to move to another part of the classroom. (Time-out in class)
4. Time-out in another class. (Preferably in an SLT member's room). Make a note of it in CPOMS. In the circumstances the child will be accompanied by the class TA and the TA will give a full explanation to the SLT Leader. This is deemed a serious incident and is detailed in this section of the policy on removal.
5. A senior Leader will be sent for and take control of the child in concern.
6. If the behaviour continues and the senior leader is being ignored the Principal will be called.
7. The Principal will be responsible for the child and may suspend for a fixed period if the child continues not to conform to the school rules and instructions of the Principal. This is a graduated response and all staff will ensure that appropriate time and strategies are in place to give the child every opportunity to progress from the situation with reflection, thus avoiding further sanctions.
8. In the case of a serious incident the Principal may permanently exclude. *Suspensions and Exclusions are to be made using this policy;*

**Note:**

Each lesson this set of consequences would start at Number 1. If a child chooses to persistently offend, the list of consequences would continue.

If a child refuses to leave the classroom when sent for Time-out, the teacher should try to avoid further confrontation by either:

- a) Ignoring the child if he/she is not disturbing her teaching or other children's learning, but make him/her aware of the fact that this will be followed up later by a member of the SLT. At the end of the lesson take him/her to the Time-out classroom with work for next session.
- b) Send for assistance from the Principal, or member of SLT if the pupil is choosing to continue to behave in a manner which disrupts the learning or teaching in the classroom. Preferably a TA or another child should be sent, where possible, **with a note** explaining the situation. If other children are in danger from the pupil, they should be moved away from the situation by the teacher.
- c) All serious incidents will be recorded in CPOMS with testimonials or other evidence.

- d) If the child is a physical danger to themselves or others, then the staff will need to respond by using the guidelines within the Use of Force to Contain or Control Policy (sometimes referred to as Positive Handling). Teaching staff have received Team Teach training (15.07.22) and understand how to respond under these circumstances. Procedures for physical intervention are outlined on page 50 of our Safeguarding and Child Protection Policy.

## 9. Serious Incidents

Some kinds of incidents are too serious for us to follow the normal consequences. These include deliberate damage to property and assets, physical aggression against staff or pupils, bringing weapons to school, racial, sexual or disability equality misconduct or abuse, drug abuse or bringing prohibitive or stolen items to school e.g.; tobacco, e-cigarettes, drugs, cigarette papers, fireworks or pornographic material and severe disruption of learning in class or online based abuse.

These situations will be dealt with by the SLT, the Designated Safeguarding Lead (DSL) and ultimately the Principal. In certain circumstances, when considered necessary, the special staged behaviour monitoring plan will be used. Exclusion is at the full discretion of the Principal (or delegated school lead in his absence), however at Lowbrook, where possible, the Teaching SLT will be consulted.

Serious incidents as outlined above are likely to lead to suspensions or permanent exclusion, imposed by the Principal after investigation. In addition, children who persistently disrupt the learning of others and who show consistent disregard to the school rules and general sanctions will be suspended for fixed term periods and if the behaviour fails to improve the Principal will permanently exclude.

An example of this would be if the Principal that despite previous sanctions and interventions the child's behaviour continues to break the school rules and they continue to disrupt the safety and learning of others.

If an exclusion or suspension is carried out it will be done within the up to date DfE regulations, guidance and statutes at the point of exclusion in conjunction with the schools suspension and exclusion policy.

**Removal – *Time in* is preferred to *time out* however on occasional removal may be deemed appropriate.**

**Removal** is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. It is sometimes referred to as an **internal exclusion**. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil. Removal from the classroom should be considered a **serious sanction**. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. A member of the SLT must agree the removal including the length of removal and what class/setting the child is being removed to. This will be typical for 1 lesson, half a day or for a whole day. The length of removal will be determined by the member of SLT based on the individual circumstances of the serious misbehaviour. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary

measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory, CALM or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response. The school follows the Governance principals for removal section 22 [Behaviour in Schools Guidance 2024](#).

