

Abbey CofE Infant and Nursery School

PBS Positive Behaviour Support Policy

Shine Brightly

Our Intent At Abbey CofE Infant and Nursery School, we take a whole-school approach to behaviour and safeguarding to provide a safe environment in which students can 'shine brightly' by learning, and achieving their full potential.

At Abbey we use Positive behaviour support (PBS). PBS offers a frameworks that helps us to proactively support positive behaviour and think about and support behaviours of concern. The overall aim of PBS is to improve the quality of a person's life and that of the people around them and reduce behaviours of concern, with support that ensures protection of their human rights. PBS provides high quality support at the right time for the child so they can lead a meaningful and interesting life, participate in activities and learn new skills.

The guidance and legislation that are relevant to this policy include:

- [Behaviour and discipline in schools](#)
- [Education and Inspections Act 2006](#) (sections 88-94)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Searching, screening and confiscation at school](#)
- [Use of reasonable force in schools](#)

The school recognises its duties relating to the Equality Act 2010; we understand and will ensure that our policies and practices relating to behaviour management are fair, non-discriminatory and do not put individuals or groups of people at a disadvantage. Further guidance about the Equality Act 2010 and how it relates to schools can be found [here](#).

Written statement of behaviour principles

At Abbey CofE Infant and Nursery School, we have agreed these general principles in relation to behaviour in our school:

- Every member of our school community deserves to feel safe, respected and able to work in a calm and orderly environment.
- Pupils will be supported to understand how to behave appropriately and are offered strategies and support to allow them to achieve this.
- Adults within our school are expected to set an excellent example at all times.
- Staff will be supported to apply the policy fairly and consistently at all times.
- We are an inclusive school and will only use exclusions, suspensions and removals as a last resort.
- All pupils will be treated with respect, regardless of their own conduct.
- We will respond fairly and consistently to behaviour.
- We understand that some pupils need extra support to manage their behaviour and strive to meet individual needs.
- We value the important role that families play in our school and work to build positive partnerships with parents/carers.

- We will work with partners and outside agencies to enhance the support on offer in school.
- We will share our behaviour policy widely so that the whole school community understands what we are trying to achieve and how we intend to do this.

Roles and responsibilities

Everyone within our school community has a responsibility for maintaining high standards of behaviour and supporting the implementation of this policy. Good behaviour is achieved through strong teamwork and shared responsibility.

The governing board is responsible for:

- reviewing and approving the written statement of behaviour principles;
- ensuring that the behaviour policy is reviewed at least annually, and more often if required;
- monitoring the effectiveness of the policy;
- holding senior leaders to account for the effective implementation of the policy;

The headteacher and senior leaders are responsible for:

- leading a positive behaviour support culture across school;
- monitoring how effectively staff are implementing this policy;
- monitoring how the school manages behaviour and responding accordingly;
- ensuring that methods for managing behaviour are implemented fairly and consistently;
- ensuring that behaviour is managed in line with legislation on safeguarding, equal opportunities and other statutory requirements;
- ensuring that all staff are keeping records about behaviour, in line with the stated requirements;
- reviewing data to ensure that no groups of pupils are being disproportionately affected by this policy;
- analysing data on behaviour to evaluate the effectiveness of the school in managing behaviour and to identify any areas for further improvement.

Staff are responsible for:

- contributing to the development of PBS culture across school;
- being curious about behaviours and recognising that all behaviour has a function;
- recording behaviours of concerns in line with requirements;
- engaging in debrief meetings to analyse the reasons behind any behaviours of concern and to proactively plan future strategies to support;
- contributing to the development of capable environments;
- collaboratively developing support plans when required;
- acting on advice from lead practitioners/ PBS coaches and external professionals when planning appropriate behaviour support strategies;
- regularly reflect and develop own PBS practice.

Parents are responsible for:

- working in partnership with the school to support them in implementing this behaviour policy;
- supporting their child to understand how to behave appropriately;
- informing the school of any circumstances that may impact on their child's behaviour;
- discussing any concerns with a relevant member of staff.

Pupils are responsible for:

- working hard to understand and demonstrate our school rules;

Our School Rules are: READY, RESPECTFUL, SAFE

We have introduced behaviour characters to support adults in school to communicate expected behaviour and to provide examples for children on how to be ready, respectful and safe in school.

 Ready Rita	• I am a good listener. • I persevere when faced with challenge. • I aim to work independently. • I know how to access support when I am stuck. • I manage my distractions. • I enjoy being challenged. • I stand smartly in a line. • I have an excellent attitude to learning • I always try my best.
 Roger Respectful	• I am always polite and use good manners. • I am work well in groups and with my partner. • I show love and kindness to others. • I am a good friend. • I notice when others are feeling sad and try to help. • I take care of my school and everything in it.
 Safe Sally	• I walk around school carefully. • I know how to keep healthy. • I always follow instructions from grown-ups to keep myself and others safe. • I use kind hands and feet. • If I feel unsafe, I speak to a trusted grown up to ask for help. • If I spot others being unsafe, I get help from a grown up straight away.

