



Policy title	Positive Behaviour Policy
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Policy owner	Rob Smith (Principal)

Status	APPROVED
Summary of change	Updated sections: 1.1, 1.2, 1.6, 1.7, 2.1.1, 2.11.5, 4.1, 4.2 Added sections: 1.6, 1.7, 2.5, 2.6, 2.9, 3.3, 4.3, 4.4, 4.5, 4.6

Approval date	September 2023
Approval authority	Principal
Review date	September 2024

1. Purpose, Aims & Beliefs

1.1 Purpose

At Churchwood Primary Academy we create a positive behaviour culture through ensuring the academy is a calm, safe and supportive environment. We promote and celebrate positive behaviour and use positive behaviour management to develop self-discipline. We encourage pupils to be active in managing their own behaviour and seeking ways to improve their behaviour if required. Our Positive Behaviour Policy reinforces high expectations for behaviour throughout the academy through the use of a positive set of Churchwood Behaviour Expectations, which are displayed prominently in all classrooms and strategic areas of the academy (see [appendix A](#)).

1.2 This policy as a whole is underpinned by the Trust's mission to '*inspire children and staff to flourish and achieve their best*' through the Trust values of:

Working Together	to create a vibrant, inclusive community that's open and honest.
Achieving Ambitions	to inspire our pupils to be the best they can be, celebrating our success, dreaming big and empowering out children.
Delivering Excellence	to ensure our pupils are resilient and determined, while challenging and motivating our pupils to have high expectations
Nurturing Potential	to teach our pupils to treat others as we wish to be treated and empowering our pupils to flourish.

1.3 Aims

The aims of this positive behaviour policy are as follows:

- i. Provide an exciting, stimulating curriculum that enthuses, motivates and immerses pupils in their learning;
- ii. Promote and reward positive behaviour;
- iii. Have clear guidelines, drawn up by the children, to establish class and whole academy rules;
- iv. Involve parents and outside agencies in planning a programme to support children's behaviour where appropriate;
- v. Place SMSC and PSHEe at the heart of the curriculum both explicitly and implicitly.

1.4 Beliefs

We believe that pupils learn effectively when:




- i. The academy has a positive ethos and strong emotional and social development;
- ii. The pupils aspire to become a Churchwood Champion;
- iii. The academy is a safe, secure and calm environment;
- iv. All staff have a consistent approach which follows the Good Behaviour Policy and promotes positive behaviour;
- v. All pupils adhere to clear guidelines of acceptable behaviour within the whole academy environment;
- vi. All pupils are taught a range of strategies for dealing with conflict;

vii. All pupils strive to achieve a well-regulated body.

1.5 Behaviour Values

1.5.1 At Churchwood Primary Academy our behaviour policy is underpinned by our six behaviour values: the Churchwood Superheroes. These values directly sit within the University of Brighton Academies Trust vision and values. We expect all pupils at Churchwood to display these values at all times.

1.5.2 They are displayed around the academy and are focused on termly both in class and in assemblies. Further to this, they also feature in the academy's PSHE curriculum, ensuring they are interwoven into all that happens at Churchwood.

					
Indy Independence	Ronnie Respect	CoCo Co-operation	Ada Ambition	Eddie Empathy	Ruby Resilience

1.6 Definitions

1.6.1 At Churchwood Primary Academy we believe that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. We expect all staff to use the following language when referring to behaviour, to ensure all adults remain professional and calm at all times.

Pro-social Behaviours	behaviour which is positive, helpful and intended to promote social acceptance.
Un-social behaviours	behaviour where the individual is unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others.
Anti-social behaviours	behaviour that causes harm to an individual, the community or the environment.
Dangerous Behaviours	Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress.
Thinking time	Time for a pupil to think and reflect on their behaviours before deciding on the next choice. If this time is given, adults will: (a) offer controlled choices (b) give 5 minutes (c) move away (d) re-engage positively
Restorative Conversation	A conversation between an adult and a pupil that allows the pupil to reflect on the un-social, anti-social, dangerous or un-social / anti-social behaviour(s) presented.
Regulated	When the pupil's nervous system is well balanced and their emotions are calm.
Co-regulated	When a pupil is able to regulate with support of a calm adult.
Dysregulated	when the pupil is not able to manage or control their emotions.

1.7 Scripted Language

- 1.7.1 At Churchwood we acknowledge that pupils will sometimes display un-social or even anti-social behaviours and believe these pupils should be responded to using consistent scripted language. The rationale for this is that a predictable adult response that is **calm, mechanical** and **emotionless** ensure that the pupil feels safe, while, over time, also developing the pupil's ability to self-regulate.
- 1.7.2 The mindset and response of the adult is crucial in these situations. All interactions are between the adult and the pupil and, as such, should occur in private to maintain pupil dignity. When delivering any scripted language, use a measured approach, referring to the pupil by name and provide 'take up time'.
- 1.7.3 The agreed academy scripted language statements are as follows:

STATEMENT	GUIDANCE
<i>Amazing* PUPIL for...</i>	This statement is to highlight to the pupil (and others) examples of pro-social behaviour that reflect the academy's Behaviour Expectations of Values. The purpose is to make the praise 'sticky' associating the praise with the action so that it helps the pupils learn what positive behaviour looks and feels like. <i>*select whatever positive adjective is appropriate.</i>
<i>'Remember flexible thinking – let's make a plan!'</i>	This statement should be used if a pupil has displayed inappropriate behaviour or has an 'oops' moment. It is designed to identify to the pupil they need to adapt and be flexible in the situation.
<i>'I can see you are feeling ...'</i>	Stems to identify and acknowledge that a pupil is struggling, offering them a 'lifeline' to support self-regulation and/or open lines of communication.
<i>'What do you need right now to ... (i.e. engage in learning, be in class etc)'</i>	
<i>'You have 2 choices: a or b.'</i>	Controlled choices are designed to give a pupil a limited set of options that the adult has decided upon. In doing this, you are involving the pupil in the decision-making process and avoiding a power struggle, while getting the desired outcome.
<i>'That is not ok.'</i>	This statement should be used to indicate that what the pupil is doing is not acceptable (un-social or anti-social behaviours).
<i>'That is an un-social / anti-social behaviour ...'</i> <i>I need you to ... '</i>	This sentence stem should be used when discussing any behaviour that does not comply with the academy behaviour expectations and values. The stem should be used with, highlighting the correct next step to rectify the behaviour. The inappropriate behaviour should be discussed with the pupil when they are calm after the event. A social story could be required to support the reflection.

1.8 Training for Staff

- 1.8.1 The academy seeks to build a positive behaviour culture. As part of this, all adults within the academy have been trained in the behaviour management strategies outlined in this policy. Staff training on

the academy's behaviour approaches is incorporated into the academy's Continuing Professional Development (CPD) throughout each academic year.

1.8.2 For new members of staff, training in the academy's agreed approaches forms part of the academy's induction package to ensure consistent application of this policy by all adults.

1.8.3 We expect **every adult** to:

- i. Build positive relationships and model positive behaviours.
- ii. Meet and greet pupils at the door, being deliberately bothered and notice something about them to ensure they feel valued and safe.
- iii. Persistently and publically 'praise the best' so pupils know they will receive greater attention for displaying pro-social behaviours.
- iv. Create a safe and engaging learning environment that cater for all pupils needs to ensure they feel included.
- v. Always aim to prevent and de-escalate, before allocating consequences.
- vi. Respond to un-social or anti-social behaviour in private with the pupil, in a calm, non-confrontational and predictable manner, providing clear controlled choices and 'thinking time'.
- vii. 'Pick up your own tab' – if an incident requires additional adults support (i.e. a member of SLT) both adults discuss the behaviours with the pupil to show a united front.
- viii. Check your own regulation, if you need time away from a situation or child – engage in a change of face.
- ix. Consistently reinforce and teach the academy's Behaviour Expectations of Safe. Kind. Hardworking.
- x. Identify common themes or issues within their class and teach, through PSHE lessons, how pupils could respond to develop their ability to self-regulate.

1.8.4 We expect **Senior Leaders** will:

- i. Be a visible presence around the site throughout the academy day, including at the beginning of the day, transition times, significant events and at the end of the day to reinforce to the pupils within our academy that we all care.
- ii. Ensure high expectations for behaviour and conduct are upheld for pupils and staff.
- iii. Ensure all staff and pupils have an understanding of the inseparable link between teaching, learning and behaviour.
- iv. Consistently support all staff in managing pupil behaviour.
- v. Celebrate staff, leaders and learners whose effort goes '**above and beyond**' expectations.
- vi. Regularly share and promote good practice.
- vii. Regularly review provision for pupils to ensure everyone's needs are being met.
- viii. Regularly analyse and review behaviour data to target and assess school wide behaviour policy and practice.

2. Procedures

2.1 Positive Behaviour Recognition

2.1.1 At Churchwood Primary Academy we celebrate successes and praise our pupils publicly and enthusiastically to make learners feel important for their efforts. All adults seek opportunities to regularly publicly praise pupils when they demonstrate a Churchwood Behaviour Value.

RECOGNITION	GUIDANCE
Verbal ‘Sticky’ Praise	<p>All adults make a conscious effort to verbally praise every pupil, every day linked with an academy Behaviour Expectation or Value. The reason for the praise should be explained, for example: <i>‘Amazing Becky, you showed real resilience when you kept going with that problem.’</i></p> <p>All adults must be mindful that oral recognition should involve enthusiasm, positive body language and explanation. It is these examples which can be used to anchor a pupil back to, if they display un-social / anti-social behaviours.</p>
Class Dojo - Dojos	<p>Pupils are awarded Dojos (on Class Dojo) for demonstrating examples of the academy Behaviour Expectations and Values. The acknowledgment of this should be verbal with the pupil and then the awarding of a dojo on the Class Dojo platform. When the pupil accumulates a set number of dojos they will receive a certificate in the Celebration assembly on a Friday. Refer to appendix B: Dojo Certificates.</p> <p>The Dojo home screen should be displayed frequently on the class whiteboard so that the allocation of Dojos as positive reinforcement is a motivating factor.</p> <p><i>Please note:</i> Dojos should be allocated on a one-for-one basis, there should be no allocation of multiple dojos unless this is linked to the pupil achieving silver or gold on the Behaviour Ladder.</p>
Class Rewards	<p>Coco Co-operation teaches out pupils the power of collaboration. Within the academy, classes have class targets to support with maintaining expected behaviours. This target is displayed in the classroom and is linked to a reward. When the class achieve the target, they receive their reward.</p> <p><i>Please note:</i> Duration of times for completion of the target will vary depending on the year group.</p>
Daily ‘Churchwood Champion’	<p>Daily, class teachers select one pupil who has gone ‘above and beyond’ demonstrating one (or multiple) of the Behaviour Values.</p> <p>The pupil will receive a ‘Churchwood Champion’ sticker from their teacher and their name will be written on the class white board under the ‘Churchwood Champion’ signage with the reason for their nomination also recorded.</p>
Principal’s Award	<p>One pupil a week will be selected for the Principal’s Award certificate which will be awarded in Friday Celebration Assembly. Teachers will nominate a pupil for a specific reason and link this to a Churchwood Behaviour Value.</p>