## 10. Pupils with Special educational needs or disabilities, attachment needs (SEND)

Schools with good behaviour cultures will create **calm** environments which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND or attachment needs, **although it does not follow that every incident of misbehaviour will be connected to their SEND or attachment needs.**

When a pupil is identified as having SEND or attachment needs, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided. The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND or attachment needs that at times affects their behaviour. In particular:

- as a school, we have a duty, under the Equality Act 2010, to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, the school has a duty to use its 'best endeavours' to meet the needs of those with SEND;
- if a pupil has an Education, Health and Care 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 any of these duties, the school should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find 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;

- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

### **Exceptional Children (Children with Behaviour Plans)**

The school, at any point in time, may have a child or children with SEND, attachment needs that result in persistent behaviours that challenge, for example ADHD, PAD, ODD, Tourette's, Trauma. These children will have behaviour plans to meet their needs that will be overseen by the schools SEND Leader, Mrs Garland. Where necessary a Behaviour Support Specialist will be used. Whilst the school is committed to inclusion and reasonable adjustment will be made, all children are subject to this policy and procedures.

### **11. Searching & Confiscation - Searching and Confiscation Guidance July 2022**

- Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.
- The Principal and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed or any other item that the school rules identify as an item which may be searched for.
- The list of prohibited items is:
  - any article that the member of staff reasonably suspects has been, or is likely to be used:
    - (i) to commit an offence, or
    - (ii) to cause personal injury to, or damage to property of; any person (including the pupil).
  - knives and weapons;
  - alcohol;
  - illegal drugs;
  - stolen items;
  - tobacco, e-cigarettes and cigarette papers;
  - fireworks;
  - phones/digital cameras/recording equipment, tracking devices e.g. apple air tags, unauthorised WIFI and Bluetooth devices; and
  - pornographic images/ sexting content.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Only the Principal or nominated person in charge of the school or staff authorised by the Principal can carry out a search. The Principal will oversee searches and the Designated Safeguarding Leads will be notified. Protocols for searching (see appendix 3).

## **Suspension and Permanent exclusion**

**These situations will be dealt with by the Executive Principal and may lead to Suspension or Permanent Exclusion (these examples are not exhaustive and the Principal or delegated Principal may decide on what constitutes a situation where suspension or exclusion is an appropriate and proportionate consequence to misbehaviour).**

- Deliberate physical aggression against a pupil or adult including but not limited to: hitting, slapping, kicking, biting, spitting or scratching,
- Swearing,
- Drug abuse, or bringing alcohol, illegal drugs tobacco and e-cigarettes to school,
- Racial aggression and abuse,
- Prejudice based comments or bullying, discriminatory based comments or bullying, Sexual discrimination, aggression and abuse,
- Bullying – in line with the definition outlined within the Anti Bullying Policy,
- Cyberbullying- within or outside of school locations and hours (inclusive of pornography, distributing pornography, sexting and up-skirting),
- Deliberate damage to property or assets,
- Bringing fireworks to school,
- Bringing or using weapons to school,
- Bringing any article that a member of staff suspect has been used to commit a crime or offence or could be used to commit a crime or offence.
- Child on Child abuse as defined in KCSIE 2024.

The Principal reserves the right to sanction or punish a child how he feels fit but will employ a restorative justice approach wherever possible and will apply the principles of fairness and proportionality. In addition, he has the right to retract a punishment given by a member of staff and/or overrule the original punishment given out. The conclusion is that the Principal may enforce a Permanent Exclusion. When this is the case the school's suspension and exclusion policy will be evoked.

The Principal reserves the statutory right to evoke this policy when children are wearing the Lowbrook Academy school uniform out of school hours and during transitions to/from school. This policy will also be used for cyberbullying regardless of where and when the cyberbullying took place.

The Principal will also evoke this policy if social media is used as a means of demonstrating negative behaviours to other pupils and staff in this school.