- ✓ In addition to our behaviour characters, we teach children how to become effective learners through our integrated **metacognition policy** (see metacognition policy for further details)
- ✓ **We are a THRIVE school**. For us this means that we have THRIVE embedded within our ethos and THRIVE approaches across our whole setting.

UNIVERSAL REWARDS TO EXEMPLIFY AND REINFORCE EXPECTED BEHAVIOURS

All members of staff demonstrate positive attitudes to all members of the school community. We actively “catch the children being good” and constantly praise. Our praise language promotes a growth mindset in children. Our reward systems recognise and reward; learning, challenge, brave choices, learning from mistakes and effort. Good behaviour in school is praised and rewarded in the following ways:

- **Values in action awards;** children spotted demonstrating our Christian Values can be awarded the Jigsaw award in our special fortnightly Thursday worship.
- **Points ;** points are awarded for outstanding behaviour.
- **Hot chocolate and cookies with the Headteacher;** each week one child in each class receives a personal invitation from the Headteacher to join them for hot chocolate and cookies in a special meeting. The children receive their invitations during celebration assembly and are selected for being awarded the most dojo points in their class measured over the period of a week.
- **Wow award;** one child is selected from each class every week to receive a certificate in celebration assembly. Children are selected for demonstrating learning, challenge, brave choices, learning from mistakes and effort rather than achievement. Children who are awarded wow awards are invited to hot chocolate and cookies with the Headteacher.

POSITIVE BEHAVIOUR SUPPORT

Positive Behaviour Support (PBS) is widely acknowledged to be the most effective way to support people whose behaviour causes concern for the families, carers, schools, and services that support them. From April 2014, this has been the required model for all adult learning disabilities, social care and health services to follow. In contrast to other models of behaviour change, the focus is not on eliminating behaviour by blocking reinforcing consequences and applying negative ones in their place. The use of punishment and sanctions therefore does not fit with this approach, as the emphasis is instead on teaching alternative and replacement skills.

PBS focuses on a person's indisputable rights to be treated with dignity and compassion, to be valued, to be listened to, to be supported to have the best quality of life possible, and to be empowered to make choices and decide on how they want to live that life. In relation to behaviour, the success of the approach is measured not solely in terms of whether behaviour has reduced and therefore services are finding it easier to cope, but rather on whether the individual who experiences the difficulties has a richer, more fulfilling and improved quality of life, with greater access to opportunities, and experiences. A PBS approach makes use of the principles of applied behaviour analysis to observe, analyse and understand the messages which a person is communicating through their behaviour; it recognises that behaviours occur in part as a response to environmental triggers and demands, and seeks to create a better match between a person's needs and services offered, whilst teaching important coping and tolerance skills; it makes use of effective teaching techniques to teach pupils new ways to get their needs met (for example, by developing or improving communication systems and skills, finding alternative ways to gain equivalent sensory feedback, teaching self-help and independence skills, or developing additional social interaction and play skills); it acknowledges that reinforcement and reward strategies can be useful tools to employ when helping children to begin to use newly acquired skills and to employ self-control when this too is being developed; and it emphasises that adult responses when undesired behaviour occurs can make the situation either better or worse, and consequently focuses on ensuring staff develop skills in recognising warm-up signs that a child is having difficulty and take steps to reassure, redirect and calm a pupil rather than confront, threaten or apply a sanction or punishment and provoke escalation of the situation

Behaviours of Concern

Definition

Behaviour of concern (distress) Behaviour can be described as challenging when it is of such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion."

We believe that behaviours of concern are most often the result of an unmet need, or a difficulty in communicating that need to others. We are aware that many of our pupils are at an early stage of their development and that children can experience a range of challenges which can impact on their behaviour.

Sensory Difficulties

Some children may find particular environments and experiences overstimulating, frightening or uncomfortable. Adults and peers can be sources of unpredictable actions and sensory sensations; transitions and demands which interrupt routines and repetitive activities (which a pupil may rely on to give a sense of order and predictability to their day) can provoke anxieties which may be communicated to others through behaviours which are concerning in their nature. We believe that, in order to be active and valued participants in society as adults, our pupils need to be empowered to respond to, and cope with, a range of potential situations and demands.

These include:

- Coping with waiting (for an activity, person, event etc)
- Coping with being told “no” (when something wanted cannot be given or is not available at all, regardless of how long you might wait)
- Coping with doing a non-preferred activity (doing something/going somewhere, even though you would rather not do it at all e.g. as an adult: doing housework, going to the dentist etc)
- Working with others and building positive relationships
- Coping with feedback (when somebody passes judgement on your performance, justly or unjustly, and responding appropriately to this)
- Develop independence and respectfully advocate for self: e.g. taking action when the activity/environment you are in becomes too unpleasant to stay there (e.g. consider options when a room is too cold, too hot, too noisy, too crowded – put on a jumper, open a window, ask someone to switch down the music, move to the doorway or leave the room altogether, rather than communicate one’s inability to cope with the environment through behaviour which may hurt oneself, hurt others or damage property in the process).

