



Cathcart Street Primary School

Positive Behaviour & Relationships Policy 2025-2026

"The route to exceptional behaviour is not paved with a toolkit of strategies, a bag of classroom management tricks or magic dust from senior leaders. It lies in the behaviour of every adult and their ability to treat everyone with Unconditional Positive Regard"

Paul Dix (2017)

Rationale

At Cathcart Street Primary School, we believe that all children and adults in our school and community are important. We have a legal responsibility to ensure every child is safe and protected from harm. We aim to provide an environment where everyone feels nurtured, valued, happy and secure



This policy complies with section 89 of the Education and Inspections Act 2006.

***Thinking of a child as behaving badly disposes you to think of punishment.
Thinking of a child as struggling to handle something difficult or as a means
of communication encourages you to help them through their distress.***

The most important aspect in children feeling nurtured, valued, safe and secure is the sense of connection and relationship with the member of staff. For most children this can be achieved by simple acknowledgment of the child and the child having the knowledge that you have them in your mind, care about them as a person, care about what they are doing and have unconditional positive regard.

Strong relationships between staff and pupils are vital. Staff need to be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally, staff must be approachable and there to help and children, must understand this. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provides a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs, which require a personalized approach.

General Behaviour Expectations

It is important to have high expectations for our children while recognising some children have specific needs.

The following expectations cover all times of the school day and where children are



representing the school out of hours or off site:

- Show respect and consideration to each other and the belongings of others, regardless of differences
- Behave sensibly around school to ensure safety of all e.g. move around in a controlled manner, use appropriate language, tone and volume when speaking
- Be ready to work to the best of your ability and follow instructions
- Be kind not unkind

We shorten these expectations to 3 school rules which form our school values and promote positive relationships:

- **Be Ready**
- **Be Kind**
- **Be Safe**

The 3 school rules should be displayed in every classroom.

These expectations are reinforced through regular interaction with children. It is everyone's responsibility to challenge children where these expectations are not met but equally to comment positively when they are.

Statement of intent

Cathcart Street Primary believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.



- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.



- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.



- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.

The relevant figures of authority include:

- SENCO.
- Headteacher.
- Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.



Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** - not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** - behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** - deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** - a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature - this may include bullying via text or images generated by artificial intelligence (AI).
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft



- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete work
- Disruption on public transport/trips/activities
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.



The LT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The LT and the headteacher will review staff training needs **annually**, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe, nurturing and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** - the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** - the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** - the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.



Our Nurture Provision will be available for children to access throughout the day if needed to support their SEMH as well as access to Ready to Learn areas in classrooms.

Routine Setting

Staff should ensure good routines for their classroom and for when their children are around the school.

Good routines should be in place for:

- Start and end of day
 - How will children be greeted in the morning?
 - How will staff create a positive start to the day?
 - Are opportunities given at the end of the day for reflection and casting forward for the next day?
- Transition times (between lessons, lessons going into break/lunch)
 - Where do children need to store their belongings?
 - When should they pack things away?
 - How do they sit/stand to show they are ready for the next step?
- Lining up throughout the day
 - How is the stress of lining up taken out?
 - Register order?
 - Turn taking?
 - How do the children know/remember?
- Moving around the school
 - Where do I walk?
 - Can I talk and walk?
 - What about if I see my sister in another year group, can I say hello?
- Break and Lunchtimes
 - Where do I play?
 - Who do I play with?
 - What resources can I use?
 - When do I have to pack away?

What do we do to teach and promote positive behaviour?



- **Whole School and Class Assembly Times:** These cover areas such as 'Caring for Others', 'Anti-bullying week', 'How to be a good friend', 'Who to go to if you need help'. Our assemblies are timetabled and focus on relevant celebrations/current affairs, PSHE theme for the term, zones of regulation and 3 school rules. Our Friday celebration assemblies.
- **PSHE Programme** - which includes strategies to deal with different situations and ways to help regulate emotions. This is taught by the class teacher. There is a plan for the year with themes which include specific issues relevant to our school and community including: Racism; Homophobia; Gender based language; Tolerance and respect; Disability awareness.
- **Teaching the Zones of Regulation** - every classroom will have a ready to learn area that children can use to support them with regulating their emotions and help them be ready for learning.
- **Whole School days/weeks:** Specific focus days/weeks are used to bring certain aspect a higher profile; these include themes such as Anti Bullying Week
- **School Curriculum** including RE and a thread through themes
- High focus on teachers developing **positive relationships with children**
- Clear and consistent **routines in classrooms**, around the school and in the wider community
- **High expectations** from staff about conduct in class and around the school
- **Clear pathways** for when behaviour causes a concern and positive reinforcement for good behaviour
- Establishment of **effective relationships is paramount**

The most important aspect in children feeling valued, safe and secure is the sense of connection and the relationship with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

We can categorise positive recognition as either personal or public. We create an ethos of every child as an individual and that all children are at different stages with their learning and development and achievement is based on their



own personal progress - not as a comparison with others.

