



# **Golden Valley Primary School Behaviour Policy**

**September 2026**



# Golden Valley Behaviour Policy

## Rationale

This policy aims to develop a culture of **kindness** and **excellent** behaviour, **challenging** themselves to be **ready, respectful**, and **safe** at all times.

We all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach children to hold themselves and others to high standards and demonstrate excellent behaviour. The purpose of this policy is to ensure that children experience a consistent and clear response from all the adults and other children in school so that everyone understands that all behaviour is communication. Where this impacts negatively on others, explicit teaching can take place and restorative conversations can happen.

## Aims

- Embed the Six Principles of Nurture (UK) in our approach (see Appendix 1)
- Encourage responsible behaviour and raise children's self-esteem
- Provide a framework, which allows us to teach the behaviours we expect from children and what they can expect in return
- Encourage the children to have a sense of pride and ownership in their school
- Promote a view of community and personal accountability which will equip the child well for the responsibilities of adult citizenship
- Ensure all adults in our community have a shared understanding of our high expectations and can deliver the policy with a nurturing approach
- Prevent bullying, misogyny, racism, and any discriminatory or other anti-social behaviours

## Guidelines

1. Our Behaviour policy is designed to recognise, promote and celebrate the fact that our children behave appropriately and make good choices.
2. We work in partnership with parents to implement our Behaviour Policy.
3. Behaviour is learned, just as Maths and English are. The Golden Valley Way is taught as part of the Curriculum so that children know and understand what good behaviour looks like and is expected at Golden Valley Primary School.
4. Staff are involved in formulating policy and are properly trained to implement it.
5. Our Behaviour Policy does not refer to "punishment" or "sanction". Instead, children understand that there is always a consequence to their behaviour.
6. When physical intervention is required to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome.
7. Staff have a legal power to use reasonable force in certain circumstances. Any use of force must be reasonable, proportionate, necessary and for the

minimum amount of time required. [Department for Education, Restrictive interventions, including use of reasonable force, in schools, April 2026.](#)

8. Teachers and the Senior Leadership Team will log behaviour choices which are causing concern and the school's actions.
9. Each class will have a copy of the three school expectations, Wonderful Walking, Wonderful Listening, STEPS and SHAPE displayed in class.
10. Staff will work closely with the Senior Leadership Team, Learning Mentor and the SENDCo to ensure that pupils at risk receive specialist support when necessary.

### **SEND and Reasonable Adjustments**

Golden Valley Primary School is committed to an inclusive approach to behaviour. We recognise that some pupils may require additional support or reasonable adjustments to understand, meet and sustain the expectations set out in this policy. The school will fulfil its duties under the Equality Act 2010, including the duty to make reasonable adjustments where a disabled pupil would otherwise be placed at a substantial disadvantage. The school will also have regard to the SEND Code of Practice: 0 to 25 years when identifying and meeting pupils' special educational needs.

Consistent practice does not always mean that every pupil will receive an identical response. Expectations of pupils will remain appropriately high, while support, teaching approaches, interventions and consequences may be adapted according to individual need. Any adjustment will be intended to remove disadvantage, support successful inclusion and help the pupil meet the school's expectations. When responding to behaviour, staff will consider whether the pupil may have an identified or emerging need relating to:

- special educational needs or disability;
- communication and interaction;
- cognition and learning;
- social, emotional or mental health;
- sensory or physical needs;
- medical needs;
- developmental level;
- trauma, attachment or adverse experiences; or
- safeguarding, pastoral or contextual circumstances.

Where there are concerns about a pupil's behaviour, staff will seek to understand any underlying needs, triggers or barriers. This may include gathering the pupil's views, consulting parents or carers, reviewing patterns of behaviour and seeking advice from the SENDCo, Learning Mentor, Designated Safeguarding Lead or relevant external professionals.

Before applying a consequence, removal from the classroom, restrictive intervention or considering suspension, staff and leaders will consider:

- whether the pupil's SEND or disability contributed to the behaviour;
- whether the relevant provision and reasonable adjustments were in place;
- whether those adjustments were implemented consistently and were effective;
- whether the pupil understood the expectation and the likely consequence;
- whether communication, sensory or regulation needs affected the incident;
- what de-escalation and preventative strategies were used;
- whether further assessment, support or adjustment is required; and
- whether the proposed response is reasonable and proportionate in the individual circumstances.

**The school's consideration of SEND, disability or other additional needs does not mean that unsafe or harmful behaviour will be overlooked.** Adults will maintain appropriate boundaries, protect the safety and dignity of everyone involved, support pupils affected by the behaviour, and help the pupil understand its impact and repair any harm caused.

Where behaviour is persistent, escalating or significantly different from the pupil's usual presentation, the school will consider whether this may indicate an unmet or emerging need. Appropriate action may include:

- consultation with the pupil and their parents or carers;
- review of ordinarily available provision and reasonable adjustments;
- assessment through the school's graduated response;
- an individual behaviour, regulation or support plan;
- involvement of the SENDCo, Learning Mentor or Designated Safeguarding Lead;
- risk assessment or an individual positive handling plan, where appropriate; and
- referral to relevant external services.