We recognise that some pupils present with a range of learning needs, others may have experienced ACE (Adverse Childhood Experiences) and consequently need support through skilled teaching, to learn the coping, tolerance and communication skills listed above.

We believe that setting rules of expected behaviour standards, and applying sanctions when rules are broken, will not empower our pupils, but teaching them how to express and respond differently to the challenges they face, will.

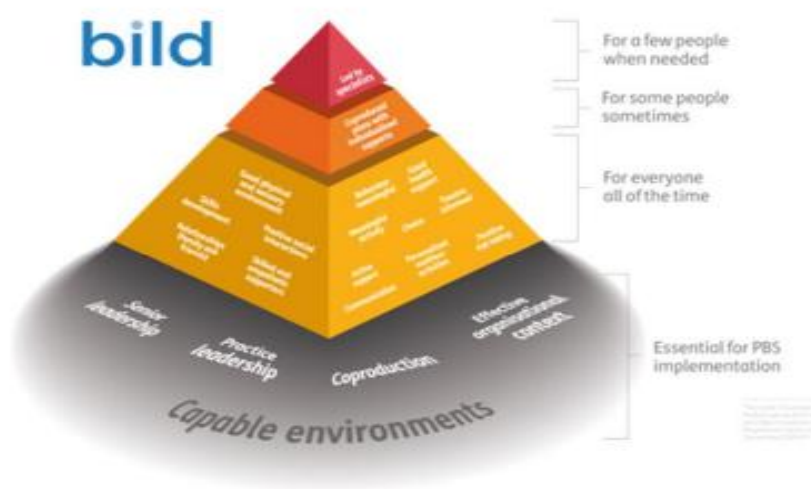
By identifying difficult behaviours, considering physical and sensory issues, addressing environments of concern and focusing on a person’s highly individualised strengths and needs, we aim to design programmes to teach more effective means of communication, more socially appropriate interactions with others, and greater tolerance of the different environments and demands which will be encountered in everyday life.

In line with the Equality Act 2010, we aim to enhance the life experiences of all of our children so that no-one is unfairly disadvantaged as a result of their differing needs, behavioural or otherwise. In order to fulfil this aim, we adopt the principles and practices of Positive Behaviour Support (PBS), complimented by Thrive approaches to enable children to learn how to behave well and to overcome behavioural challenges and ultimately live a positive and productive life.

When responding to behaviours of concern, staff should consider whether there are any signs that a pupil may be suffering, or is likely to suffer, harm. Where this may be the case, staff will follow the school’s child protection policy and speak to the designated safeguarding lead (or deputy).

We have Thrive practitioners as well as PBS coaches who are trained to identify the emotional or unmet needs that underlie certain behaviours. These lead practitioners provide support and guidance to staff members; empowering them to promote positive behaviour in the children they work with. Positive Behaviour Support is a whole school approach in which every member of staff is empowered to promote and support good behaviour.

A whole school approach:



Our behaviour policy has 3 tiers of support, with each tier building on the next. Our policy is based on a preventative model, aiming to prevent the occurrence of behaviour that is having a negative impact on the person's life. By changing the environment, or giving the child skills or opportunities to change their own circumstances, we are not focusing on directly trying to alter the behaviour or change the person.

Tier 1: For everyone all of the time

This is the most important tier of support that most people will need most of the time. If we get this right, few children will need the higher tiers

CAPABLE ENVIRONMENTS AND POSITIVE BEHAVIOUR SUPPORT: Behaviours of concern are legitimate responses to difficult environments and situations, and are more likely to occur in environments that are poorly organised and unable to respond well to the needs of the person. Capable environments form part of the foundations of the PBS framework (tier 1). If these components are established, then this will reduce the need for more intensive positive behaviour support interventions at tier 2 and 3. Characteristics of the social environment can underpin the cause of behaviours of concern. Consideration of the quality of care and support an individual receives must be prioritised by developing more capable environments and considering the support strategies in place to reduce the frequency of challenging behaviours.

The main focus of creating capable environments is to:

- Enhance the quality of life for an individual
- Prevent/reduce behaviours of concern

This policy ensures that we consider the school environment for individual pupils' needs, reflecting on good characteristics of capable environments. Staff will regularly review environments using the capable environment audit tool to reflect on how the quality of life of an individual in their care can be improved, considering the following points:

- Positive social interactions
- Support for communication
- Support for participation in meaningful activity
- Provision of consistent and predictable environments which honour personalised routines and activities
- Support to establish and/or maintain relationships with family and friends
- Provision of opportunities for choice
- Encouragement of more independent functioning

- Personal care and health support
- Provision of acceptable physical environment
- Mindful, skilled carers
- Effective management and support

Tier 2 – For some people sometimes

- Coproduced plans – behaviour support plan
- Individualised support

Tier 3 – For a few people when needed

- Support led by specialists

Active support The model of ‘active support’ should be used by members of staff. Focusing on enabling the individual to engage in meaningful activity, and relationships at home and school, will support the child in achieving more independence and control in their lives.

