



St. Mary's Catholic Federation, Carshalton

Learning, playing and growing together in the love of Jesus

"St Mary's is committed to being a Rights Respecting School to inspire and support the children, parents and school governors in school and the wider community."

**Positive Behaviour Policy
(Statutory)
(Annual)**

This policy is to be read in conjunction with the following policies: Inclusion, Safeguarding and Child Protection, Equal Opportunities, School Mission and Vision Statements.

Author: SLT

Committee: Inclusion

Date Prepared: March 2023

Date Approved: June 2023

Date of Review: March 2024

Approved by Full Governing Body Date: July 2023

Chair of Governors Signature:

Safeguarding Statement

This school takes notice of and adheres to all the national and local policies and guidance in regard to Safeguarding Children and Young People.

Lead Safeguarding Person Nursery & Infant School: Mrs M Quinn

Lead Safeguarding Person Junior School: Mrs M Kenny

Safeguarding Deputies: Mrs S Hulme, Mrs F Black, Mr S Pratsis, Mrs E Heath

Governor designated safeguarding officer: Mr T Richmond

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1. Aims:

This policy aims to:

- Ensure a whole community approach of high standards that reflect the Federation's beliefs and values.
- Create a positive culture that promotes excellent behaviour: ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- To provide a consistent approach to behaviour management.

2. Legislation, statutory requirements and guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022](#)
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
- <https://www.gov.uk/government/consultations/use-of-reasonable-force-and-restrictive-practices-in-schools>
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Roles and Responsibilities

The Governing Body is responsible for:

- Reviewing and approving the Behaviour Policy
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness and holding the headteacher to account for its implementation
- Being respectful, kind, ambitious, honest and keeping safety in mind at all times.

The Headteacher is responsible for:

- Promoting the ethos of the school
- Reviewing this policy in conjunction with the Governors and to advise governors on the latest statutory changes and relevant guidance
- Giving due consideration to the school's behaviour policy and its effectiveness
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Overseeing that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring Senior Leaders provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Ensuring that Senior Leaders offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both support and sanctions (consequences) when necessary
- Ensuring that the data from behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- Setting expectations for strategies that help all pupils feel a sense of belonging
- Being respectful, kind, ambitious, honest and keeping safety in mind at all times.

Senior Leaders are responsible for:

- Promoting the ethos of the school and ensuring that the behaviour policy is adhered to consistently and fairly within all phases of learning
- Monitoring strategies in place to help all pupils feel a sense of belonging
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture and values to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Leading on the behaviour and conduct and working with the Head and Deputy to ensure a nurturing environment that promotes and maintains a very high standard of behaviour and mutual respect
- Day to day monitoring of this policy, the record keeping of behaviour records, use of and the planning and teaching of the nine principles of Catholic social teaching
- Being respectful, kind, ambitious, honest and keeping safety in mind at all times.

Teachers and Staff are responsible for:

- Promoting the **ethos and values (Appendix 1)** of the school
- Creating a calm and safe environment for pupils
- Planning the schools' **'Wonder and Discover' curriculum (Appendix 2)** to fulfil all National Curriculum expectations, providing an ambitiously broad and balanced range of learning opportunities which support **positive learning behaviours (Appendix 3)**.
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently, making expectations easy to understand and follow
- Providing suitable resources to support positive learning behaviours e.g. classroom daily visual timetable, wearing staff lanyards with visual prompt cards
- Communicating the school's expectations, routines, values and standards through regular explicit teaching of behaviour expectations and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of individual pupils
- Creating **Individual Behaviour Agreements (Appendix 4)** for those pupil's whose behaviour requires personalised support

- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Devising and implementing strategies to help all pupils feel a sense of belonging
- Recording behaviour incidents promptly and factually using the school systems
- Use of '**Think and Repair Map**' (**Appendix 5**) with children to gain a clear picture of any serious incident needing reparation or where further investigation is required.
- Teaching the use of '**Thinking Hats**' (**Appendix 6**) as a strategy to aid pupils' abilities to rationalise and think critically.
- Planning and teaching the nine principles of **Catholic Social Teaching** (**Appendix 7**)
- Challenging pupils to meet the school's expectations
- Talking in an appropriate voice, using acceptable and effective words
- Displaying **Behaviour Principles Key Words** (**Appendix 8**) in each classroom
- Being respectful, kind, ambitious, honest, keeping safety in mind at all times
- Developing a positive relationship with each pupil, which for example will include:
 - Greeting each pupil in the morning at the door or when completing registration
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using regular **positive reinforcement** (**Appendix 9**)
 - Finding out about their personal interests and motivations
 - Strategies to develop a sense of belonging
 - Using reflection effectively, including prayer time as appropriate

Where appropriate and reasonable, adjustments may be made to regular routines and practice within the curriculum to ensure all pupils can meet behavioural expectations.

In regard to the school's behaviour culture, pupils will be educated on the following:

- the school's key behaviour principles and expectations
- the expected standards of learning behaviour they should be displaying throughout the curriculum
- that they have a duty to follow the behaviour policy
- the values of meeting the expected behaviour standards and the **sanctions** (**Appendix 10**) they may face if they do not
- the pastoral support that is available to them to help them meet the behavioural standards
- the **School's Ethos** (**Appendix 11**), **British Values** (**Appendix 12**).

Pupils (to include School Council and pupil voice meetings) will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

Parents and carers

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Parents and Carers are responsible for:

- making sure that the child is in school on time, every day and ready for learning
- making sure that the child is dressed appropriately for school in line with the School's Uniform policy and Home School Agreement
- supporting their child in adhering to the school's behaviour policy
- informing the school of any changes in circumstances that may affect their child's behaviour
- being a good role model for their child on and around the school premises
- discussing any concerns regarding their own child with the **class teacher** promptly and respectfully
- taking part in any pastoral work following misbehaviour (for example: attending meetings in relation to their child)
- getting to know the school's behaviour policy and reinforce it at home where appropriate
- being respectful, kind, ambitious, honest, keeping safety in mind at all times

If a parent wishes to discuss the matter with a member of staff then an appointment can be made, with the class teacher in the first instance, by contacting the school office.

Parents should never approach another child or their family to discuss an incident that may have occurred in school. Any questions or concerns should always be investigated through the proper school channels and procedures.

Pupils are responsible for:

Knowing and following the school's key **behaviour principles** of being:

Respectful

Kind

Ambitious

Honest

Safe

Responsible

4. School behaviour curriculum

The school's policy of zero tolerance of undesirable behaviours is understood and enabled through:

Whole school assemblies,

Displays around the school,

The use of vocabulary which is explicitly taught to the children; it follows Christian values and is embedded throughout the curriculum so that we have a common understanding of our ethos and expected behaviours.

We understand that mistakes may occur and a restorative approach is taken at these times using the school's 'Think and Repair' map. Children are encouraged to **talk** and staff must **listen**.

For behaviours that require a **consequence** (Appendix 10), a hierarchy of leadership must be followed starting with the member of staff dealing with the situation followed by- class teacher - middle leader - senior leader - deputy head teacher - head teacher.

We recognise the impact SEND may have on behaviour (Appendix: 14)

Throughout the curriculum pupils are taught our principles and expectations.

Pupils will show **respect** by:

- Listening to and following all staff instructions
- Making it possible for all pupils to learn in every lesson
- Contributing and listening well during lessons e.g. during learning partner talk time
- Wearing the correct uniform at all times
- Adhering to appearance expectations
- Behaving politely, good manners e.g. holding a door open for others, responding when spoken to
- Treating the school buildings and school property with care
- Taking care of one's own belongings e.g. hanging coat and bag on pegs provided, handing in homework on time.

