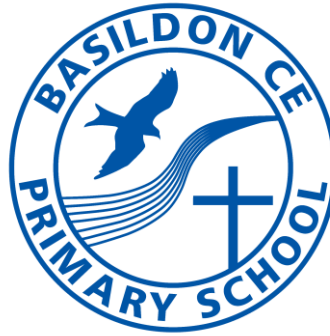


**COMPTON**



# **The Downland Federation Primaries Behavior Management Policy**

**Date of last review:** March 2026

**Date of next review:** March 2027

**Version: 5**

## **Monitoring and Evaluation:**

The policy will be reviewed annually and reported to governors.

Monitoring of its effectiveness will be through the termly behaviour and attendance report, including feedback from student focus groups, and the responses of staff and students given in the annual whole school survey

**The Downland Federation is committed to the  
safeguarding and welfare of its students and young people**

**Status: Statutory**

**Purpose:**

Every student has the right to feel safe at school and to learn. Our Theologically routed Christian vision is 'Strong in spirit, full of wisdom' Federation vision is 'Learning together, learning for life, a seamless education from 2-18', which emphasises a partnership based on trust and respect between all members of the school community.

The purpose of this policy is to continue to ensure that each school is a place where all students are able to achieve their potential as learners and leaders, with relevant support, care and guidance from appropriate staff. This will be achieved by incorporating therapeutic approaches to dealing with behaviour into the school's procedures for promoting good behaviour amongst its students. It will also be achieved by positively promoting the school's individual values. Basildon: respect, resilience, excellence. Beedon: respect, resilience, kindness, Compton: respect, courage, kindness

Our behaviour policy is based on Rights, Responsibilities and Rules which are common to all. The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND). Our schools are inclusive and believes that students with different needs should be provided with the support they need to achieve individual success, while still operating within the framework of the school's behaviour policy. The policy has been heavily influenced by West Berkshire's Relational Behaviour policy, which emphasises the critical importance of building strong and trusting relationships with all students, but most especially those who have experienced trauma.

The information contained within this policy and the appendix are of equal importance. For relevant information please ensure you review the policy in its entirety.

**Safeguarding:**

The federation primary Schools are committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Consultation and communication:**

Students, staff and governors were consulted on the policy and the code of conduct.

**Relationship to other policies:**

Anti-bullying, exclusion, SEND, Home School Agreement, attendance, Physical Intervention, safeguarding, teaching and learning

**Roles and responsibilities:**

**Responsibilities of the School**

All members of each school community are responsible for encouraging good behaviour by:

- Establishing therapeutic approaches when interacting with other members of the school community:

- Creating positive experiences inside and outside the classroom for all members of the school community, so that students enjoy their learning and make rapid progress
  - Building respectful relationships with other members of the school community
  - Recognising the difference between equality (treating everyone the same regardless of their individual needs) and equity (providing individuals with additional needs with the support they require to receive positive outcomes), and acting in a way that promotes equity and ensures inclusivity is at the core of our approach to behaviour management
  - Using consequences that help people displaying anti-social behaviour understand the impact of their behaviours on other people, so that they stop behaving in an anti-social way (developmental consequences); and using consequences to keep people safe (protective consequences)
  - Dealing with pro-social and anti-social behaviours in a way that ensures students have consistently positive experiences across the school, while still recognising that people with additional needs will need further support
- Ensuring that outstanding teaching and learning is achieved by adhering to the school's minimum expectations for teaching and learning
  - Being positive role models for members of the school community to follow
  - Creating a calm, safe and well-ordered environment in which high quality teaching and learning flourishes and in which all members of the school community feel physically and emotionally safe
  - Creating an atmosphere in which all members of the school community are treated as individuals whose rights, values, beliefs and cultures are respected
  - Recognising all kinds of bullying and unkindness when they occur and taking the necessary steps to deal with these behaviours so that all members of the school community feel safe (see Anti-Bullying Policy)

**To ensure the success of the behaviour policy, Executive head teacher, Director of primaries, heads of School , Senior Leadership Team and Governors should:**