2.2 Recording

2.2.1 At Churchwood Primary Academy all incidents of un-social / anti-social behaviour which require managing with the academy’s Positive Behaviour Policy require recording on CPOMs. When doing so adhere to the guidance in the academy’s CPOMs Protocol, be factual be concise, without opinion.

2.3 Behaviour ladder

2.3.1 At Churchwood Primary Academy, each classroom has a behaviour ladder. The ladder is placed in a prominent position, on or near, the main teaching whiteboard so that all pupils can see this within the classroom. The ladder functions as follows in relation to expected behaviours:

- i. The names of all pupils at the start of the day will be on the green traffic light.
(Please note: In EYFS and Year 1 this is the blue sky.)
- ii. The class teacher will actively praise the pupils doing the right thing linked to the academy's behaviour values. When these values are seen and celebrated, a Dojo point will be awarded on Class Dojo under the corresponding category.
- iii. If behaviour is exceptionally good the child will move to the silver then the gold traffic light. If a pupil finishes the day on the gold ladder, they will receive 10 dojos.
(Please note: In Reception this does not feature and in Year 1 this is the sunshine.)

2.3.2 In relation to un-social / anti-social behaviours, the ladder functions as follows:

- i. If a child is displaying un-social / anti-social behaviours or is seen to be breaking an academy / classroom rule a verbal warning is initially given.
- ii. If this continues, after the verbal warning, a pupil moves to amber and then to red if un-social / anti-social behaviour(s) persists.
(Please note: In EYFS and Year 1 is a move to the white cloud or black cloud.)
- iii. A pupil can move back to amber or green (or in EYFS and Year 1, the white cloud or Blue sky) if behaviour improves. The teacher will actively look for the pupil altering their behaviour and are displaying the academy behaviour values
- iv. If a pupil's name is in red (or in EYFS and Year 1 a black cloud) at the end of the day they will miss 5 minutes of their playtime the following day.
- v. If un-social / anti-social behaviour persists, the pupil should be moved to another table in class.
- vi. If un-social / anti-social behaviour still persists, the pupil will be removed from the classroom and escorted to their paired class by a member of staff. The pupil will remain in the paired class for a specified period of time, which is directly linked to the un-social / anti-social behaviour(s) displayed and the level of severity. This could range between 10 and 15 minutes, providing the pupil the time to re-set before returning to their learning.

Paired classes are: R>4, 1>2, 2>1, 3>5, 4>6, 5>6, 6>3.

2.4 Break time and Lunchtime Procedures

2.4.1 At Churchwood Primary Academy, the procedures used within the classroom to manage and promote positive behaviours are also implemented outside during break and lunchtimes, as stated below:

2.4.2 Un-social / anti-social Behaviours: staff issued with Traffic Light cards (green, orange and red) these act as a visual to explain to the pupil(s) that one of the academy expectations has been broken. They also contain the behaviours that would warrant the allocation of a card to ensure consistency in use.

- i. If a pupil is shown the orange card they have five minutes at the wall. A restorative conversation should be held after five minutes cool down time.
- ii. If a pupil is shown the red card the pupil is removed from the playground and will be taken to a member of the Senior Leadership Team who is on duty. Behaviours which would constitute a red card could be as follows:
 - a. Swear if heard by an adult;
 - b. Use verbal abuse;
 - c. Fight;
 - d. Damage property;
 - e. Are violent towards a child or adult;
 - f. Leave the academy premises.

Please refer to **appendix C** for the cards and example behaviours.

2.4.3 Any un-social / anti-social behaviour incidents that occur at break or lunchtime will be logged on to CPOMs by the relevant member of staff who has witnessed and dealt with the incident. In the event of multiple members of staff being involved, one will upload their incident entry and tag in the other adults to add to this incident on the pupil(s) chronology on CPOMs.

2.5 Restorative Conversation

- 2.5.1 If a pupil has displayed an un-social / anti-social behaviour, a restorative conversation should occur when the pupil is regulated and calm. The conversation should be completed by the adult who has dealt with the behaviour incident. The purpose is to unpick the incident to identify where it went wrong and what the pupil can learn from it for next time – to TEACH the desired behaviour(s).
- i. What happened?
 - ii. How did this make people feel?
 - iii. How can you put things right?