## **12. Monitoring**

CPOMs has replaced the 'Behaviour Log' kept in the Principal's office to record challenging, bullying, protected characteristics or racist behaviour. If any teacher makes an entry in CPOMs the software will alert key stage leaders, the Principal and Designated Safeguarding Lead and Deputy Designated Safeguarding Leads. If a staff member is unsure as to what constitutes a behaviour incident, then they must seek advice from a senior member of staff. Repeated low level disruption constitutes serious behaviour as does bullying or any form of abuse as defined in the child protection policy. Parents are to be consulted on incidents recorded on CPOMS if they are regular (in excess of 3 incidents) or deemed serious. The SLT will regularly monitor CPOMS and direct resources and appropriate interventions to where they are required. Behaviour is observed in all lessons, reviewed in team meetings and again reviewed at SLT meetings. Behaviour is reported on at Governing Body meetings via CPOMS reports and Governors are encouraged to regularly visit and express views.

### **Related Policies**

Home School Agreement  
Child Protection and Safeguarding Policy and Procedures  
School Suspension and Exclusion Policy



## Appendix Contents

1. Golden Rule
  2. Searching Protocol
  3. Guideline for behaviour in different areas of the school
  4. Guidelines for moving around school
- 

Signed:

Chair of Governors

Signed:

Principal

Date:



## Appendix 1

# Golden Rule

(This is how we behave at Lowbrook Academy)

The one rule for all of us in school is:

***Everyone will treat one another with dignity, kindness and respect  
whilst keeping ourselves and others safe***

## **Appendix 2**

### **Searching Protocol**

The role of the Principal, the Designated Safeguarding Lead and authorised members of staff:

- Only the Principal, or a member of staff authorised by the headteacher, can carry out a search. The Principal can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.
- The Principal can require a member of the SLT to undertake a search. This guidance should be followed and a person witnessing the search should be a permanent member of the school staff. The Principal may not require any other member of staff to undertake a search if they refuse.
- The Principal should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).
- The Principal should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. However, it is vital that all staff understand their rights and the rights of the pupil who is being searched.
- The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in paragraph 3 (Searching, Screening and Confiscation guidance 2022). The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.
- If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping children safe in education). The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns. See paragraphs 44-46 on recording searches (Searching, Screening and Confiscation guidance 2022).

#### **Before searching**

- A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. See paragraphs 2-4 on powers to search (Searching, Screening and Confiscation guidance 2022).
- The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

- Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.
- The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they: • are in possession of a prohibited item; • do not understand the instruction; • are unaware of what a search may involve; or • have had a previous distressing experience of being searched.
- If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. See Behaviour in Schools for more information on lawful sanctions.
- If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the Principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.
- If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in paragraph 3 (Searching, Screening and Confiscation guidance 2022) , but not to search for items which are identified only in the school rules.. See guidance on the Use of reasonable force in schools. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.
- It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

### During a Search

#### Where:

- An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

#### Who:

- The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.
- There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:
  - if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept. See paragraphs 44-46 (Searching, Screening and Confiscation guidance 2022) on recording searches.

### **The extent of the search**

- A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.
- The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.  
1
- 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.
- A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. Schools can make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items listed in paragraph 3 and any items identified in the school rules for which a search can be made.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. See paragraphs 25-27 (Searching, Screening and Confiscation guidance 2022) on who can conduct a search.
- The member of staff may use a metal detector to assist with the search.
- The member of staff's power to search outlined above does not enable them to conduct a strip search.

### **Strip searching**

- A strip search is a search involving the removal of more than outer clothing (see paragraph 29). Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. 12 While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

- Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the pupil(s) involved.
- Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents should always be informed by a staff member once a strip search has taken place. Schools should keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