- Establish a positive school ethos by creating a safe, secure and well-maintained school environment, where all members of the school community have positive experiences that support students to enjoy their learning and make rapid progress
- Promote an inclusive approach to behaviour management, based on providing all students with the support they need to achieve the school's high expectations
- Establish a system of praise and consequences which promote good behaviour, ensuring that no pupil will be discriminated against regarding race, religion, culture or other individual need and ensuring the safety of all
- Provide students with high quality pastoral care, including support to help students regulate their own behaviours
- Ensure students understand how to keep themselves and the people around them safe, including being aware of bullying and abuse (including child-on-child abuse) and understanding what they should do if they or someone else experiences bullying or abuse
- Provide regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school (see 'Home-School Agreement')
- Regularly monitor and review behaviour throughout the school, including incidents of differing levels of severity, producing reports that analyse behaviour incidents and consequences and inform planning on how to prevent and reduce future occurrences
- Ensure there is an effective programme of staff training, including induction for new staff, that addresses both individual and whole-school training needs
- Ensure that staff are fully supported with implementing the behaviour policy, including through a programme of on-going INSET on effective behaviour management and issues relating to it, such as mental health
- Ensure that students who join the school, including in-year transfers, are provided with a transition programme that helps them understand the school's values, routines and expectations.

### **To ensure the success of the behaviour policy, all staff should work towards the school's aims by;**

- Being good role models, following the staff code of conduct and embodying the school's values.
- Adopting therapeutic approaches to dealing with student behaviour, including the use of de-escalation techniques, scripted language and zones of regulation.
- Being inclusive by providing students with additional needs with the support they need to achieve positive outcomes; this includes paying due regard to Support and Achievement plans (SAPs) and Graduated approach plans (GAPs)
- Proactively liaising with other colleagues if they have concerns about a student's behaviour
- Informing the Head of school and or relevant SLT member of serious incidents, such as extreme cases of disobedience, bullying, rudeness and abusive or threatening behaviour to students or members of staff
- Using positive behaviour management techniques to encourage pro-social behaviour and create experiences for students inside and outside the classroom
- Taking a proactive approach to ensuring that students conduct themselves in a safe and pro-social manner around the school site, for example by being proactive while on break duty
- Providing opportunities for students to take an increasing responsibility for their own learning and conduct
- Helping students, including those who are new to the school, to understand the school's values, routines and expectations
- Liaising with parents about matters which affect their child's wellbeing, progress and behaviour by keeping the parents well informed and attending meetings when requested.

### **How will students be provided with pastoral support?**

- The majority of support will predominantly come from the child's class teacher with additional support from teaching assistant and others in the school team
- Children may receive additional support from the school's ELSA
- Students with more complex needs will be supported by SENCo who work in collaboration with class teachers

### **Discipline in federation primaries – Legal Powers of Staff;**

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose consequence on that pupil.
- To be lawful, the consequence must satisfy the following three conditions:
  - 1) The decision to punish (consequence) a pupil must be made by a paid member of school staff or a member of staff authorised by the head of school and or Director of primaries.
  - 2) The decision to punish (consequence) the pupil and the punishment (consequence) itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
  - 3) It must not breach any other legislation (for example in respect of SEND, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A punishment (consequence) must also be proportionate.
- Teachers can also discipline pupils "to such an extent as is reasonable" when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate, retain or dispose of a pupil's property as a punishment (consequence), so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- Further guidance can be found at:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/353921/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_school\\_staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/353921/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_school_staff.pdf)

- School staff have a right to conduct searches. Further guidance can be found at: <https://www.gov.uk/school-discipline-exclusions/searches> and in Appendix 3

**To ensure the success of the behaviour policy, all students should work towards the school's aims by;**

- Acting in accordance with the school's values
- Understanding and adhering to the school's routines and expectations.
- Behaving in a pro-social way that has a positive impact on other members of the school community as well as the wider community outside school
- Understanding what constitutes child-on-child abuse and acting towards others in such a way that helps all members of the school community feel safe and secure
- Taking active responsibility for the school environment and for their own learning and behaviour
- Taking personal responsibility for their own actions and understanding the consequences of them
- Agreeing to the Home School Agreement at the beginning of each year.