Pupils will show **kindness** by:

- Using kind words and actions
- Allowing everyone to participate
- Encouraging and supporting others to do their best
- Collaborating during group work

- Listening to others ideas
- Being compassionate to others

Pupils will be **ambitious** by:

- Working hard and always trying to do their best
- Developing personal resilience skills
- Completing homework on time
- Trying new things, having a go
- Building self-confidence
- Being creative
- Being curious e.g. asking 'I wonder' questions

Pupils will be **honest** by:

- Speaking factually about any situations or concerns
- Contributing truthfully when completing a 'Think and Repair Map'
- Sharing any worries with parents, carers or school staff
- Not bring mobile phones or other prohibited items into school without appropriate authorisation.

Pupils will be **safe** by:

- Behaving in an orderly and self-controlled way
- Listening to and following all staff instructions
- Following online safety guidance in and out of school
- Moving in a quiet, safe manner when walking around the school
- Lining up calmly and quietly
- Keeping hands and feet to oneself
- Being gentle (not engaging in rough play)
- Wearing the correct uniform at all times (including no jewellery or ear rings)
- Returning to the school office if meeting arrangements fail or if they have any safety concerns. (For pupils at the juniors school with parent / carer permission to independently walk home)
- Staying on the playground during break times (asking for adult permission if needing to enter the building)
- Following 'wet play' rules when in the classroom during inclement weather
- Reporting any safeguarding concerns or worries to a member of staff. (We are a telling and listening school.)

Pupils will be **responsible** by:

- Understanding how their own actions impact on others
- Looking after themselves and their belongings
- Taking care of others

- Informing staff of any concerns or worries for themselves or others
- Being respectful, kind, ambitious, honest, keeping themselves and others safe.

Bullying, including cyber-bullying, prejudice-based and discriminatory bullying will not be tolerated. All reports of bullying will be investigated and appropriate actions taken. All reports of bullying, of any kind, are to be reported to a member of the Senior Leadership Team.

The Use of Reasonable Force (in line with DfE advice July 2013 Use of Reasonable Force)

The school has a duty of care to both pupils and staff. Staff have a duty of care to protect pupils and to take action to prevent the cause of harm. Reasonable Force is only used when it is completely necessary in order to keep people safe and should be reasonable, proportionate and appropriate. When using reasonable force, the school has a legal duty to make reasonable adjustments for children with disabilities and children with SEN.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer any or significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to Children's First Contact Services (CFCS - Sutton) is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Mission Statement

"Love one another "John 1.

St Mary's is a welcoming school based on our shared Gospel values where we give witness to God's love, knowing that every child is embraced with the love of Jesus as they pray, play and grow together as friends.

Every child is unique and we are proud of our inclusive and supportive learning environment, where we celebrate each other's achievements. Children have the opportunity to reach their full potential as we guide them to become lifelong learners.

We all aspire to do the best we can within God's family, living Christian values and sharing spiritual links with those in our home, parish and wider community.

Motto *following Gospel values*

Learning, playing, and growing together in the love of Jesus

Ethos

Ambition, Belief, Compassion for every child

School Vision

Our vision is for life long 'learning' to be at the heart of St Mary's Catholic Federation, Carshalton.

A school where there are high expectations and a striving for excellence in all that we do.

A community where every child, member of staff, parent, governor and visitor is treated with respect and valued as a unique individual in the image of Christ.

A place, which maintains a high level of creativity, enquiry and challenge with a sense of adventure and enjoyment.

Intent:

The curriculum at St Mary's is two-fold. We teach the national curriculum interwoven with our school experiences and opportunities, to enable children to take their learning further than the classroom and into their future education. Please also refer to our School [Mission Statement and Vision](#) that set out our Catholic ethos, which encompasses every part of school life. It explains how we set out to fulfil the purpose of Catholic education, providing our pupils with the knowledge, understanding and skills to think spiritually, ethically and theologically.

Our curriculum is fixed however we make adjustments where necessary; we aim to ensure that each child has equitable exposure to learning opportunities. This means that adaptations are made for each class or cohort with reference to the needs of the children in a way they can embrace curiosity, awe, wonder and joy of learning within the outline set by the national curriculum. In this way children become fulfilled life-long learners.