Recording behaviours of concern

All behaviours of concern should be recorded as a behaviour log on CPOMS as soon as practically possible.

The behaviour should be recorded on a STAR chart in order to identify any triggers and to appropriately plan how the child can be supported to behave safely in future.

The class teacher will normally communicate the incident to parents and involve them in considering effective follow up support.

When behaviours of concern arise de-escalation strategies should be employed in the first instance, followed by a team reflection and de-brief which seeks to identify any further strategies which could prevent re-occurrence. Year group leaders are responsible for providing support to staff within their team and act as lead practitioners of PBS.

Removal from classroom

Removal of a pupil from the classroom is a behaviour management response where a pupil is required to spend time out of a classroom under the instruction of a member of staff. At Abbey CofE Infant and Nursery School, we sometimes use removal in response to behaviours of concern.

Removal is a restrictive practice and will only be used when other options have been exhausted, or if the behaviour is so extreme that it requires the pupil to be removed for safety reasons.

Removal can be used to:

- maintain the safety of other pupils or staff;
- restore a stable learning environment when other approaches have been unsuccessful;
- enable pupils exhibiting challenging behaviour to be able to continue their education in a managed environment so that the education of others is not disrupted;
- enable a pupil to stabilise their emotions and de-escalate in a safe space.

At Abbey CofE Infant and Nursery School, we sometimes use removal as a response to serious breaches of the behaviour policy:

- A child will be removed from a classroom in situations whereby they are posing a risk to themselves or others
- A child will be removed from a classroom in situations whereby they are persistently disrupting the learning of others

During a removal, we will make provision for the continuation of a pupil's education. The education that a pupil receives may not be the same as they would have had if they had remained in class but it will be relevant and meaningful. Pupils who have been removed from class will be supervised by a suitably trained and experienced member of staff. Pupils will not be removed from classrooms for extended periods of time. The use of removal will always be kept to the minimum length of time required to achieve the desired outcome.

In line with government guidance, if a pupil is removed from a classroom, the pupil's parents/carers will be informed on the same day by the class teacher. If the pupil has a social worker, this individual will also be informed by the school's early help lead. If a child is looked-after, their Personal Education Plan will be reviewed (if relevant) and the virtual head will be notified.

- A child will be removed for the shortest possible time to enable them to regulate and be ready to engage positively in learning when they return to class. This is generally no longer than the length of one lesson.
- Children will go to the Thrive hub, Olive Room or the closest sensory space to their classroom to regulate and re-engage with learning. All of these spaces have been developed as calm spaces which contain equipment to support regulation;
- An adult from their class will always remain with the child to act as a co-regulator, in the first instance, and when the child is calm enough to engage rationally, to provide support to the child on how they should behave when they return to class;
- In situations where a child is out of class for longer than one lesson, they will be supported by a member of staff from their class to continue their work at a workstation closest to their class;
- A member of staff from the child's class will support the child to return to class by preparing them before they return, they will facilitate a restorative conversation and clarify expectations for their return. They will provide regular check ins upon return to give the child the best chance of success.
- If there is a risk of safety to anyone and the assisting staff member requires support they should seek help from the Sendco assistant, Thrive practitioner or the class teacher. If the child's class teacher deems necessary, they may request the support of a senior member of staff.
- All removals should be reported using the appropriate report form (see appendix 1) to the HT and DHT who will maintain a record as well as monitor the data to inform policy and practice.
- The class teacher will inform parents of the child on the same day as their removal from class.
- Some children with additional needs, require sensory support which can mean that they need regular movement breaks or time in low arousal or sensory spaces at regular intervals throughout the day. This is necessary to help them to learn. In these instances the time spent outside of class is not being used for disciplinary reasons because it is a planned part of the child's personalised curriculum and has been built in to meet the child's ongoing needs. All children requiring a sensory diet will have this element built into their personalised curriculum and or behaviour support plan, both of which are shared with parents.

The Department for Education (DfE) states that schools should 'collect, monitor and analyses' data about removals. At Abbey CofE Infant and Nursery School, we will record:

- the name of pupil who has been removed;
- the circumstances surrounding the removal, including details of any behaviour triggers if these are apparent;
- the date and time of removal;
- any other individuals involved;
- any background factors that may be relevant;
- when parents were informed about the removal and by whom;

- if a social worker or virtual head needs to be notified, when was this done and by whom.