**To ensure the success of the behaviour policy, parents should work towards the school's aims by;**

- Accepting and supporting the school's behaviour policy and its related documents
- Accepting responsibility for the conduct of their children and offering praise and consequences when appropriate
- Agreeing to the Home School Agreement when their child is admitted to the school
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

**School position on the use of mobile phones and other devices**

- In 2024, the Department for Education issued new guidance intended to stop the use of mobile phones during the school day. As a federation, we firmly believed that phones are a source of distraction.
- Students are not allowed to have their mobile phones whilst at school. If they do bring them on site they will be stored centrally
- If there is an emergency it is important that parents/carers contact the school via reception, rather than contacting their child directly.
- Smart glasses are not allowed to be worn in school for both behavioural and safeguarding reasons. Smart glasses may not be worn even if the 'smart' functions of the glasses are not in operation.

**Power to discipline beyond the school gate**

The school has the power to discipline beyond the school gate all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. (Educations and Inspectors Act 2006). This includes any poor behaviour when the student is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school.

It also includes behaviour that:

- could have repercussions for the orderly running of the school

- poses a threat to another student
- could adversely affect the reputation of the school.

In all these circumstances the Director of Primaries and or head of School should also consider whether it is appropriate to notify the police of the actions taken against the student. In addition, school staff should consider whether the behaviour may be linked to the child suffering, or likely to suffer, significant harm. In this case the school staff should follow its child protection policy.

### **Searching pupils**

School staff can search students with their consent for any item which is banned by the school rules.

The Director of primaries and staff authorised by the Director of primaries (Heads of School and school's Senior Leadership Team and the trip leaders when students are on a school trip) have the power to search students or their possessions without consent where they suspect the student is in possession of prohibited items.

**It is essential to read the additional guidelines on screening, searching and confiscation. See Appendix 2**

### **Use of reasonable force**

The law and the school's policy on reasonable force is summarised in the Physical Intervention Policy and guidance, which all staff should be aware of.

### **Guidelines for Behaviour Management**

#### **Positive approaches to behaviour and rewards**

We actively promote good behaviour in school by modelling the behaviour we want to see, by communicating clearly our expectations of behaviour and by praising good behaviour throughout the school. To support staff with behaviour management a consequences ladder has been produced. This gives a list of student behaviours and the types of consequences that might be appropriate. **(See Appendix 1).**

### **Other Praise Systems**

Celebration Assemblies:

Each week staff will identify students who have demonstrated the school values, and they will be awarded star of the week certificates. In Basildon and Compton termly attitude and achievement awards will be given to student who have shown exceptional attitude to learning across the term.

### **Additional support for students with behavioural difficulties**

If the approaches already outlined do not help a student to modify their behaviour it might be necessary to draw up a personalised plan to provide more targeted support to help the student to improve their behaviour. At first this may include the class teacher, parents/carers and senior member of staff when appropriate. It may also be necessary to involve other agencies such as Educational Psychologists.

### **Supporting Victims of bullying**

Refer to the guidance in the anti-bullying policy.

## **Investigation of Incidents**

This applies to all incidents that could occur in the school, not only incidents relating to an infraction of the federation behaviour policy. Members of staff are expected to investigate incidents thoroughly and will ensure, when relevant, that written evidence is produced by both staff and students. Students will be expected to co-operate fully with all investigations, including by producing written statements when requested to do so by members of staff, even if the student has not been directly involved with the incident. Members of staff will take all necessary precautions to ensure that the anonymity of the student's producing written statements is preserved, unless this is incompatible with the nature of the investigation.

Students who make malicious false allegations about members of staff or students may receive consequences in accordance with the seriousness and possible impact of the allegations made.

## **Internal Exclusion**

For more serious offences such as verbal/physical aggression to students or staff or persistent low-level disruption, the student could face a period of time in the internal exclusion room. The decision to place a student in this room will be taken by the Head of School and or Director of primaries

Where possible, parents or carers should be informed that their child has been internally excluded on the day that the internal exclusion occurs.

Internal exclusion is a serious consequence and the decision to internally exclude should be made with careful consideration of the impact of being out of lessons on the student's learning.

## **Direction off site**

Off-site direction is a temporary measure which can be used by a Governing Board to require a student to attend another educational provision to improve their behaviour. Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction should be used to arrange time limited placements in another school or alternative provision. It is important to note that if off-site direction is used it must be in accordance with the Exclusion and Suspension Guidance from the DfE and West Berkshire's Direction Off-Site Guidance.

## **Suspension/Permanent exclusion – see exclusion policy**

The Director of Primaries and Executive headteacher decide whether to exclude a student, for a fixed term (suspension) or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community. (See Appendix 2).