2.6 Educational Consequences

- 2.6.1 When a pupil demonstrates un-social / anti-social behaviour(s), when their conduct falls below the standard expected of them – set out in the academy's Behaviour Expectations (see **appendix A**), an educational consequence will be allocated.
- 2.6.2 An educational consequence is defined as **a consequence that logically follows on from an action, designed to educate** (*i.e. if learning time / work is missed, it needs to be made up out of the pupil's time.*)
- 2.6.3 Educational consequences at Churchwood could take the form of:
- i. a verbal reminder to highlight the academy expectations;
 - ii. loss of break / lunchtime to reflect on an incident (duration dependent on the severity of the incident);
 - iii. loss of break / lunchtime to complete lost learning;
 - iv. an act of community service to support with academy life (*i.e.* tidying the library)
- 2.6.4 If required, a 'parent re-set' will be requested to settle a pupil back into learning if significantly dysregulated and all academy intervention is unsuccessful.

2.6.4 Depending on the level of severity, the educational consequence could be allocated by the class teacher or a member of the Senior Leadership Team.

2.7 Verbal Abuse

2.7.1 Incidents of verbal abuse and or use of inappropriate language, where observed by a member of staff, are recorded on CPOMs and are dealt with in conjunction with this policy.

2.7.2 In addition to other procedures, if a child is verbally abusive towards or makes an abusive gesture and this is heard or seen by an adult, a conversation will be had with the pupil's parent or carer and recorded on CPOMs.

2.7.3 The pupil who is on the receiving end will be supported in any way which is deemed necessary. The parents of the child on the receiving end are similarly informed and the Principal is notified.

2.7.4 All comments which constitute verbal abuse or an abusive gesture are required to be recorded and reported to the Local Authority as a 'Hate Crime'. These are comments that are motivated by hostility or prejudice based upon a victim's disability, race, religion or beliefs, sexual orientation and transgender identity.

2.8 Extreme Behaviour

2.8.1 In the event of pupils exhibiting extreme behaviour the Principal will be informed immediately and action taken as deemed appropriate – this could include use of internal or external suspension.

2.8.2 In the event of extremely challenging behaviour over a prolonged period, referrals may be made to the Local Authority's Team Around the School or Setting (TASS) or to the Hastings Primary Placement Panel (HPPP). These agencies may provide additional resources or strategies to support these pupils.

2.8.3 A Pastoral Support Plan (PSP) (see [appendix D](#)) will also be implemented and shared with parents and staff to support the pupil regulate their behaviour.

2.9 Removal from the Classroom

2.9.1 As outlined in section 2.3.2, point vi, removal from the classroom can occur at Churchwood for significant un-social / anti-social behaviour(s) and is considered as a serious consequence. Removal is only used when other behaviour strategies have been attempted, unless the behaviour is so extreme, it warrants immediate removal.

2.9.2 For most cases, removal from the classroom will result in the pupil being taken to their paired class for a period of time (between 10 and 15 minutes) to re-set their behaviour before returning. However, if the reason for removal is more significant and, as such, requires a more significant consequence, this could also be spent with a member of the Senior Leadership Team for a longer duration of time, see point 2.10 Internal Suspensions.

2.10 Internal Suspensions

2.10.1 An internal suspension will be used to defuse situations that occur in the academy that require a pupil to be removed from the class but may not require removal from the academy premises. These will be authorised by the Principal and parents will be informed.

2.10.2 Internal suspensions will take as soon as possible and will be covered by the Individual Needs Assistant or class Teaching Assistant. The duration for this removal from class would either be for half a day or a whole day, dependent on the severity of the un-social / anti-social behaviour(s) which led to the consequence being allocated.

2.10.3 A pupil with an internal suspension will not go on the playground at break times or lunchtimes. Class teachers will provide work and arrange break cover. These will be recorded on the CPOMS.

2.10.4 Behaviour that triggers internal suspensions may include:

- i. Physical aggression to another child;
- ii. Physical and emotional harm;
- iii. Leaving the academy without permission;
- iv. Intentional damage to property;
- v. Disruption of their own or other classes' learning

2.11 External Suspensions and Permanent Exclusions

2.11.1 External suspension and permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour or if there is a one-off serious incident. The terms or external suspension and permanent exclusion are defined as the following:

- i. **Suspensions** (previously called fixed-term exclusions) are where a pupil is prevented from attending the academy for a fixed period. At the end of the period, they are expected to return to the academy following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year before being permanently excluded.
- ii. **Permanent exclusions** are where, subject to a decision of the Local Governing Body Exclusions Panel to reinstate the pupil to the academy, the pupil is prevented from attending the academy again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the academy's behaviour policy; and where allowing the pupil to remain at the academy would seriously harm the education or welfare of the pupil or others such as staff or pupils in the academy.

2.11.2 A pupil identified at risk of external suspension or permanent exclusion will be referred to alternative or additional provision to meet the individual needs. A post-suspension meeting will be arranged before the pupil's return between all relevant academy staff to review and adjust provision for the pupil. Further to this, a reintegration meeting will occur with the pupil's parent or carer before they return to the academy, in accordance with the [UoBAT Exclusion Policy \(2022\): Point 6](#).