School leaders will monitor the use of removal across the school to ensure that it is being used appropriately and that the policy is being applied consistently across the whole school.

We analyse data about the use of removals to:

- establish patterns and trends for individuals, groups and the whole school;
- highlight whether removals are happening disproportionately to any particular group, such as those with protected characteristics;
- identify specific factors that may be impacting on behaviour - for example, if it happens at a certain time of day or in specific classes;
- identify what the major causes for removal are;
- analyse whether removal has an impact on minimising the need for other sanctions, e.g. exclusions;
- evaluate whether the data indicates any staff training needs.

Preventing and tackling bullying

Bullying is distinct from other unkind or hurtful behaviour and has the following characteristics:

- intentional – the hurt was caused on purpose;
- repeated – it has happened more than once to the same person or group.

Another common characteristic is an imbalance of power: those doing the bullying have more physical or social power than those being bullied.

Bullying can take different forms including:

- verbal bullying;
- physical bullying;
- cyberbullying;
- relational bullying, such as excluding others or spreading rumours.

Section 89 of the Education and Inspections Act 2006 sets out an expectation that all schools will have measures in place to prevent bullying. Schools are able to develop their own policies and practices for tackling bullying.

At our school, we take the matter of bullying very seriously and have developed a policy for dealing with bullying.

Please see our separate anti-bullying policy.

Child-on-child abuse

At Abbey CofE Infant and Nursery School, we are clear that any violence and or harassment are never acceptable. We will not tolerate this behaviour under any circumstances, and staff will implement the behaviour policy in any such instance.

It is our policy that staff will challenge all inappropriate language and behaviour between pupils or towards other members of the school community.

If we have concerns regarding sexualised behaviours, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE).

We will take all reports of sexualised behaviour or child-on-child abuse seriously. Those affected will be reassured that they will be supported, kept safe and are being taken seriously, regardless of when the incident(s) took place. Abuse that occurred online or outside of the school premises will be taken equally seriously.

In instances where child-on child abuse is found to have taken place the school will use the Brook tool to identify harmful sexualized behaviour and to plan appropriate responses.



The school's designated safeguarding lead (or deputy) will lead the school's initial response. Each incident will be considered on a case-by-case basis. Referrals will be made and support services engaged as appropriate.

Screening, searching and confiscation

At Abbey CofE Infant and Nursery School, we reserve the right to search our pupils. Searching can be a helpful tool in keeping the school community safe.

Headteachers (along with staff that 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. Prohibited items are defined in the Education Act 1996.

Prohibited items are:

- knives or other potential weapons;
- alcohol;
- illegal substances/drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any other articles that they suspect have been or are likely to be used to commit an offence, cause personal injury or damage to property.

If anyone at the school has reasonable grounds for suspecting the pupil is in possession of a prohibited item, headteachers and members of school staff authorised by the headteacher may search the pupil without their agreement. Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the school's safeguarding reporting system. This is irrespective of whether an item is found. Headteachers and authorised staff may also search for other banned items that the school rules identify as an item that may be searched for. At our school, these items are:

- over the counter medicines;
- prescription medicines;
- energy drinks;
- aerosols;
- e-cigarettes and related products;
- lighters and matches;
- chewing and bubble gum;
- mobile phones;
- smart watches;
- jewellery (with the exception of that which is permitted in our uniform policy);
- glass bottles;
- items that are inappropriate for the age of the child carrying them.

An authorised staff member carrying out a search may confiscate any item that they suspect:

- poses a risk to staff or pupils;
- is prohibited;
- is identified in the school rules as an item for which a search may be made;
- is evidence in relation to an offence.

When searching or determining how to deal with a confiscated item, we follow the detailed guidance that has been published by the DfE. This can be found [here](#).

Please note that the law protects school staff from liability in any proceedings brought against them for any loss or damage to items that they have confiscated as long as they have acted lawfully.

All confiscated items will be handed to the headteacher or deputy headteacher who will store the item in a lockable cupboard. Parents will be notified of the confiscated item by the child's class teacher.

Reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to keep pupils and other members of the school community safe.

The term 'reasonable force' describes the actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' is defined as 'using no more force than is needed'.

At Abbey CofE Infant and Nursery School, members of staff have the power to use reasonable force to prevent pupils from:

- committing an offence;
- harming themselves or others;
- damaging property.

However, reasonable force should only be used as a last resort when other approaches have failed.

The headteacher and authorised school staff can, if necessary, use reasonable force when conducting a search for prohibited items. Staff should note that reasonable force must not be used to search for other items banned under the school rules.

When using reasonable force, staff should consider any vulnerabilities that pupils may have, such as medical conditions, SEND or mental health needs, and adapt their response accordingly.

Further guidance on the use of reasonable force can be found in the [government guidance](#).