Depending on the type of exclusion, parents or carers have the right to make representations to the governing body, however if the suspension is less than 5 days the governors cannot direct reinstatement. In all cases of suspensions that are more than 15 days or in the case of a permanent exclusion the governors' disciplinary committee must meet to consider the Headteacher's decision.

In some circumstances, the consequence of cross federation exclusion (Where a student spends the day in one of the other federation primaries) may be used as an alternative to internal exclusion or suspension



## APPENDIX 1: Examples of suggested scripted language staff could use

These are suggested phrases, and consequences for situations that staff may choose to use, these will need to be adapted for specific students, contexts and situations

### Scripted Language for Unsocial Behaviours

	Positive Phrasing <i>(Can include distracting/re-directing)</i>	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Unsocial Behaviours				
Leaving their desk without permission	'Stay seated in your chair... (name).'	'Are you going to sit on your own or with the group?' (repeat).  'Would you like to sit on the chair at this desk or that desk?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to... before you go out to break.'
Leaving the carpet during input/story without permission	'I can see you may not be comfortable there but stay seated until we have finished.'	'Would you like to sit in your carpet space/at your desk, or next to me?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to... before you go out to break.'
Refusing to complete the work set	'I know you want to do ..... first I need you to ....., then you can .....	'I can see you are not ready to do Maths now, so we can do ..... or .... and come back to Maths when you are ready.'	'You can choose to finish it later.'	Rehearsing and practising  Completing tasks  Differentiated curriculum – possibly practical and creative activities to encourage engagement in class
	'Can you tell me..../show me ....?'	'Let's see if we can do this in the book corner?'  'I wonder if we will be faster at the table or book corner?' (repeat)  'Are you starting your work with the words or a picture?' (repeat)		

		'You can work with a friend or on your own.' (repeat)		
	Positive Phrasing <i>(Can include distracting/re-directing)</i>	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Unsocial Behaviours				
Refusing to get changed for PE	'I know you don't want to get changed for PE, so this time just take off your shoes and socks and then you will be safe.'	'Are you going to change all your kit or just shoes and socks.' (repeat)  'You can choose to get changed here or in the cloakroom/other classroom.' (repeat)	'Well done to everyone getting changed quickly and safely for PE.' (remind of importance of changing).  <i>There may be a safeguarding or body conscious issue here so you do need to check this – there could be a previously arranged place agreed for private changing if necessary.</i>	
Refusal to do PE	'I can see you are not ready to join in with PE now so you can join in with the middle bit or the end bit.' (repeat).		'You can do a lesson with the other class later if you would like to?'	'Before break, we will talk about the bits you find difficult in PE.'
Not listening to/following instructions	'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'  'Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.'  'Fantastic listening from.... I like the way you are staying still and		'You can choose to have another go later.'	'We will check you understand how to... Before you go out to break.'

	listening so you can follow my instructions.'			
	Positive Phrasing <i>(Can include distracting/re-directing)</i>	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Unsocial Behaviours				
Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)	'I can see you are choosing to read/draw now rather than join in. If you do this.... first, then you can draw/read after that.'	'You can choose to do this now or later'. (repeat)	'You can choose to do this later if you would like to when the others are doing....?'	'We can check you understand what to do before you go out to break.'
Rocking on their chair	'Put the 4 chair legs on the floor.'	'Do you want to sit on the chair or the carpet?' (repeat)		'We may need to practise how to sit on the chair safely before breaktime.'
Calling out/talking to a friend (first occasion)	'We are taking it in turns to listen. Who else can I see listening carefully?'  'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'			'We can check you understand what to do before you go out to break.'
*Playing/fiddling with equipment  <i>(Some children may need to do this when listening - if they are</i>	'I can see you want to fiddle with the pen/rubber when we are listening - it may be distracting others.'  'Put the ruler/rubber/pen on the table.'	'Put it on your table or give it to me.' (repeat)		

<i>not disrupting they may need to be given a fiddle toy)</i>				
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	Positive Phrasing <i>(Can include distracting/re-directing)</i>	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
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**Unsocial Behaviours**