We are committed to equal opportunities for all pupils and follow the Bishop's statement in following several Key Principles in the planning and delivery of our curriculum: (CES 1997)

This is clear that every learner:

- Has a divine origin and is a unique individual?
- Is gifted by the Holy Spirit
- Has the right to be included fully in the life of the Church community
- Has the right to education and to have potential identified and developed?
- Has the right to be regarded as having equal value and worth, reflecting diversity.
- Has the right to a broad, balanced, relevant and differentiated curriculum?
- Has the right genuine access to the whole curriculum
- Has the right to be challenged by and to achieve in the learning situation
- Has the right to share with and learn from others

We intend that through our curriculum children experience:

- A special relationship with God
- Prayer which reflects the essence of our lives
- The Gospel values of love, justice, tolerance, kindness forgiveness
- Exploration using Wonder and Discover
- Opportunities to develop an understanding of their own values and importance as individuals
- Respect for themselves, others, other faiths and all cultures
- Opportunities for worship and reflection
- Joy
- Success
- Mistakes, and learn from them
- Independence
- Frustration, and ways to cope
- Curiosity
- Resilience
- Motivation
- Disappointment, and determination to continue
- Leadership and followership
- As much outdoor learning as possible
- Use of tools to promote strategic thinking

Implementation:

Our teachers are leaders of a curriculum area, we work together to ensure a broad and balanced curriculum. Teachers lead continuous professional development for their

subject championing it, so that all staff grow their subject knowledge and understand our shared pedagogy.

The St Mary's curriculum is taught in subject areas - follow the links to each subject page.

Our school overview of curriculum forecasts can be accessed on the website.

The school uses a layered format of planning that enables links across subject areas, to enhance the taught curriculum by overlearning skills, whilst embedding disciplinary and substantive knowledge. The long term plans for each year group are formed from the long term plans of each curriculum leader, so that each subject has detailed skills and knowledge progression. The curriculum design at St Mary's carefully considers what a child has already learned and what they need to know next.

Impact:

Our curriculum is measured in many ways, but most importantly by the opinions of children. During each topic, children complete reflective thinking work and comment on the best parts of their learning. These are carefully analysed by teachers for their yearly curriculum reports. Subject leaders also use these for their termly subject leader review that inform ongoing school improvement targets.

The school analyses data half termly to ensure knowledge skills and understanding are met, this can take many forms including daily assessment, regular moderation and consistent formative and summative assessments. All assessments and analyses feed back into curriculum planning to inform all layers of staff of how best to support and educate the next

Appendix 3: **Positive Learning Behaviours**

Include attributes such as:

A love of learning

Collaborating well with others

Being creative, using imagination

Having curiosity, asking enquiring questions

Building confidence

Developing resilience

Learning from experiences and mistakes

Appendix 4: **Individual Behaviour Agreements**

If a pupil regularly displays behaviour that disrupts theirs and others learning as well as disrupts the safety and stability of the classroom, a personalised strategy in the form of an individual behaviour agreement is required.

Individual Behaviour Agreement (IBA) :

- Describe the behaviours
- Identify situations that a pupil finds difficult (triggers)
- Identify proactive behaviour strategies to help a child cope before their behaviour escalates
- Identify positive behaviour strategies to support a child if their behaviour has escalated
- Should be easy to understand
- Should consider the need for a Risk Assessment
- Be created with the pupil and shared with the parents.

All plans are formally reviewed and updated every 4-6 weeks with the class teacher, senior leader and or SENCo. The purpose of a behaviour support plan is to ensure that:

- The frequency and severity of challenging behaviour reduces
- Everyone working with a child on a IBA consistently uses the same, agreed, approaches
- Parents are made aware of the strategies that are being used at school
- Provides clear documentation

Appendix 5 Think and Repair Map

Using a restorative approach a 'Think and Repair' map will be completed by the class teacher or adult in charge at the time to investigate and satisfactorily resolve a situation or for all incidents of a serious nature.