2.11.3 All external suspensions or permanent exclusions will be completed in accordance with the both the [UoBAT Exclusion Policy \(August 2022\)](#) and the statutory guidance [School Suspensions and Permanent Exclusions \(September 2023\)](#).

2.11.4 All major incidents are recorded on CPOMS. When the behaviour is at this level, a member of the Senior Leadership Team will be sent for.

2.11.5 In the event of a major incident taking place within the classroom, the pupil should be sent accompanied by a member of staff to a member of Senior Leadership Team. If the pupil's behaviour is likely to cause other pupils harm, the class can be removed by the class teacher or teaching assistant, to another area within the academy. The pupil will then work with a member of SLT until their parent / carer arrives to collect them.

2.11.6 Behaviour that triggers external suspensions may include:

- i. Physical assault against a pupil
- ii. Physical assault against an adult
- iii. Verbal abuse or threatening behaviour against a pupil
- iv. Verbal abuse or threatening behaviour against an adult
- v. Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- vi. Bullying
- vii. Racist abuse
- viii. Abuse against sexual orientation or gender reassignment
- ix. Abuse relating to disability

2.11.7 The Principal will arrange an external suspension and will communicate directly with the parent. The academy will follow the UoBAT Exclusion Policy (2022): Point 3. The behaviour of a pupil at risk of suspension may sometimes be driven by complex combinations of social, emotional and health problems. The Principal will consider these circumstances when authorising internal or external suspensions.

3. Monitoring Arrangements

3.1 Behaviour Tracking

3.1.1 Any notable un-social / anti-social behaviour will be recorded on CPOMS, with parents being notified and the incident discussed. Any repeat of this inappropriate behaviour will result in the Phase Leader becoming involved and if necessary the Vice Principal and then Principal.

3.1.2 It is the responsibility of the class teacher to record behaviours that result in a pupil being in the red traffic light at the end of the day and record on CPOMS.

3.1.3 The academy's SENDCo is responsible for tracking behaviour incidents. Pupils that demonstrate persistent behaviour issues (and at risk of breaching the academy's 'act now' tiered trigger points – set out in point 3.2) will be discussed in the weekly Triangulation Meetings and next steps planned for. The purpose of this is to ensure our high expectations for positive behaviour are consistently

upheld and behavioural issues are dealt with quickly and effectively and any potential safeguarding concerns are addressed.

- 3.1.4 If appropriate, a referral to an outside agency will be considered to seek additional support (e.g. support from the University of Brighton Academies Trust Alternative Learning Provision, TASS, CAMHS or the Child Development Clinic). The pupil's progress and behaviour will then be monitored and reviewed to ensure their behaviour improves.

3.2 'Act Now' Tiered Approach

- 3.2.1 At Churchwood Primary Academy if a pupil demonstrates behaviour(s) that do not comply with the academy expectations, the following tiered approach should be followed:

3.2.2 Stage 1: Three Entries onto CPOMS in a term

If the pupil's name is entered onto CPOMS three times the class teacher will contact parents. A record will be made of the meeting or conversation. Appropriate strategies to support the child to modify their behaviour will be put in place. An entry recording the meeting will be made on CPOMS.

3.2.3 Stage 2: Five Entries onto CPOMS in a term

If a pupil's name is entered onto CPOMS five times in one term, the Phase Leader will be informed by the class teacher and contact will be made with the parents/carers. A record will be made of the meeting with all concerned and action points agreed. The pupil will then be put on Behaviour Report, initially for 1 week to the Phase Leader.

3.2.4 Stage 3: Seven Entries onto CPOMS in a term

If a pupil's name is entered onto CPOMS seven times in one term, the SENDCo will be informed by the class teacher and the Phase Leader and contact will be made with the parents/carers to arrange a meeting with all concerned. A Behaviour Report will be put in place to encourage positive behaviour. A record will be made of the meeting and the Vice Principal and Principal will be informed.

3.2.5 Stage 4: Ten Entries onto SIMS in a term

If a pupil's name is entered onto CPOMS ten times in one term the Vice Principal and Principal will be informed by the class teacher who will also notify all previous people involved. Parents/carers will be contacted and a meeting with the Vice Principal and Principal as well as all concerned will be arranged. Depending on the presenting behaviour(s), a Pastoral Support Plan may be put in place to support the pupil.

3.3 Pastoral Support Plan (see [appendix D](#))

- 3.3.1 Where pupils display significant unsafe or dangerous behaviours, a behaviour risk assessment will be put in place. The behaviours link with one of the following: aggression and/or violence towards adults or children, significant damage to property or absconding.

- 3.3.2 Once completed, the plan will be shared with the parents/carers and any professionals supporting the pupil. The document will then be reviewed termly, unless it is necessary to review before this

date due to new significant behaviour(s) becoming evident. This will focus on what the key issues are, what helps the pupil and whether more targeted interventions are necessary. There will be a copy uploaded to CPOMs which will be shared with all relevant members of academy staff. The aim of the plan is to put in to place a management programme to help the pupil to manage their emotions, feelings and behaviours in a more socially acceptable a way.