### **The process the police must follow during a strip search**

- Except in cases of urgency where there is risk of serious harm to the pupil or others, whenever a strip search involves exposure of intimate body parts there must be at least two people present other than the pupil, one of which must be the appropriate adult. If the pupil's parent would like to be the appropriate adult, the school should facilitate this where possible. Police officers carrying out the search must be of the same sex as the pupil being searched. An appropriate adult not of the same sex as the pupil being searched may be present if specifically requested by the pupil. Otherwise, no-one of a different sex to the pupil being searched is permitted to be present, and the search must not be carried out in a location where the pupil could be seen by anyone else.
- Except in urgent cases as above, a search of a pupil may take place without an appropriate adult only if the pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search and the appropriate adult agrees. A record should be made of the pupil's decision and signed by the appropriate adult. The presence of more than two people, other than an appropriate adult, shall be permitted only in the most exceptional circumstances.
- Strip searching can be highly distressing for the pupil involved, as well as for staff and other pupils affected, especially if undertaken on school premises. PACE Code C states that a strip search may take place only if it is considered necessary to remove an item related to a criminal offence, and the officer reasonably considers the pupil might have concealed such an item. Strip searches should not be routinely carried out if there is no reason to consider that such items are concealed. After-care following a strip search Paragraph 41(Searching, Screening and Confiscation guidance 2022) .
- Pupils should be given appropriate support, irrespective of whether the suspected item is found. If an item is found, this may be a police matter, but should always be accompanied by a safeguarding process handled by the school which gives attention to the pupil's wellbeing and involves relevant staff, such as the designated safeguarding lead (or deputy). Safeguarding should also be at the centre of support following a strip search in which the item is not found, both in the sense of supporting the pupil to deal with the experience of being searched, and regarding wider issues that may have informed the decision to conduct a strip search in the first place. In both cases, pupils should feel that they have an opportunity to express their views regarding the strip search and the events surrounding it. School staff should give particular consideration to any pupils who have been strip searched more

than once and/or groups of pupils who are more likely to be subjected to strip searching with unusual frequency, and consider preventative approaches.

### After a search

- Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy) as set out in [Part 1 of Keeping Children Safe in Education](#). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. If any prohibited items are found during the search, the member of staff should follow the guidance set out below in paragraphs 57-81 on confiscation (Searching, Screening and Confiscation guidance 2022).
- If a pupil is found to be in possession of a prohibited item listed in paragraph 3 (Searching, Screening and Confiscation guidance 2022), then the staff member should alert the designated safeguarding lead (or deputy) and the pupil should be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

### Recording searches

- Any search by a member of staff for a prohibited item listed in paragraph 3 (Searching, Screening and Confiscation guidance 2022) and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. Headteachers may also decide that all searches for items banned by the school rules should be recorded. Staff members should follow the school policy in these cases.
- Schools are encouraged to include in the record of each search:
  - the date, time and location of the search;
  - which pupil was searched;
  - who conducted the search and any other adults or pupils present;
  - what was being searched for;
  - the reason for searching;
  - what items, if any, were found; and
  - what follow-up action was taken as a consequence of the search.
- Schools who conduct a high number of searches should consider whether the searches fall disproportionately on any particular groups of pupils by analysing the recorded data. In such cases where searching is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this. [Behaviour in Schools Guidance 2024](#).



## **Appendix 3**

### **Guideline for behaviour in different areas of the school:**

#### **Playtime Behaviour**

All staff are committed to enabling pupils to have a safe and enjoyable playtime experience.

It is important that children's play time experience is a positive one, so that they can return to the classroom ready to resume their work.

Playtime provides opportunities for children to learn games and develop social relationships.

During playtime the children will have access to playground equipment, such as skipping ropes and balls. It is recognised that fewer problem situations occur when the children have many opportunities to join in constructive activities. All playtimes are supervised by the class teacher and TA. Playtimes at Lowbrook are different and vary on a daily basis. The teacher will generally decide when the children need a break. This approach rapidly decreases the numbers of children out at once and improves supervision and behaviour.