For children with additional SEMH needs we look at the specific needs of these children to determine how we approach the use of personal and public recognition.

The use of public positive recognition (praise, awards and rewards etc.) can, in addition to the desired positive impact on the target children, often have negative impact on all children but especially children with additional SEMH needs.

Rewarding good behaviour must be the norm and is the responsibility of all adults in the school. All teachers will use Class Dojo's and 2 Stars of the day in their classroom. All staff should be pro- active in celebrating ordinary good behaviour overtly and often throughout each day.

Sanctions and Consequences

Sanctions need to be consistent and sure to happen in order to be effective. Always endeavor to be fair and honest, be prepared to apologise if you have made a misjudgment - we are all human - children like honesty and fairness. Never give a consequence without following it up- **there must be a fresh start every day.**

All staff will use and follow the same sanctions; Reminder - Warning - Reflection

How do we respond to a child showing challenging behaviour?

Any behaviour that falls below the expectations of the school (e.g disruption to learning, unkind actions), requires some level of intervention. The following is a pathway of what to do:

- Member of staff praises children doing the right thing first
- **Reminder:** A reminder of the expectations for learners to; **Be Ready, Be Kind, be Safe** delivered privately to the child. The adult makes them aware of their behaviour. The learner has a choice to do the right thing. Access to ready to learn zone might be appropriate
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- **Warning** A clear verbal caution delivered privately to the learner making them



aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. Access to ready to learn zone might be appropriate

- **Reflection** If the child is still not following the school rules or learning then a reflection time can be issued and will take place that day (at a time that suits - playtime/lunchtime). This is to be issued when all other classroom management techniques have been exhausted and as a last resort. The child should be sent to the HT/DHT/Phase Leader when at least 3 reflection times have been issued. All reflection times should be recorded on CPOMs, reminders and warnings are not needed to be recorded on CPOMS.

Rainbow Room and Foundation Stage might approach things differently in regards to rewards and sanctions

Remember - the most effective approach to support a child is through the relationship with the adult. At all points, ensure you keep a strong connection with the child having difficulties. Use positive reinforcement, as appropriate to ensure the child knows you are still there and you recognise their effort and any changes they have made.

At the end of the lesson (or during if appropriate) the teacher should talk with the child about the difficulties in the lesson and agree what improvement is needed for subsequent lesson.

Steps	Actions
Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness, AfL strategies, general classroom management techniques. Opportunity to access Ready to learn area.
Reminder	A reminder of the expectations Be Ready, Be Kind, Be Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Opportunity to access Ready to learn area.
Warning	A clear verbal caution delivered privately wherever possible, making the



	learner aware of their behaviour and clearly outlining the consequences if they continue. Opportunity to access Ready to learn area.
Reflection Time	If the child is still not following the rules or learning then a reflection time can be issued (reflection conversation). This is to be issued when all other classroom management techniques have been exhausted and as a last resort and recorded on CPOMS . A message will also be sent home on class Dojo informing parents/carers that reflection time has happened.
Formal Meeting	A meeting with the child and parents will be called by the HT/DHT if a child's behaviour remains unacceptable when all the previous steps have been exhausted and there have been more than 3 incidents of reflection time issues

Examples of consequences to some behaviour incidents

Children need the opportunity to reflect on their actions and the impact this may have had on others. Below are examples for some situations that may occur in school and the types of consequences that are appropriate.

Where possible, consequences should be given on the day and not rolled over into a new day. This gives the child a fresh start the following day.

WHOLE CLASSES SHOULD NOT BE PUNISHED FOR THE BEHAVIOUR OF A FEW.