Reasonable adjustments and individual support arrangements will be recorded, communicated to relevant staff, reviewed regularly and amended in response to the pupil's progress and changing needs.

This approach reflects the DfE's expectation that schools maintain high standards while making reasonable adjustments for disabled pupils, considering whether SEND contributed to behaviour, and providing appropriate support following a consequence. It also aligns with the 2026 guidance on restrictive interventions, which requires particular consideration of pupils with SEND and their post-incident support.

This section should be read alongside the DfE's [Behaviour in Schools guidance](#), [Suspension and Permanent Exclusion guidance](#), and [Restrictive Interventions guidance](#).

### Three School Expectations

At Golden Valley we have three simple expectations that underpin our behaviour policy.

These are –

- Be Ready
- Be Respectful
- Be Safe

These 'expectations' are designed to be easy to understand for all children, parents and stakeholders.

### The Wonderfals

We also follow the principles of Wonderful Walking and Wonderful Listening.

#### Wonderful Walking is:

Face forward

Stand up straight

Arms by our sides

Not talking

Walk on the left

The first person holds the door open for the class

Priority of way will be given to class transition over the movement of individual adults, who are expected to model and praise Wonderful Walking

This encourages children to have pride in themselves as they walk around school. It discourages running and bumping into each other and ensures everyone is **safe**.

#### Wonderful Listening is:

Face forward

Empty hands

Always sit up straight, four legs of the chair on the floor

Never interrupt

Track the speaker

This ensures that everyone can hear what is being said and shows **kindness** and **respect** to the speaker, maximising the understanding of what's been said.

### STEPS

STEPS teaches children how to be polite and **respectful**. Someone who is polite has good manners and behaves in a way that is **kind** and **respectful** to all children and adults

Steps to politeness:

Say the person's name

Thank you

Excuse me

Please

Smile

## **SHAPE**

SHAPE teaches children to speak loud and proud so that everyone can hear what they are saying.

Sentences in full

Hand away from mouth

Articulate

Project

Eye contact

## **Recognition**

We will recognise acceptable behaviour in the following ways:

- with smiles
- with words
- with daily House points
- with Golden Postcards when earned
- with weekly Achievement Certificates award in assembly
- with whole class marble jar treats when earned by demonstrating the school values and expectations

The staff at Golden Valley Primary School make the following commitments to their pupils:

- We will manage behaviour using positive reinforcement (first attention to best conduct) (Dix, 2017)
- We will adopt a 'warm strict' approach to behaviour management
- We will try to catch children doing the right thing and show our approval promptly (Lemov, 2021)
- Staff will create a nurturing environment to enable healthy social and emotional development of all pupils
- We will promote inclusion by recognising that children have a variety of needs and by understanding that all behaviour is communication
- We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. (We acknowledge that some children with low self esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this)
- Whilst it may be helpful to label behaviours, we never name or shame children

## **Child-on-Child Abuse**

All staff recognise that children can abuse other children and that this can happen both inside and outside school and online. Child-on-child abuse can occur between two children of any age, or through a group of children harming an individual child or another group. It may be a single incident or a pattern of behaviour.

All staff understand the importance of challenging inappropriate behaviour between children. Child-on-child abuse will not be dismissed as “banter”, “part of growing up” or “just having a laugh”. The absence of reported incidents does not mean that abuse is not taking place. Staff should remain vigilant and make clear that such behaviour is unacceptable and will be taken seriously.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying, including cyberbullying, prejudice-based bullying and discriminatory bullying;
- abuse in intimate personal relationships between children;
- physical abuse, such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- sexual violence and sexual harassment;
- harmful sexual behaviour, including behaviour which may occur online or through the use of technology;
- consensual and non-consensual making or sharing of self-generated intimate images or videos, including material created or altered using artificial intelligence, such as deepfakes;
- online abuse, including threatening, coercive, discriminatory or abusive messages, images or behaviour;
- upskirting;
- initiation or hazing-type violence and rituals; and
- any other behaviour by a child that causes, or is likely to cause, physical, emotional or psychological harm to another child.

Any incident or concern involving child-on-child abuse must be taken seriously and responded to in accordance with the school’s Safeguarding Policy. Staff must act immediately and report the concern to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead without delay. Staff must not just investigate the matter themselves or promise confidentiality to a child.

Where a child is in immediate danger or at risk of serious harm, appropriate emergency action must be taken. The Designated Safeguarding Lead will consider the needs and welfare of all children involved, including the child who may have experienced harm, the child alleged to have caused harm, and any other affected children. Appropriate risk assessments and safety or support plans will be put in place where required.

The school will respond to incidents in a proportionate, child-centred and safeguarding-led way. Any response under this Behaviour Policy will be considered alongside the school's safeguarding responsibilities, relevant SEND needs, reasonable adjustments and the individual circumstances of the children involved. Behavioural consequences will not replace a safeguarding response where one is required.

All concerns, discussions, decisions and reasons for those decisions must be recorded on CPOMS in accordance with the school's safeguarding and recording procedures. Parents and carers will normally be informed unless doing so would place a child at additional risk or otherwise undermine an appropriate safeguarding response.