#### **Ways to promote positive playground experiences**

1. Share rules for each area including the playground, adventure playground, field, pond, foundation stage hard play area (This is to be done on the first day of each academic year during the Health and Safety walk around and affirmed in class with the agreed rules displayed written by the children).
2. Apply the rules consistently.
3. Each year review the rules with pupils. (This is done at the first assembly of each year, rules are then collated and reproduced in poster form by Year 6 and are displayed in the classrooms and central communal areas).
4. Promote Play Leaders and monitor their effectiveness (Responsibility Miss Quinby and Mr Thrift).
5. Encourage plenty of activities. Teach new games to classes in warm up lessons, Golden Time sessions etc.
6. Keep the equipment well maintained and stored to enable easy access (Responsibility: Miss Quinby).
7. Rota the organisation and responsibility for playtime activities and equipment (Responsibility: Miss Quinby).
8. At playtime Staff should show an interest in the games and activities children are playing. They should encourage fair play and include pupils who may not be joining in.
9. Lunchtime Supervisors will continually update play zones, identify areas of need and respond to children who have no one to play with or who appear to be unhappy.
10. Reward good behaviour with Lunchtime Sticker Awards.

#### **Unacceptable Behaviour**



1. Name calling,
2. Exclusion of peers on any grounds,
3. Dangerous play e.g. play fighting, wrestling,
4. Bullying,
5. Racist behaviour,
6. Sexualised, Homophobic or gender bullying (Sexual Harassment),
7. Not listening, ignoring or being rude to others.

***N.B When unacceptable behaviour occurs the staff should apply sanctions consistently. Where behaviour is deemed child on child abuse the Designated Safeguarding Lead will directly be involved using the Child Protection Procedures document alongside this policy and possibly the exclusions policy and procedure.***

#### **Good Behaviour Rewards at Lunch and Playtimes**

1. **Praise:** Plenty of it!
2. **Lunchtime Sticker Awards:** Each member of staff can reward individuals for playing co-operatively, lining up well etc. Smiley notes to be given to children demonstrating good playground behaviour by the adults on duty. These are passed to the class teacher who displays them in the classroom decides on an appropriate reward.
3. **Class/School rewards:** These are used to reward group behaviour and are to be viewed as special event because the children have earned them. E.g. wheelie days.

#### **9.5 Sanctions/Consequences for Playtime**

1. **First rule breaking - verbal warning** - The member of staff should tell the child what they are doing wrong and which rule they are breaking.
2. **Second rule breaking - Time-Out from play** - The member of staff should choose whether the child should sit at a table, stand at an allocated area or spend time walking with the member of staff on duty.
3. **Serious incidents or persistent rule breaking** - If a child behaves in a way which endangers or hurts another child his/her class teacher should be informed. The teacher should decide whether the pupil should:
  - a) Complete a sheet from Behaviour Log. This is kept in the Principal's office.
  - b) Write a letter of apology in their own time.
  - c) Write or discuss what action he/she could have taken to avoid the particular incident.

d) Write a list of games which can be played which are safe and enjoyable.

e) Lose some of his/her Golden Time.

A log of behaviour at lunchtime is kept and passed to the Deputy Principal daily for scrutiny and where necessary further action.

### **Emergency Procedure**

If a child refuses to follow instructions and continues to present a danger to themselves or others the teacher should send for a member of Senior Staff to assist. There is a walkie talkie out on duty that links directly to the office, this could be used to seek the support of a senior leader.

A serious incident must be documented in the CPOMs by a teacher.

- The Principal should be made aware of any entry via a CPOMs alert and verbally where possible.
- If a child's name appears three times in the CPOMs for behaviour in any one term parents should be informed and invited to come into school to discuss the matter and assist the school in developing appropriate interventions. The senior leaders may choose to do this before three entries.

### **Guidelines for Staff at Playtime**

1. Teachers are responsible for their class at playtime. They should liaise with the Teaching Assistant so that they can both have a comfort break.
2. Children are allowed to play with provided playground equipment and on the fun run.
3. Sports pitches evolve throughout the year. Use of these is to be monitored and determined by Miss Quinby. Sports pitches will be periodically allocated to Year groups to ease congestion and to keep the playground safe.
4. At the end of playtime the Teacher will raise their hand to inform their class that it is time to go in. The TA will do the same, and will also round up any children that have not realised that it is time to go in.
5. Children will be sent in pairs if they need to go to the toilet.
6. Please report any serious incidents of bad behaviour to the relevant class teachers.
7. If a child is injured the class TA should take him/her to the Medical Room. If the child appears to be seriously injured send another child to fetch a First Aider to the playground. Send a message immediately to the office where a SLT member will attend immediately and resume control and responsibility from that point onwards.
8. Please read: ***Guidelines for Lunchtime Behaviour (Section 10)***  
***Sanctions/Consequences for Playtime***



9. The children may eat fruit and drink water, but not other items from their lunchbox. The children must not eat their snacks inside the school buildings unless supervised by an adult.