Reparation / Follow Up Action

After an incident has occurred and action has been taken, it is ***crucial*** that the class teacher discusses the incident with the pupil on a 1:1 basis to ensure the relationship is not damaged and to set the boundaries again. The teacher will need to be firm with explaining clearly what was not acceptable but this should always focus on the behaviour choices not the emotion. The teacher should be curious about why the child was acting in the way they were in order to support them to be successful next time; however, this



discussion can only be held when the child is regulated and thinking rationally.

Incidents that are categorized as challenging behaviour and that need further action.

Examples of these are below:

- Incident that intentionally causes harm to another individual or causes serious risk of harm to self or others
- Any prejudice based comments racist/homophobic/religious/gender
- Comments made that are likely to or intended to cause upset or offence to someone else
- Theft
- Physical e.g. punching, kicking, hitting with object
- Fighting
- Exclusion of peers from games, if intended to cause upset to them
- Defiance after reasonable request has been specifically directed at the individual by an adult
- Bullying
- Possession of inappropriate items
- Ongoing multiple issue in a day

Managing incidents between children

The school is following the best practice outlined in the 'Kindness Principle' and following 'Unconditional Positive Regard' The principles of which ensure fairness of approach and allowing all sides to have their say.

Again, consistency is the key to success. All pupils should be able to rely on the fact that every incident will be handled using the same approach and the same questions. This avoids children from being able to say 'I was not listened to' or 'I tell an adult and they do nothing'.

When de-briefing an incident ensure you are talking to the correct children. Move them away from others to avoid unnecessary complication from others. Allow both parties to answer, without interruption.



Follow up:

This is an essential element of all behaviour. It is important that a follow up is made between both parties later in the break/day to check that harmony is being maintained. If not, then the approach is repeated.

Concerns with a child's behaviour

As a general principle where a class teacher has a concern about a child (one off incident or a general concern), they should contact the child's parent(s) to inform them of the concern and discuss what is happening in school. This contact should be recorded on CPOMS.

Following the discussion with parents and SENCo, the implementation of a support plan/ positive reward chart may be required. This should be shared with the child, parents and SENCo. The child's behaviour will then be tracked over a set period (approximately 3-4 weeks). At the end of this period, the parents will be contacted to inform them of the progress made.

If no improvement is made during the next period a formal meeting will be held between the teacher, child, parent and a member of senior management. A written plan with clear targets for improvement will be written and monitored on a weekly basis.

Regular contact should be made with parents to update them on any further issues or improvements. The child will meet with the class teacher to discuss the issues and agree improvements needed

In summary:**Major ongoing or serious issue**

In all cases where the behaviour is a significant cause for concern a record should be completed on CPOMS. This allows a record of the incident to be made and appropriate support to be planned for.

CPOMS reports should be completed by the person initially dealing with the incident. Any



other involved staff members can be named on the report and support the writing of the incident statement.

Staff should aim to deal with the incident and only escalate this to the leadership team if further actions are needed or an immediate response is needed and cannot be undertaken by the member of staff dealing with it.

Where there is an incident where a child is exhibiting behaviour, which becomes unmanageable or unsafe immediate support should be sought from another member of staff or member of the leadership team.

The Class Teacher/Phase Leader should be made aware of any incidents, which have been recorded on CPOMS. When an incident occurs, a judgment is made by the Teacher/ Member of LT as to whether the parents of the perpetrator(s) and/or victim(s) need to be informed, taking into account the severity of the incident, any continuing difficulties the incident is likely to cause and the child(ren)'s history of involvement in such incidents.

Sometimes an incident occurs in which the member of staff feels it appropriate for it to be recorded, but following investigation or an evaluation of the incident this may be logged as **INFORMATION ONLY**

Pupils with Special Educational Needs

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant, we may ask our SENDCo to evaluate the case and seek additional support for a child, when appropriate. These pupils may require specific behaviour strategies and input or a Support Plan, shared with parents. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration.

The SENCo and class teacher will liaise to discuss if any outside professional support is needed. This could include our school counsellor, school speech and language therapist, educational psychologist or the LA inclusion team. A discussion with parents will be had before support is given and consent will be sought. This support will take place in school and the outside professionals will liaise with the SENCo regarding



targets and next steps.

Bullying

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

We firmly believe bullying is wrong and can damage individual children. We endeavor to prevent it, by having a school ethos in which bullying is regarded as unkind and unacceptable.

We aim to produce a safe and secure environment where all can learn without anxiety. We aim, through our Anti-Bullying Policy, to have a consistent school response to any bullying incidents that may occur.