Malicious allegations

The behaviour policy will be implemented for pupils who have been found to have made a malicious allegation against a member of school staff. The HT will oversee the response to any such instance. The HT or DHT must be notified on the same day of any incident of an allegation against a member of staff.

As a school, we recognise the distress and harm that can be caused by being subject to a malicious allegation and will ensure that any affected staff are offered appropriate support through additional supervision.

If a pupil is found to have made a malicious allegation, the school still has a duty of care towards that child. The school will ensure that appropriate safeguarding measures are put in place and that they access any support that they may require.

Suspensions and exclusions

1) Purpose and principle

"Suspension and permanent exclusion are serious sanctions used only as a last resort, where a pupil's behaviour means that allowing them to remain in school would seriously harm the education or welfare of the pupil or others. These measures will be used in line with the DfE statutory guidance on Suspension and Permanent Exclusion and the school's duty to promote good behaviour, safeguarding and inclusion."

2) Use of suspension and permanent exclusion

"Headteacher discretion: The headteacher may suspend or permanently exclude a pupil only after considering all alternative strategies, including adjustments to classroom practice, targeted interventions, pastoral support, reasonable adjustments for SEND, and where appropriate managed moves or off-site direction. Suspension and permanent exclusion will be considered where other approaches have been exhausted or where the incident is so serious that suspension or permanent exclusion is a proportionate response."

"Last resort: Suspension and permanent exclusion are used only as a last resort and not as a response to minor incidents, poor academic performance, lateness or truancy alone."

3) Fair process, information and communication

"Parents/carers will be informed without delay of any decision to suspend or permanently exclude and the reasons for it. Letters will set out the length of any suspension, the arrangements for setting and marking work, the right to make representations to the governing board, and details of where parents can obtain independent information, support and advice."

"Governing board/academy trust: Where a pupil is suspended, the chair of governors (or appropriate trustee) will be informed as required by statutory guidance, and the governing board will meet as necessary to review decisions in line with statutory timelines."

4) Consideration of vulnerability, SEND and equality duties

"Before any decision to suspend or permanently exclude is taken the headteacher will consider whether the pupil has SEND, an EHCP, is looked-after, is subject to a child protection plan, is a child in need, is a young carer or otherwise vulnerable. Where a pupil has known SEND or an EHCP, we will consult the SENCO and take reasonable steps to identify and address the causal factors relating to behaviour and ensure that any decision is lawful, reasonable and fair."

"Reasonable adjustments and pastoral support will be considered and recorded; exclusion will not be used in a way that discriminates unlawfully against pupils with protected characteristics."

5) Managed moves and off-site direction

"Managed moves: Where appropriate and in the best interests of the pupil, the school will consider a managed move to another mainstream school as a permanent arrangement, consistent with DfE expectations. Any managed move will be voluntary for the receiving school and the parent/carer, and fully documented."

"Off-site direction: A temporary off-site direction to another provider will only be used as described in DfE guidance to support behaviour improvement and avoid suspension where appropriate."

6) Behaviour outside school and online conduct

"Sanctions may be applied for conduct outside school, including online behaviour, where such conduct could have repercussions for the orderly running of the school, poses a threat to others, or could adversely affect the reputation of the school. The school will consider the context, evidence and proportionality before imposing any sanction."

7) Work provision and reintegration

“During a suspension the school will set and mark work for the pupil in line with statutory expectations and will ensure arrangements for remote learning where appropriate.”

“Following a suspension, the school will arrange a reintegration meeting with parents/carers and the pupil to agree clear, time-bound next steps, necessary support and monitoring arrangements. Where relevant this will include input from the SENCO and external agencies.”

8) Fixed-period suspensions totalling more than 5 school days / alternative provision

“Where a pupil is suspended for more than 5 school days in a term, or where multiple suspensions create a need for alternative provision, the school will liaise with the local authority to arrange appropriate provision and comply with statutory duties.”

9) Permanent exclusion testing and governor/IRP procedures

“Permanent exclusion is reserved for the most serious breaches of the behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. All permanent exclusion decisions will follow statutory procedures. Parents/carers have the right to request that the governing board review the headteacher’s decision and, where eligible, to request an independent review panel.”

10) Record-keeping, monitoring and transparency

“All incidents, interventions, considered alternatives, and decisions relating to suspensions, exclusions, managed moves or off-site directions will be recorded and stored securely. The headteacher will report exclusion data to the governing board termly and to the local authority as required. Patterns (by pupil group, SEND, EAL, disadvantage) will be analysed to ensure fairness and to inform improvement actions.”

11) Training and staff expectations

“Staff will receive training on behaviour management, de-escalation, reasonable adjustments for SEND and on the school’s exclusion procedures. The school will ensure staff understand when suspension or permanent exclusion may be necessary and the duty to record and report incidents promptly.”

12) Commitment to reducing exclusions

“Abbey C of E Infant School is committed to reducing the use of suspension and permanent exclusion, particularly for disadvantaged pupils, pupils with SEND and pupils with EAL. We will prioritise early intervention, graduated support, restorative approaches and multi-agency work to reduce the likelihood of exclusion.”