3.4 Behaviour Report

- 3.4.1 In the instance of repeated un-social / anti-social behaviours which result in a Stage 2 Behaviour Meeting the pupil will be put on behaviour report. The purpose of this report is to slowly make positive improvements in the pupil's behaviour by setting achievable daily goals. The report should be completed at the end of each session by the class teacher and shared with the member of the Senior Leadership Team, who put the pupil on report, at least twice a day, with a daily copy being sent home to the pupil's parent/carer. Refer to [appendix E](#).

4. Legislation and statutory guidance

4.1 Searching, Screening and Confiscation

- 4.1.1 The law allows the Principal, or staff they authorize, have a statutory power to search a pupil, or their possessions, without consent, where they have reasonable grounds to suspect that the pupil may have a prohibited item in their possession (listed below). In the event of needing to search a pupil and/or confiscate an item the Academy would notify the pupil's parent/carer and then follow the guidance as outlined in the Department for Education publication 'Searching, screening and confiscation advice for schools (July 2022)'. Items which would lead to a ground to search could be any of the following prohibited items:
- i. Lighters, Cigarettes and/or Vapes
 - ii. Knives/Weapons
 - iii. Illegal drugs
 - iv. Alcohol
 - v. Stolen items
 - vi. Fireworks
 - vii. Pornographic images
 - viii. Any article that a member of staff reasonably suspects has been, or is like to be used, to commit an offence or injure a person or damage property.

4.2 Physical Contact - Positive Handling

- 4.2.1 At Churchwood Primary Academy we understand that there are times when, as a last resort, it may be necessary to physically intervene when a pupil is at risk. It may be necessary to physically intervene when there is:
- i. immediate danger of personal injury posed to another pupil;
 - ii. immediate danger of personal injury posed to a member of staff;
 - iii. immediate danger of personal injury posed to the pupil from absconding;
 - iv. immediate danger of personal injury posed to the pupil from another behaviour;
 - v. significant risk of damage to property.

- 4.2.2 As an academy we follow the regulations regarding the use of positive intervention set out in the East Sussex guidance, titled: 'East Sussex County Council Restrictive Physical Intervention/Use of Reasonable Force Guidance' (May 2021)', as well as adhering to the University of Brighton Academies Trust Physical Contact Policy (November 2022). In these cases, trained staff would positively handle a pupil to ensure their safety. However, if a situation is judged to be dangerous, all staff have a duty of care. The standard of care of a teacher is that of a reasonably prudent parent in the context of the academy.
- 4.2.3 Any use of physical intervention would be used as an absolute last resort.
- 4.2.4 In the event that positive handling is required, parents will be informed. Those that we believe may be at risk will have a risk assessment (see [appendix E](#)) in place.

4.3 Offsite Behaviour Management

- 4.3.1 Teachers have the authority to discipline pupils for misbehaving outside of the academy premises, as detailed in the DfE document 'Behaviour and discipline in schools: advice for head teachers and school staff (January 2022).' Teachers may discipline pupils for un-social and/or anti-social behaviour(s) when the pupil is:
- i. Taking part in an academy-organised or academy-related activity or visit
 - ii. Travelling to or from the academy
 - iii. Wearing academy uniform
 - iv. Identifiable as a pupil at the academy
 - v. Demonstrating behaviour(s) that could have adverse repercussions for the academy
 - vi. Posing a threat to a pupil or member of the public
 - vii. Behaving in a way that could adversely affect the reputation of the academy
- 4.3.2 Educational Consequences will be put in place for any pupils who display an un-social / anti-social, unsafe or dangerous behaviours off the academy premises when meeting the above conditions. These consequences would be determined, in conjunction with the pupil and the parent/carer, and would be dependent on the level of seriousness of the behaviour(s) demonstrated. For some low-level un-social / anti-social / unsafe behaviour(s), a minor consequence may be put into place (e.g. a conversation with a senior member of staff or the loss of a playtime). For dangerous behaviours of a more serious nature, a more severe consequence would be identified, such as an Internal Suspension and/or a conversation with the Neighbourhood Youth Officer.

4.4 Child on Child Abuse

- 4.4.1 At Churchwood Primary Academy we take a **zero-tolerance approach to child on child abuse**. All staff are aware that pupils can abuse other pupils and that it can happen both inside and outside of academy and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. All staff understand the importance of challenging inappropriate behaviours between pupils that are actually abusive in nature. All staff understand that pupils may not find it easy to tell staff about their abuse verbally. If the incident involves a Harmful Sexual Behaviour (HSB) then the guidance in the East Sussex Protocol for Managing Peer on Peer Harmful Sexual Behaviour in Academies will be followed and a Safeguarding Risk Reduction Plan created accordingly. All child on child abuse is unacceptable and will be taken seriously.

Further details in [Child Protection and Safeguarding Policy](#) and [Academy Preventing Bullying Policy](#).