St. Mary's

Learning, playing and growing together in the love of Jesus

Name:
Class:
Date:
Staff:

Antecedent

What, Where, When, Who?

What happened?

Consequence?

What would you change?

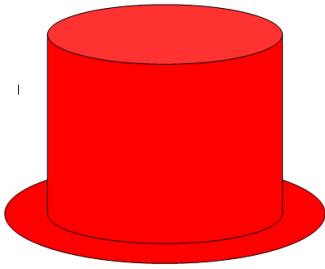
How did you feel?

How do you feel now?

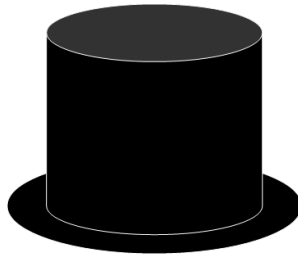
Parent informed? Yes / No
Date:
Signature:

(The personal circumstances of the pupil will be taken into account when deciding on any sanctions or consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.)

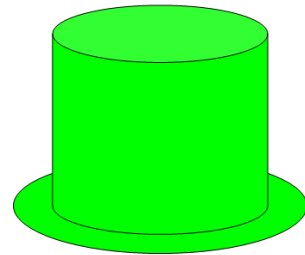
Appendix :6 **Thinking Hats**



How do I feel about the situation?
How do I feel about the people involved?



What are the dangers or problems to me in the situation?
What are the dangers or problems to others in the situation?



Who can help me to solve the situation?
What will we do together to solve the situation?

Appendix 7 :Catholic Social Teaching

CAF+D Catholic Agency for Overseas Development

We believe

Everyone is special
(Human Dignity)



CAF+D Catholic Agency for Overseas Development

We believe in

Thinking of everyone
(The Common Good)



CAF+D Catholic Agency for Overseas Development

We believe in

Caring for God's gifts
(Stewardship)



CAF+D Catholic Agency for Overseas Development

We believe

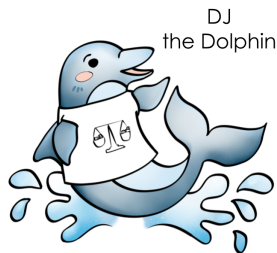
Everyone should have a say
(Subsidiarity)



CAF+D Catholic Agency for Overseas Development

We believe in

Sharing fairly
(Distributive Justice)



CAF+D Catholic Agency for Overseas Development

We believe in

Showing we care
(Solidarity)



CAF+D Catholic Agency for Overseas Development

We believe in

Being peacemakers
(Promoting Peace)



Pupils are responsible for:

Knowing and following the school's key **behaviour principles** of being:

Respectful

Kind

Ambitious

Honest

Safe

Responsible

Appendix 9 : **Positive Reinforcement - responding to good behaviour**

When a pupil's behaviour goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and any rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Individual verbal praise
- Verbal praise in front of others
- Showing work to the rest of the class
- Showing exceptional work to other members of staff or school leaders
- Communicating praise to parents e.g. via a phone call or postcard
- Positions of responsibility, such as being entrusted with a particular role / job
- Whole-class or year group rewards, such as a popular activity
- Recognition within assemblies

Appendix 10 : **Consequences and Sanctions - Responding to misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the expected standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions or consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder of the expectations of behaviour
- A verbal warning
- Use of a Think and Repair map
- Expecting work to be completed at break or lunchtime or at home
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Sending the pupil to another class teacher in the year group to reflect
- Discussion with parent / carer or phone call
- Referring the pupil to class teacher, another year group teacher, leadership teacher, Deputy Head, Headteacher
- Creating an Individual Behaviour Agreement (class teacher, pupil, parent / carer)
- Suspension (for serious incidents - requires Headteacher decision)
- Permanent exclusions (for the most serious of circumstances - requires Headteacher decision in consultation with Chair of Governors).

Appendix 11: **British Values**

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect
- Tolerance of those with different faiths and beliefs.

We will:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
 - encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
 - enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- and • encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Appendix 11 : **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.