Specific facilities to support behaviour

THRIVE

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

Knowledge of the social and emotional learning that takes place age appropriately supports the school in planning experiences, activities and opportunities to underpin each one. It reinforces our understanding that learning happens across the whole day, especially in playtimes where less structured interactions and experiences enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

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

Life events can introduce episodes which become interruptions in some children’s development. The Thrive programme supports staff in creating a differentiated provision in response to need with reparative strategies as part of systematic, carefully planned actions.

At Abbey we use Thrive for all pupils, age appropriately, woven within and across the day as 'right time learning'. This is within classes led by class teachers and underpinned consistently by all staff across our whole provision. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community.

Thrive is also used in response to identified or emerging need for an individual or group as 'key time learning'. In these cases the school works with parents and carers on agreed action plans reviewed and revisited as part of a structured programme.

Our Learning Hub, is a room where THRIVE interventions take place. This involves the delivery of supportive programmes for pupils in a variety of ways across the school day. Children involved in targeted thrive interventions might do this on a 1to1 basis or as a small group. The Thrive Lead Practitioner oversees the delivery of the programmes ensuring they have a positive impact. The children use the Thrive hub for short periods during the day or week and return to class following completion of their thrive session, usually no more than 30mins per day.

Find out more about THRIVE at: www.thriveapproach.co.uk

Pupil transition

An effective transition programme will support pupils to settle into their new school quickly and to understand the rules and expectations. At Abbey CofE Infant and Nursery School, we take the following measures to achieve this:

- Liaising with previous settings or a receiving school setting to share relevant information
- Induction meetings
- Induction settings
- Professional meetings (where appropriate)

As well as transitions into the school, support will also be given to pupils at other transition points, including when pupils move into a different year, have a different teacher or when there are changes to school policy, practice or day-to-day arrangements for pupils. Pupils with specific needs will be given extra support during periods of transition where relevant. This support will be determined on a case-by-case basis.

All pupils will be supported to understand the school's behaviour policy and expectations. Those pupils who join the school mid-phase will be offered additional support during their induction to ensure that they are not at a disadvantage compared to those joining the school at normal entry points.

Working with parents

At Abbey CofE Infant and Nursery School, we recognise that behaviour management works best when it is done in partnership with parents/carers. We seek to work in partnership with parents through:

- Regular communication – 3 reports per academic year
- Workshops
- Collaboration on providing support for children who maybe experiencing difficulties
- Regular parent information sessions
- Early Help Support – signposting to support services through the local offer
- Community Café

Working with partner agencies

At times, it will be beneficial to commission the use of external agencies to support individuals and groups of pupils with their behaviour or issues linked to their behaviour. We work with a range of partners including:

- The Specialist Teaching Service
- Educational Psychologists

- School Nurse
- Early Help support agencies such as the Family Support Service
- Social Services
- The Virtual School for children who are in care of the Local Authority

Staff induction and training

We recognise that in order to facilitate effective behaviour management, staff need to be given adequate training and support. We offer regular training to staff; some of this will be delivered to the whole staff. In other instances, it may be relevant to offer personalised support to individuals or groups of staff.

Staff are given specific training on the school's behaviour policy and approaches to behaviour management during the induction process and regularly thereafter.

Thrive Lead Practitioners and PBS lead practitioners are available to support staff with positive behaviour management approaches and to develop behaviour support plans where necessary.

If an individual member of staff is struggling with their behaviour management, they will be given support to develop this. The approach taken will be determined by the needs of the member of staff but could include additional training, one-to-one coaching/mentoring and, if required, the implementation of a support plan. If staff feel that they need any additional support with their behaviour management, they should approach a senior member of staff to request this.

Communicating the policy

It is important that every member of the school community understands the school's approach to behaviour management. This means that everyone will feel confident that behaviour issues are addressed fairly, consistently and in line with legislation, guidance and the school's expectations.

This policy will be published on the school's website and paper copies will be made available upon request. In addition, pupils, parents/carers and staff will be reminded of the content regularly through assemblies, training, newsletters, updates and any other relevant opportunities.

Appendix 1: Removal Report Form

REMOVAL RECORD

Name of child	
Name of staff member completing the form	
Circumstances surrounding removal including details of any triggers etc	
Date and time of removal	
Any other individuals involved <i>Include all staff members and pupils</i>	
Any background factors which may be relevant	
How was the child supported during removal (by who?)	
Time and date of parents being informed	
Is a social worker involved with the child?	
Is the child CLA or CPLA?	
Time and date social worker informed by deputy DSL.	

(section BELOW to be completed by HT or DHT)

Date and time reported to HT or DHT:

Any follow up actions to carryout (by who?)