4.5 Accusations Made Against Academy Staff

4.5.1 The academy procedures for managing allegations against people who work with pupils are outlined in our Child Protection and Safeguarding Policy Section 16. The Principal or SLT member will act as the case manager for investigations of allegations about members of academy staff and liaise with the Trust and the Local Authority Designated Officer (LADO). If a concern is raised regarding the Principal, The Executive Director for School Improvement at the University of Brighton Academies Trust (Mr Dylan Davies) will be informed. The person subject to the allegation or concern will be supported in the following way:

- i. As soon as possible after an allegation has been received, the person subject to the allegation or concern will be advised to contact his/her union or professional association.
- ii. Human Resources will be consulted at the earliest opportunity in order that appropriate support can be provided via the organisation's occupational health or employee welfare arrangements, currently Core Care.
- iii. The person who will update the person subject to the allegation or concern on the progress of the investigation, will be made clear. This is an ongoing process and will be continued throughout any police, S47 or disciplinary investigation.

4.6 University of Brighton Academies Trust

4.6.1 The University of Brighton Academies Trust take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; and to work together with other agencies to ensure adequate arrangements within our academy to identify, assess, and support those pupils who are suffering harm.

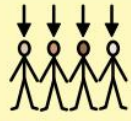
4.6.2 Due regard is given to the Equality Act 2010 in the implementation of this policy and the additional policies it contains.

5. Links with other policies

5.1.1 This policy has been approved by the Principal and should be read in conjunction with:

<ul style="list-style-type: none">• Single Equalities Plan• SEND Policy• Teaching, Learning Policy• Assessment Policy• Preventing Bullying Policy• Child Protection and Safeguarding Policy• Online Safety Policy	<ul style="list-style-type: none">• Attendance Policy• PSHEe Policy• SMSC Policy• <u>UOBAT Exclusions Policy</u>• <u>UoBAT Physical Contact Policy</u>• <u>UoBAT Parent and Visitor Code of Conduct</u>• <u>UoBAT Exclusions Policy</u>
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Appendix A: Academy Behaviour Expectations



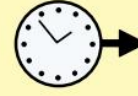
Everyone



at



Churchwood



will

be ...



safe



kind



hard working



Churchwood Primary Academy

Dojo Award

50

Name _____

Class _____

Congratulations!



Churchwood Primary Academy

Dojo Award

100

Name _____

Class _____

Congratulations!



Churchwood Primary Academy

Dojo Award

200

Name _____

Class _____

Congratulations!



Churchwood Primary Academy

Dojo Award

300

Name _____

Class _____

Congratulations!



Churchwood Primary Academy

Dojo Award

400

Name _____

Class _____

Congratulations!



Churchwood Primary Academy

Dojo Award

500

Name _____

Class _____

Congratulations!





Appendix C: Outside Cards

GREEN Expected Behaviours

Pupils spend start every break time and lunchtime on GREEN.

If a pupil breaks a behaviour expectation, they move to AMBER and then RED (if the unexpected behaviour(s) continue.

A pupil can move back to GREEN if their behaviour(s) improve.

Pupils can move directly to RED if the behaviour warrant it. (see RED card for details).

AMBER Unexpected Behaviours

Disobeying adults.

Being unkind

No being respectful.

Going into the Woods without permission.

Throwing food and water.

Getting out of their seat.

Shouting across the hall.

Incident(s) to be recorded onto CPOMS.

RED Unexpected Behaviours

Swearing.

Racist / Homophobic language.

Fighting.


Property Damage.

Violence to adults / pupils.

Persistent Poor Behaviour (having moved through AMBER).

Incident(s) to be recorded onto CPOMS.

Appendix D: Behaviour Risk Assessment

CHURCHWOOD PRIMARY ACADEMY			
Pastoral Support Plan			
Workplace	Churchwood Primary Academy		
Risk Assessor			
Pupil's Name			
Date		Review Date:	

Proforma A – Assessment of Vulnerability, Culture and Parental Support

History What are the previous behaviours that have had an impact on the individual's life?	
Emotional Wellbeing Does the pupil's physiological standing affect behaviours significantly?	
Loss Issues Has the pupil suffered a recent loss or have unresolved grief issues?	
Family Support Does the pupil and family have support networks?	
Friendships Are there significant relationships in the pupil's life?	
Environmental Issues Are there any significant issues which may trigger challenging behaviour?	
Communication What form of self-expression does the individual prefer to use?	
Personal Factors	

Has the pupil experienced frequent moves, abuse or other relevant issues?	
Physical Illness Does the individual have health problems which affect engagement with others or the environment?	
Daily Activities Is the pupil occupied by daily activities and opportunities to enjoy favourite activities and an active social life?	

This pro-forma will help you decide whether a child/young person is more likely to behave in ways that present significant risk.

Answer the questions below to the best of your knowledge; this must be based on evidence and not supposition.