We will make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the prevention of bullying in our school.

All issues are fully investigated and appropriate action taken. Pro-active measures are in place to help all children deal with the issues surrounding bullying. These are delivered through a wide range of strategies including circle time, and PSHE activities - in class, with individuals, in groups, and in assemblies. For further information on the role of the Headteacher, Class Teachers, Governors and parents please see our Anti-bullying policy.

Use of suspensions/exclusions

These are only used as a last resort and where the safety or effective working of the child(ren) class/ school would be compromised.

Internal and external suspensions are sometimes used if returning a child back into the class setting may result in significant further disruption to their or others learning - or a significant incident has occurred which requires immediate investigation measures to be put in place to prevent a recurring event.



We follow the DFE guidance of: *“Exclusion from maintained schools, Academies and pupil referral units in England” (September 2020).*

We follow advice from the Wirral LA and will complete the required paperwork for all suspensions or exclusions including At Risk of Permanent Exclusions.

Any decision to permanently exclude a pupil from our school will be made by the Headteacher

If a pupil is internally excluded they will remain with a senior member of staff for the school day - this will include play and lunchtime. They will be taken for a separate play/lunch time play at a different time to their class.

If a child is externally excluded then a letter following Wirral policy will be sent home and a reintegration meeting will be scheduled and included in this letter. Pupils will not be allowed to return to school until the reintegration meeting has taken place.

Involvement of Parents

Building up positive relations with parents is vital in being able to work together in supporting a child having difficulties or where an incident has occurred.

For most children (unless there are specific safeguarding concerns) teachers should liaise directly with the parents if they have concerns about a child’s behaviour. This should be via face to face phone call or class Dojo in order to ensure there is a dialogue about the child/ incident. This is then recorded on CPOMS.

Talking to parents at the end of the day can often be tricky or embarrassing for the child or family. Teachers should avoid approaching parents on the playground as this can lead to the ‘walk of shame’.

APPENDIX H: SUPPORTING CHILDREN WITH SOCIAL EMOTIONAL MENTAL HEALTH NEEDS

It is a primary aim of our school that every member of the school community feels valued and respected; given unconditional positive regard and that, each person is treated fairly and well. We are a caring community, whose values are built on



mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure, and able to learn.

We recognise that children may experience a range of social and emotional or medical difficulties that manifest themselves in many ways. These may include children displaying challenging, disruptive or disturbing behaviour. These behaviours are a form of communication and may reflect underlying mental health difficulties, social interaction difficulties, or sensory disorders. Other children may have attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties. These children will be supported using a variety of strategies and these will be developed with key adults within the child's life (staff, professionals, parents) in order to best meet their needs.

We recognise that children with SEMH may exhibit behaviours, which reflect a hyperactive or hypo state and that the behaviour(s) comes from a place of fear, stress, low self-esteem, dysregulation or because of a school based barrier to learning e.g. pitch of task, classroom environment. We have a duty to strive to help children to return to a place of regulation, as only then will the child be in a place to reflect on the behaviour and find ways to repair the situation.

We also recognise that children in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation.

In order to effectively support children it is vital that staff are well trained and understand the potential root causes of behaviour(s).

We also recognise the needs of children with Special Educational Needs and Disabilities and follow the policies and procedures associated with supporting these children, including but not exhaustively, the SEND code of practice, Equal Opportunities, Disability Act.

Key principles in supporting the universal needs of all pupils:

- All behaviour (positive or negative) is a reflection of a person's emotional state
- Understand brain development and impact of stress and fear on behaviour



- Children have different 'stress windows of tolerance'
- You can't always see the 'trigger'
- Behaviours communicate a need
- Scared children can do scary things
- Don't take things personally
- Negative behaviour mostly comes from an unconscious place
- In times of stress children's thinking process is distorted and confused and short term memory is suppressed
- Children who are dysregulated are unable to access the thinking part of their brain
- Children without the strategies and skills need to manage their emotions need to be supported

Positive Reward Charts	Short term targets for pupils to address a specific issue. Written with the child and usually reviewed at the end of each lesson/ break.	This approach is not suitable for all children - Especially those with more complex needs or trauma and should only be used following discussion with the SENCo
In class amended provision & Ready to Learn areas	Ready to Learn areas. Busy boxes, stress balls, fidget toys, social stories, drawing pads, self-withdrawal, specific 'safe' places (e.g. tent) or other activities specific to the child	To help children remain regulated in order for them to access learning.
External Support and or assessments	A range of support: Inclusion Team CAMHS MHST Educational Psychologist Counsellor	To provide a range of assessments and support for more complex needs - including individual assessment and family support.