*Not sitting 'appropriately' for learning  <i>(Some children may find it very difficult to sit still and cross-legged on the carpet or up straight on a chair – try and offer times when they choose their best listening position and offer this on occasion e.g., story time)</i>	'You need to sit up to your desk for this lesson because.... (e.g., it will help your presentation/ show me that you have understood the instructions), later for story time you can ..... (e.g., sit in your favourite way.)'			
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	Positive Phrasing <i>(Can include distracting/re-directing)</i>	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
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**Anti-social Behaviours** *Note the frequency – it is normally this that makes it intolerable – only very frequent and persistent will require SLT intervention*

Continued interruptions	'I can see that you are not ready to learn. When you	'We can talk about ensuring others are able to learn when	If the interruptions are 'valid' and the pupil is keen to get	Conversation and exploration
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Aggressive shouting/calling out disruptively	are ready we can talk about the learning before you go out to break.'	you are ready – who would you like to talk to, me or .....?' (repeat).	their point across, ensure they understand the 'rules' of conversation. If it is being done to disrupt others then use the phrasing and choices.	
Answering back/mimicking	'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'  'I can see you know the answer but at the moment it is ..... 's turn to share their thoughts.'		Ignore and speak later to individuals.	
Swearing	'I can see that you are not happy at the moment.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat).	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	Conversation and exploration
Name calling				'Thank you for telling me/showing me how you are feeling – if you tell me more I can listen/help.'
Lying	'I can see you are upset.'  'We can talk when you are ready.'	'We will carry on when you are ready.'  'We can talk when you are ready – who would you like to talk to, me or .....?' (repeat when calm)		
Refusal to carry out an adult's request	'Put the pen on the table.' 'I can see you are not ready to do this right now.'  'I can see something is wrong, if you want to talk I will listen – I am here to help.'	'Walk with me, to the library or the book corner.' (repeat)		Rehearsing and practising  Completing tasks

	Positive Phrasing <i>(Can include distracting/re-directing)</i>	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
<i>Anti-social Behaviours Note the frequency – it is normally this that makes it intolerable – only very frequent and persistent will require SLT intervention</i>				
Distracting and/or disrupting others' learning by continual talking to others, shouting, banging, making noises	'I can see that you are not happy at the moment and you are not ready to learn/play.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat).	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	Rehearsing and practising  Completing tasks (catch-up hub)
Leaving the classroom without permission	'I can see that you are not happy at the moment.'	'Come back into the room when you are ready and we can talk here or with ..... who would you like to talk to, me or .....?' (repeat).  'You can come and find me when you are ready.'	I can see you are not happy at the moment. When you are ready to come back to class, I will listen.' (then ignore until they are ready as long as another adult is in the vicinity).	Educational opportunities – identify early warning signs for needing to leave  Creation of a 'safe space' in the classroom if staying in class is difficult
Damage to property	'I can see that you are not happy at the moment.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat).		Assisting with repairs or planning the repairs
Stealing	'I can see that you have taken something that doesn't belong to you.'	'When you are ready to return it, you can give it to me or put it in the box.' (repeat).		Research the real-world implications



	<b>Positive Phrasing</b> <i>(Can include distracting/re-directing)</i>	<b>Limited Choice</b>	<b>Disempowering the Behaviour and/or De-escalation</b>	<b>Protective or Educational Consequence</b>
<b>Anti-social Behaviours</b> <i>Note the frequency – it is normally this that makes it intolerable – only very frequent and persistent will require SLT intervention</i>				
Continued interruptions	<p>'I can see that you are not ready to learn. When you are ready we can talk about the learning before you go out to break.'</p> <p>'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'</p> <p>'I can see you know the answer but at the moment it is ..... 's turn to share their thoughts.'</p>	<p>'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or .....?' (repeat).</p>	<p>If the interruptions are 'valid' and the pupil is keen to get their point across, ensure they understand the 'rules' of conversation. If it is being done to disrupt others then use the phrasing and choices.</p> <p>Ignore and speak later to individuals.</p>	Conversation and exploration
Aggressive shouting/calling out disruptively				
Answering back/mimicking				
Swearing	<p>'I can see that you are not happy at the moment.'</p> <p>'I can see you are upset.'</p> <p>'We can talk when you are ready.'</p>	<p>'When you are ready we can talk here or in the library/office/classroom.' (repeat).</p> <p>'We will carry on when you are ready.'</p> <p>'We can talk when you are ready – who would you like to talk to, me or .....?' (repeat when calm)</p>	<p>'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).</p>	<p>Conversation and exploration</p> <p>'Thank you for telling me/showing me how you are feeling – if you tell me more I can listen/help.'</p>
Name calling				
Lying				