1. Does the pupil have a history of behaviour, which present a risk? Yes / No
2. Does the pupil have a diagnosed mental illness? Yes / No
3. Has the pupil suffered bereavement, multiple losses? Yes / No
4. Does the pupil have difficulty in establishing positive relationships with peers? Yes / No
5. Are there specific environmental issues that trigger risky behaviour in the pupil? Yes / No
6. Does the pupil have difficulties in communicating or in expressing their emotions? Yes / No
7. Has the pupil experienced physical, sexual or emotional abuse? Yes / No
8. Has the pupil experienced multiple moves or 'family placements'? Yes / No
9. Do you have evidence that the pupil is using recreational drugs or alcohol? Yes / No
10. Has the pupil self-harmed? Yes / No
11. Is the pupil been excluded from some activities or important learning opportunities because of their behaviour(s)? Yes / No

12. Has the pupil threatened to use, carried or used weapons?

Yes / No

A positive answer to questions: 1 - 4 highlights: marginal increased risk
 4 - 8 highlights: significantly raised risk
 8 -12 highlights: critical risk factors present

Proforma B – Behaviour Description

Describe the behaviour frequently observed	
When does the behaviour occur? In which environment does the behaviour occur? Who is present? What else happened that may be significant?	
What may make this behaviour worthwhile to the pupil? What are the immediate consequences of the behaviour for other people? What are the immediate consequences of the behaviour for the individual? What happens when the behaviour stops? Does the pupil communicate any information which may be helpful?	

Think about the behaviour:

- What do you and other staff know about the history and background to the target behaviour?

- Do you know when the behaviour was first displayed?
- What was happening in the pupil's life when he/she started to display challenging behaviour?
- Is it a new behaviour or has it happened for some time?
- Has this behaviour been exhibited at all in the past?
- Is it similar to other behaviours that have been a challenge in the past?
- What does the pupil do when not exhibiting the identified challenging behaviour? When does the pupil behave in socially acceptable ways?
- What does the pupil like doing?
- Who has a good, positive relationship with the pupil?
- What can the pupil tell you about why they behave in this way?
- What can the pupil tell you about the behaviour, why they do it and what they remember about it?
- What can the pupil's parent/carer and others tell you about the behaviour?
- What are the pupil's strengths?
- What alternative means does the pupil have in communicating their needs or expressing themselves?

Proforma C – Risk Scoring

Staff should identify a base score of the behaviour based on the risk that the behaviour causes. You should then identify the frequency of the behaviour and the associated score. The two scores should then be multiplied together to give an overall risk rating.

	Base score	Less than 4 times per month	4 – 8 times per month	Up to 15 times per month	At least once daily	Score	Rating of risk	Action status
Severe injury to self, or others which requires immediate emergency medical attention.	4	8	12	16	20	1-3	Low	Identify target behaviours in behaviour support plan, monitor and review monthly.
Injury to self or others that requires non urgent medical attention.	3	6	9	12	15	4-7	Medium	Develop and implement a risk assessment, monitor weekly and review monthly.
Behaviour which may result in a criminal offence being committed.	4	8	12	16	20	8-15	High	Prioritise behaviour management plan and risk assessment issues; monitor closely and review weekly.

Minor injury to self or others.	2	4	6	8	10	16-20+	Critical	Requires immediate action, daily monitoring and review of the risks presented.
No injury to any individual although significant damage occurs to property.	1	2	3	4	5	Target Behaviour		


Proforma D – Articulating Risk

Identified Behaviour	Environment in which behaviour occurs	Risk Rating	Primary Preventative Strategies	Secondary Preventative Strategies	Reactive Strategies
<i>Each individual inappropriate behaviour exhibited by the pupil should be listed below</i>	<i>For each behaviour, the environment in which it occurs should be identified</i>	<i>Risk should be identified as high, medium, or low based upon the severity of the potential behaviour and the likelihood of it occurring.</i>	<i>Strategies should be identified that are in place at all times to prevent behaviours occurring e.g. workstation, calm box etc.</i>	<i>Strategies should be identified that are in place in the event that behaviours begin to show signs of escalation e.g. time out, safe space etc.</i>	<i>Strategies should be identified that are to be implemented in the event that the behaviour occurs.</i>

Review	
Impact Strategies Implemented	

Signature (Member of SLT)		Date	
Signature (Class Teacher)		Date	
Signature (Parent/Carer)		Date	

Appendix E: Behaviour Report

CHURCHWOOD PRIMARY ACADEMY Behaviour Report	 CHURCHWOOD PRIMARY ACADEMY
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NAME		CLASS		W/B:	
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	TARGET SCORE	8:45 9:15	9:15 9:45	9:45 10:15	10:15 10:45	10:45 11:15	11:15 11:45	11:45 12:00	LUNCH	1:00 1:30	1:30 2:00	2:00 2:30	2:30 3:00	3:00 3:15	TOTAL	SIGN
Monday																
Tuesday																
Wednesday																
Thursday																
Friday																

SCALE:	CRITERIA:
5	Behaved appropriately and remained on the green (or above) for the session.
4	Behaved appropriately for the majority of the session, spoken to briefly about their behaviour.
3	Behaved appropriately for some of the session, resulting in moving to amber .
2	Behaved inappropriately during the session, resulting in moving to red needing to be made up.
1	Behaved inappropriately for majority of the session, resulting in being moved to a paired class .

YOU WILL...
<ul style="list-style-type: none"> • Get your report card completed by the adult teaching your class for the session. • At 3:15pm take the report card to the member of SLT who has put you on the behaviour to sign off the end score. • Remain on the report card for a week when your behaviour will be reviewed by your parent/carer, class teacher and member of SLT.