#### **Guidelines for Lunchtime Behaviour**

- 10.1 All the Lunchtime Supervisors are aware of the aims of our Behaviour Policy. Any new Lunchtime Supervisors should be given the opportunity to read this policy and discuss it with a senior member of staff.
- 10.2 Rules - The duty staff know that the children are expected to behave according to the School Rules.

They know that there are particular rules for the playground and for the hall which are displayed. Each classroom has rules which are displayed in the class. These can be referred to during wet playtimes.

#### **Rewards for Good Lunchtime Behaviour**

- a) Verbal praise.
- b) Lunchtime Sticker Awards awarded for helping or good co-operative play.
- c) Good behaviour colour charts (to be arranged in conjunction with class teacher).
- d) Name given to a teacher.
- e) Name written in good book for consistent good behaviour or a marked overall improvement.
- f) House points - awarded one at a time.

#### **Consequences at lunchtime**

**1. First rule breaking - Verbal warning.**

- The member of staff should tell the child what they are doing wrong and which rule they are breaking.

**2. Second rule breaking - Time-out from play.**

- **In the hall** children may be asked to wait for longer before going out to play, they may have to wait at an allocated area (usually the bench).
- **Outside** the child may be asked to stand in a particular area, sit at a table, walk with the Lunchtime Controller, pick up litter, or may not be allowed to play on adventure play area.
- **Indoors** the child may be asked to stand in an calm and quiet area of the classroom for a period of time.

**3. Third rule breaking**



- The child's name will be recorded in the lunchtime behaviour book. The class teacher should generally be informed at the end of lunchtime, however this might be sooner depending on the nature of the behaviour. CPOMs entries will be added at this point

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#### 4. **Serious Incident**

- The child should be taken to the office by the staff and the incident should be explained to the Principal or Deputy Principal. The offence should be documented in CPOMs.

#### 5. **Emergency Procedure**

**Please use the walkie talkie system to contact the office immediately.**

- **If a child continues to present a danger to themselves or others staff should send/call for a member of the Senior staff to assist (from the office). The offence should be documented in CPOMs. The Principal will decide to report the incident to the parents and decide on future support and sanctions.**

#### 6. **CPOMs entry for behaviour three times in one term**

- The parents will be informed and invited to school to discuss the matter and this will be followed up by a letter. A behaviour plan will be the likeliest outcome. Sanctions imposed will be reasonable and proportionate.

#### 7. **Review of Behaviour**

- The Head of School will review the names in the lunchtime controllers book weekly and counsel the child whose name has been written in there. SLT review all behaviour.

#### **Wet Play**

- It would be helpful if class teachers could clearly label cupboards or drawers where equipment for wet play is kept. Each class should have a list of activities which they can choose from.
- No scissors should be used. Interactive whiteboards, iPads and other ICT equipment may be used at the teacher's discretion. The teacher should leave clear instructions about their use.