--

Form to be saved to CPOMS and recorded as a behaviour incident by HT or DHT



STAR Model Debrief

Understanding behaviours

Slow triggers

Fast triggers

Action

Result

What can we do to proactively to prevent?

We could prevent slow triggers:

We could prevent fast triggers:

A better way to request

Can we reduce the child's need for this behaviour by...changing the environment/availability/timetabling

Reintegration meeting checklist — Abbey C of E Infant School

Purpose: agree a clear, time-bound plan so the pupil returns safely to full-time education, understands behavioural expectations, and receives any extra support needed to sustain attendance, engagement and learning.

Meeting to be held: on or before first day of return (if parent unavailable, pupil must not be prevented from returning).

Attendees (tick):

- ☐ Headteacher / deputy (or senior leader)
- ☐ Class teacher
- ☐ SENCO
- ☐ Pastoral lead / learning mentor
- ☐ Parent(s) / carer(s)
- ☐ Pupil (age-appropriate involvement)
- ☐ Any other agency invited / attending (e.g. social worker, EP) — name: ____

1) Record details

- Pupil name: ____ Year / Class: ____ Date of suspension: ____
- Length of suspension / off-site direction: ____ Triggering incident(s) (brief): ____

2) Opening statements (2 mins)

- Leader: reaffirm pupil is valued, this is a fresh start, and clear expectations will be agreed in line with school values (Love, Trinity, Salvation / Matthew 5:14–16).

3) Confirm need / barriers (5–10 mins)

- ☐ SENCO confirms whether SEND/possible SEND or EHCP considerations were reviewed before suspension. Notes: ____
- ☐ Note EAL needs: is language support required for pupil or parent understanding? (interpretation, translated documents, visual prompts). Notes: ____
- ☐ Record safeguarding, mental health or home factors affecting behaviour. Actions/referrals already in place: ____

4) Reintegration targets (SMART — up to 3 only)

- Target 1 (behaviour): e.g. “Pupil follows ‘ready, respectful, safe’ expectations at carpet times for 4/5 days each week.” — Measure: daily teacher record / report card. Timeframe: review in 2 weeks.
- Target 2 (attendance/engagement): e.g. “Full days in school each day; arrive by 8.45am.” — Measure: daily register. Timeframe: review in 2 weeks.
- Target 3 (learning / language): e.g. “Catch-up phonics session 3 x weekly for 4 weeks.” — Measure: intervention log / phonics progress check. Timeframe: review in 4 weeks.

5) Immediate support & reasonable adjustments (tick and detail)

- ☐ Daily check-in with named adult: ____ (staff) — frequency: ____.
- ☐ Short, visual behaviour plan / report card with personalised targets — owner: ____.

- ☐ Curriculum adjustments / scaffolded work (list): ____.
- ☐ Phonics / catch-up sessions / small-group support — lead: ____.
- ☐ EAL scaffold: key vocabulary list + visuals / bilingual resources / interpreter for parent meetings — lead: ____.
- ☐ Therapeutic / mentoring referral (internal or external) — who: ____.
- ☐ Part-time timetable? ☐ Yes ☐ No — if Yes, time-limited to: _ and review date: _. (Note: part-time must be shortest time necessary and formally reviewed).

6) Parent/carer responsibilities (brief, documented)

- ☐ Attend planned review(s) on: ____.
- ☐ Reinforce agreed routines (bedtime, arrival) and praise targets at home. Specific ask: ____.
- ☐ Contact school if concerns / triggers arise: named contact and number/email: ____.

7) School responsibilities (who does what, by when)

- Complete initial actions before pupil returns (tick):
 - ☐ Work to be set/marked during suspension — owner: ____ — by: ____.
 - ☐ Staff briefed on reintegration plan — owner: ____ — by: ____.
 - ☐ SENCO to arrange / review support or request early review of EHCP if needed — by: ____.
 - ☐ Translate or provide interpreter for documents/meeting if needed — by: ____.

8) Monitoring, review and exit criteria

- Review date 1 (within 2 weeks): ____ — attendees: ____.
- Review date 2 (within 6 weeks): ____ — attendees: ____.
- If targets not met → escalate: SENCO to convene multi-agency meeting / consider further assessment / alternative provision.

9) Recording & confidentiality

- ☐ Copy of plan uploaded to pupil file (CPOMS / SIMS) — owner: ____.
- ☐ Copies sent to parents, class teacher, SENCO and any relevant agencies. Note translation required? ☐ Yes ☐ No.

10) Signatures (to show agreement)

- Parent/carer: ____ Date: ____
- Headteacher / leader: ____ Date: ____
- SENCO: ____ Date: ____

Quick prompts / wording to include on the plan

- “This plan is a fresh start. It will be reviewed on [date] and may be revised in partnership with you and the pupil.”
- “Reasonable adjustments for SEND and EAL have been considered and recorded.”
- “A part-time timetable is temporary and will be formally reviewed.”