Refusal to carry out an adult's request	'Put the pen on the table.' 'I can see you are not ready to do this right now.' 'I can see something is wrong, if you want to talk I will listen – I am here to help.'	'Walk with me, to the library or the book corner.' (repeat)		Rehearsing and practising  Completing tasks
	<b>Positive Phrasing</b> <i>(Can include distracting/re-directing)</i>	<b>Limited Choice</b>	<b>Disempowering the Behaviour and/or De-escalation</b>	<b>Protective or Educational Consequence</b>
<b>Anti-social Behaviours</b> <i>Note the frequency – it is normally this that makes it intolerable – only very frequent and persistent will require SLT intervention</i>				
Distracting and/or disrupting others' learning by continual talking to others, shouting, banging, making noises	'I can see that you are not happy at the moment and you are not ready to learn/play.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat).	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	Rehearsing and practising  Completing tasks (catch-up hub)
Leaving the classroom without permission	'I can see that you are not happy at the moment.'	'Come back into the room when you are ready and we can talk here or with ..... who would you like to talk to, me or .....?' (repeat).  'You can come and find me when you are ready.'	I can see you are not happy at the moment. When you are ready to come back to class, I will listen.' (then ignore until they are ready as long as another adult is in the vicinity).	Educational opportunities – identify early warning signs for needing to leave  Creation of a 'safe space' in the classroom if staying in class is difficult
Damage to property	'I can see that you are not happy at the moment.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat).		Assisting with repairs or planning the repairs

Stealing	'I can see that you have taken something that doesn't belong to you.'	'When you are ready to return it, you can give it to me or put it in the box.' (repeat).		Research the real-world implications
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	<b>Positive Phrasing</b> <i>(Can include distracting/re-directing)</i>	<b>Limited Choice</b>	<b>Disempowering the Behaviour and/or De-escalation</b>	<b>Protective or Educational Consequence</b>
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**Dangerous Anti-social Behaviours** *will likely need SLT support after following the script*

Leaving the school building	'I am not chasing you. I'll be standing here to make sure you are safe. When you go to (adult) inside, we can solve the problem.'	'I can see there is something wrong. Do you want to come inside and talk toXXXXX? <i>(give a choice of 2 – whichever most appropriate/available).</i>		Conversation and exploration  Possible limit to outside space  Escorted in social situations/breaktimes
Leaving the premises	'Name, you have left the school premises, so I am going inside to call the police.'	'When you come in would you like to go to the carpet or your safe space?' (repeat)		Restricted off-site activities
Spitting (directly at another)	'Your actions have hurt me/child's name. Use your words and I will listen.'	'I can see there is something wrong. Do you want to come inside and talk to XXXXX ? <i>(give a choice of 2 – whichever most appropriate/available).</i>	'Child's name....., I can see something has happened.'	Protective Consequences: Possible limit to outside space  Escorted in social situations/breaktimes
Hair pulling				
Pushing aggressively				
Scratching				

Pinching		<i>(If already inside the choice would be to come and talk to one of these adults and away from wherever they are now).</i>	'Talk and I will listen.'	Restricted off-site activities
Hitting				
Kicking				
Fighting				
Biting				
Punching				
Throwing furniture				
Physical or verbal bullying (see Bullying Policy for definition)				
All unsocial, anti-social and dangerous behaviours need time, patience and praise when the child is showing prosocial behaviour following any of these difficulties – see above - Prosocial section				