## Appendix 4

### Guidelines for moving around school

1. The children should move around quietly and purposefully. In practice, this does not mean in silence but calm voices are expected and running is prohibited. Play equipment and classroom resources are not to be played with when transitioning around the school and must be held safely at all times. Children and adults open doors and at no times are chairs, fire extinguishers or any other equipment to be used to replace this etiquette. Children should, at all times, be cautious towards other people.
2. If walking in class lines, the children should walk in single file on the left-hand side especially in communal areas, (Art Room, ILE etc.). However, it may be appropriate when outside for the children to walk in pairs or groups as directed by the responsible adult.
3. The children should walk silently into assembly and wait to be told to sit down either by the class teacher or adult conducting the assembly.
4. The teacher and support staff should consider his/her position carefully when taking a whole class around school. It is usually best to walk alongside the middle of the line but the children should expect that the teacher will move along the line keeping 'an eye' on everyone.
5. The first child(ren) in the line should hold open the door(s) for the rest of the class. Then join the end of the line when all class have passed through. All pupils should be taught to hold doors open for adults. Care should be taken when closing doors.
6. The staff should train their class where regular stopping points are en-route around the school, in order for them to keep a check on the line.
7. Children are to go to the toilet in single sex pairs only (with the exception of the class in the Pavilion). They must ask permission of an adult before toilet stops so as to ensure responsible adults know where the children are at all times.

Signed:

Chair of Governors

Signed:

Principal



**Beacon House**  
Therapeutic Services and Trauma Team

# What if...



We can't help children change their behaviour by making them feel bad for what they've done.

Remember, they already feel bad.

Instead, show them that you care and help them find calm.

Sometime later, when you feel regulated...

...choose a quiet moment and ask them, with kindness in your voice, to be curious about what happened...

...then you'll help them to change their behaviour.

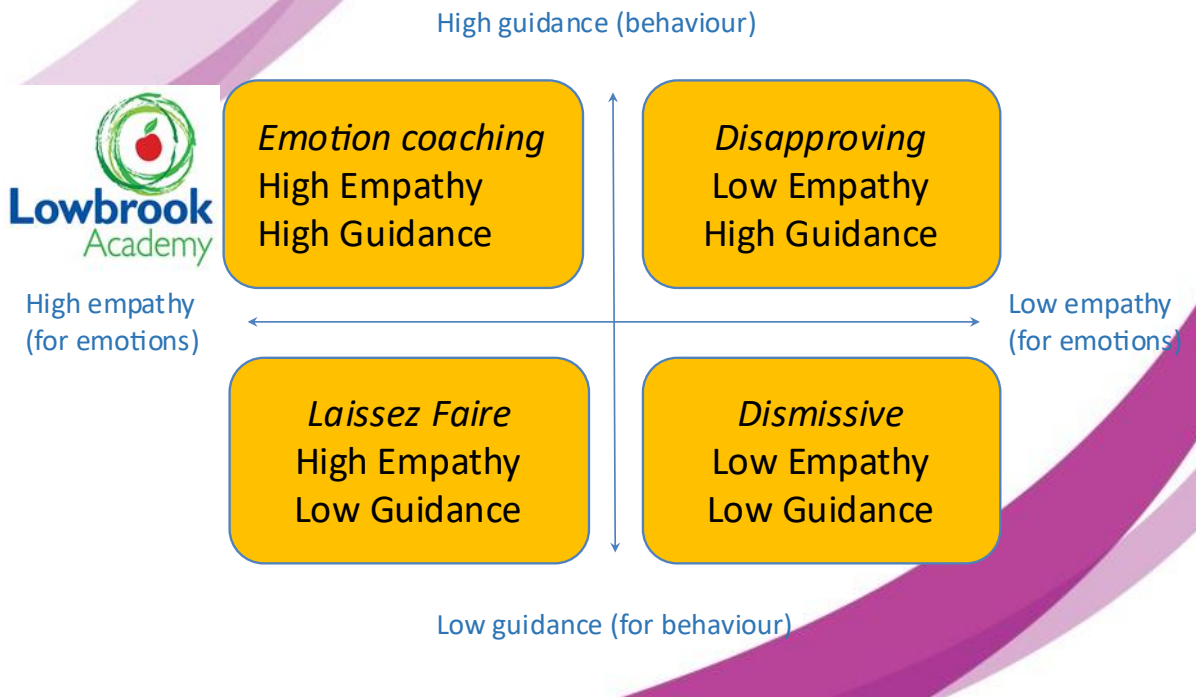
## ...we are curious about behaviour?

**[www.beaconhouse.org.uk](http://www.beaconhouse.org.uk)**

Follow us:    
**@BeaconHouseTeam**



## How do we respond to children's behaviour?





Appendix 7