- Engaging children at an emotional level
- Regulate our own emotions - Time in not time out?
- Using staff presence to help regulate
- Naming need
- Empathetic commentary
- Access to a trusted adult to speak to
- Understand that any traumas in a child's life can impact on behaviour

How we support children with additional SEMH needs:

In addition to the above, we have package of therapeutic support for specific difficulties.

Children having difficulties are identified through members of staff, parents or other children raising a concern, or because of school tracking showing that there is a change in behaviour(s).

Following the identification of a child with additional SEMH needs, we:

- Meet with staff, child and parents to explore the issues and develop a plan or approach (A key approach is non-judgmental listening)
- Observe the child in lessons incl review of approaches to teaching, classroom environment, access to learning and relationships

Following this, support will be given in a range of ways;

Approach	What looks like	Purpose
Regulation times	Access to: <ul style="list-style-type: none"> - Nurture Provision - Ready to Learn areas - Sensory circuits - ELSA support 	Enable children to regulate before going into class before school/ after break/dinner etc.
Sensory Assessment	Use of sensory checklist and sensory circuits	To identify sensory needs and triggers in order to develop provision for that child.



Targeted Support	<ul style="list-style-type: none"> - In class support - Transition support from activities/ break etc. - Small 1 to 1 or focus groups - Daily / regular check ins - targeted support in the playground - ELSA 	Provide overall support for children's mental health and emotional needs in order to reduce anxiety
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USE OF REASONABLE FORCE AND SCREENING PUPILS

As a result of our approaches to supporting the needs of children with additional needs, it is very rare that the use of force is required. If a situation does occur, staff will use every possible solution to deescalate the situation and avoid having to resort to any physical contact in terms of managing behaviour. Early help from a member of LT or trusted adult of the child is vital in supporting a difficult situation.

The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is a **last resort** and will only ever be used in the extreme circumstances.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded on CPOMS.

Screening and searching pupils

Taken from the *Behaviour and discipline in schools - Advice for Headteacher and school staff (January 2016)*, there are two sets of legal provisions which enable school staff to confiscate items from pupils:

'The general power to discipline' and the **'Power to search without consent'**



At Cathcart Street Primary staff may confiscate items that are of high value, deemed inappropriate, are against the school policies or are causing an issue. Where a specific policy does not exist, the teacher should use their discretion, whether the item is returned to the child or to the parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian the teacher should ensure that the parent/guardian is made aware that an item has been confiscated - via phone call; where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search

GOVERNORS' STATEMENT:

As required by the guidance from the Department for Education on “**Behaviour and discipline in schools - Guidance for governing bodies**”, the following is a statement of general principles in *‘determining measures to promote good behaviour and discipline amongst pupils’* DFE, p2

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

As a school, we will respond to concerns regarding children’s behaviour outside of school which could:



- have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

Pupils, Parents and Staff are advised to inform school if they have any concerns. Each concern will be dealt with based on the nature of the incident.

PUPIL ALLEGATIONS AGAINST STAFF

We follow safeguarding and staff discipline policies in dealing with any allegations against staff.

We deal with any allegation of abuse made against a teacher or other member of staff or volunteer in our school very quickly, in a fair and consistent way that provides effective protection for the child and at the same time support the person who is the subject of the allegation.

For further details, please refer to our safeguarding policy.

SPECIFIC CIRCUMSTANCES

TRIPS/VISITS/SWIMMING/PE:

Following the guidance of the Equality Act 2010, we endeavor to provide all children with full access to the school curriculum: this includes educational visits and trips.

If a child has significant difficulties where an activity may pose additional risks for that child or the safety of others - we will work closely with staff and parents to develop a plan of support in order for the child to attend the trip and ensure the best possible outcome for all involved. This may involve for example: additional staffing, different modes of transport, amended visit time/structure of the visit.



USEFUL READING

For further reading on the principles that have guided this behaviour policy,
we recommend the reading of:

Dix (2017) When the Adult Changes, Everything Changes Hewitson (2021) If you can't reach them, you can't teach them