## APPENDIX 2: Ladder of Consequences

Behavior Incident	Staff Involved	Consequence	Communication
Disrupting lessons- repeatedly calling out etc.	Support staff, class teacher	Use language scripts first. If persistent in one lesson, work in alternative space outside classroom	Communicate with parents if a regular occurrence
Failure to complete adequate learning activity in lesson-	Support staff, class teacher	Ensure work is the correct level for child.  Work completed in break time or lunch time or sent some after school	Communicate with parents if a regular occurrence
Rudeness, uncooperative behavior and disrupting the learning of others.	Support staff, class teacher  Meeting with SLT	Many situations can be dealt with by a verbal warning. Depending upon the severity and persistence of the behavior, remove should be used, followed by after school detention. Persistent problems will lead to more serious consequences, internal suspension of cross federation suspension	Log on CPOMS  Parent informed- Face to face meeting of phone meeting if persistent
Damage to school equipment or property	Class teacher  SLT  DoP Exec Head	Replace equipment  Internal suspension. Cross federation suspension	Log on CPOMS Parent face to face meeting.
Discriminatory language (for example homophobic or racist language)	SLT  DoP Exec Head	Internal suspension.  Cross federation suspension	Log on CPOMS  Log on Crest Parent face to face meeting.
Large numbers of negative behavior incidents within a period of half a term	SLT  DoP Exec Head	Internal suspension.  Cross federation suspension	Log on CPOMS Parent face to face meeting.
Climbing fencing	Support staff, class teacher  SLT informed and support if needed  Inform- DoP/ Exec Head	Not allowed out at break of lunch as protective consequence for agreed period	Log on CPOMS  Log on Crest Parent informed either face to face, phone, email, dojo
Physical incidents involving hurting another child	Support staff, class teacher	Speak to child, remind them this is unsafe	Log on CPOMS

	SLT informed and support if needed	Sit out for the rest of break lunch/ Removed from class for part of day Internal suspension. Cross federation suspension (may result in permanent exclusion if repeated or sufficiently serious in nature)	Parent informed either face to face, phone, email, dojo
Abusive behavior, Bullying, including child-on-child abuse	SLT DoP Exec Head	Internal suspension. Cross federation suspension May result in permanent exclusion if repeated or sufficiently serious in nature	Log on CPOMS Log on Crest Parent face to face meeting.
Physical aggression towards staff	SLT DoP Exec Head	Internal suspension. Cross federation suspension may result in permanent exclusion if repeated or sufficiently serious in nature	Log on CPOMS Log on Crest Parent face to face meeting.
Criminal acts	DoP Exec Head	Internal suspension. Cross federation suspension May be Permanent exclusion	Log on CPOMS Log on Crest Parent face to face meeting.
Extremely serious offences or offences that form a sustained pattern of disruption and defiance	DOP Exec Head	Internal suspension. Cross federation suspension May be Permanent exclusion	Log on CPOMS Log on Crest Parent face to face meeting.

- The list of behaviours and appropriate responses is not exhaustive and is intended to provide guidance to staff on how to respond to behaviour in a consistent manner, while still recognising that different approaches, such as restorative practices, may be more appropriate when dealing with certain behaviours, and that students with additional needs may need to be treated in different ways
- Staff should always remember that consequences are intended to be either developmental or protective: developmental consequences help people displaying anti-social behaviour understand the impact of their behaviours on other people, so that they stop behaving in an anti-social way; protective consequences are put in place to keep people safe

- Staff should avoid applying developmental consequences for whole classes, as whole-class consequences are not therapeutic
- Best practice is to inform and involve parents as often as possible. This is the responsibility of classroom teachers, not just SLT
- The consequences are in an ongoing process of review. We welcome your ideas on what works well and what needs to be improved.

## APPENDIX 2

(Adapted from GOV.UK [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk))

**All staff *must* have read and understood the Government advice on 'Searching, screening and confiscation' before they undertake a search**

### Searches

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person (including the student)
- an article specified in school rules (such as mobile phones, which students may not use in The Downs without the permission of teachers, and vaping materials, even if they do not contain nicotine)
- tobacco and cigarette papers (including vaping materials)
- fireworks
- pornographic images.

### Legal requirements of a search

These are outlined in the following document [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk). All legal requirements must be complied with before, during and after the search. The Headteacher has authorised members of the Senior Leadership Team, Heads of Year, Student Managers and other members of the school's pastoral team (such as Family Support Workers, Pupil Premium Progress Managers and Pastoral Administrators) to conduct searches.

### Metal detectors

Schools can make pupils go through a metal detector - they don't have to suspect that the child has a weapon. If the child refuses to go through the metal detector, they can be stopped from coming into school.

### **Complaining about a search**

If parents and carers are unhappy with a search undertaken on their child at school, they should talk to the headteacher. If they are not satisfied, parents and carers should ask for a copy of the complaints procedure.