This section should be read alongside the school's **Child Protection and Safeguarding Policy, Online Safety Policy, Anti-Bullying Policy** and the current version of **Keeping Children Safe in Education**.

## **Bullying**

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally. It may involve an imbalance of power that makes it difficult for the affected child to defend themselves. Bullying can happen face to face or online, inside or outside school.

Bullying may include:

- physical bullying, such as hitting, kicking, pushing, spitting or damaging belongings;
- verbal or written bullying, such as name-calling, threats, teasing or spreading rumours;
- emotional or social bullying, such as deliberate exclusion, humiliation, intimidation or coercion;
- prejudice-based or discriminatory bullying relating to a protected characteristic or perceived difference;
- bullying through another person or group; and
- online bullying, including abusive or harmful messages, images, posts or other digital content.

A friendship difficulty, disagreement or one-off incident of unkindness or physical aggression would not usually be defined as bullying. However, these incidents remain unacceptable and will be addressed under this Behaviour Policy. A single incident may also require an immediate safeguarding response if it is sufficiently serious or indicates that a child may be at risk of harm.

Bullying is not tolerated at Golden Valley Primary School. Staff will take all reports seriously, listen to the children involved and act promptly. Incidents will be investigated fairly and recorded on CPOMS where appropriate. Parents or carers will be informed and involved in the school's response where necessary. Where an incident raises a safeguarding concern, it must be reported to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead without delay.

The school will:

- take action to stop the bullying and reduce the risk of it happening again;
- provide appropriate support to children who have experienced bullying;
- educate and support children who have displayed bullying behaviour;
- consider the needs, vulnerabilities and individual circumstances of all children involved;
- use restorative approaches where these are appropriate and safe;
- monitor the situation and check that the bullying has stopped;
- consider whether additional pastoral, SEND or mental health support is required; and
- apply proportionate consequences in accordance with this policy.

Bullying can have a significant effect on a child's sense of safety, belonging, mental health, attendance and learning. Staff will remain alert to changes in behaviour or wellbeing and will share concerns with the Designated Safeguarding Lead, Mental Health Lead or SENDCo as appropriate. Support will be planned with the child and their parents or carers and may include pastoral support, reasonable adjustments or referral to external services.

The school may respond to bullying that occurs outside school, including online, where it affects a pupil's wellbeing, the orderly running of the school or relationships within the school community.

This section should be read alongside the school's **Anti-Bullying Policy, Anti-Bullying Charter, Safeguarding Policy, Online Safety Policy and Pupil Mental Health and Wellbeing Policy.**

### **Challenging Behaviour**

Occasionally children will show more challenging behaviour and do not follow the Golden Valley Way. This could be disrupting the learning of others on a number of occasions, showing disrespect to adults and other children, hurting other children verbally or physically, or disengaging from learning for a prolonged period. At this point teachers will arrange a meeting with parents so that they can work in partnership to support the child and inform the senior leadership team of their concerns and actions.

If the challenging behaviour continues or escalates, it may be appropriate for the school to hold a Team Around the Child meeting with school adults. At this stage parents will be called into school for a meeting with the teacher and a senior leader to review the previous actions and agree the next steps. At this meeting it will be made clear that the behaviour is unacceptable and that if it continues the child may be at risk of a suspension. An individualised behaviour plan will be discussed and expectations will be clarified, including support from parents. Actions implemented at this stage may be:

- Behaviour contract
- Use of timer to measure disengagement from Learning
- Team around the child meeting including SENDCo and Learning Mentor

- Referral to external support
- Structured timetable for Lunchtimes
- Daily contact with parents
- Implementation of daily diary recording sheets and analysis

### **Inappropriate Behaviours**

Inappropriate behaviour is behaviour that does not meet the school's expectations of being **Ready, Respectful and Safe**, or that adversely affects the safety, wellbeing, property or learning of others.

The following list is not exhaustive, but examples may include:

- persistently refusing to follow reasonable instructions;
- biting, spitting, hitting or kicking;
- using offensive, abusive or discriminatory language;
- making unkind, threatening or derogatory remarks;
- bullying, including cyberbullying and prejudice-based bullying;
- behaving aggressively towards pupils or adults;
- deliberately damaging property;
- stealing;
- leaving the school site or failing to attend without permission;
- forming groups for the purpose of intimidating or harming others; and
- bringing prohibited or school-banned items onto the school premises.

### **Prohibited items**

In accordance with the current Department for Education guidance, *Searching, Screening and Confiscation: Guidance for Schools*, prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- indecent or otherwise prohibited images; and
- any article that a member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence;
  - to cause personal injury to any person, including the pupil; or
  - to damage any person's property.

The school also prohibits the following items:

- lighters;
- e-cigarettes and vapes;
- mobile phones and other smart technology, except where brought to school under the arrangements described below; and
- any other item identified in the school rules as posing a risk to safety,

wellbeing, learning or the orderly running of the school.

Where it is necessary to screen or search a pupil, authorised staff will follow the current Department for Education guidance, [Searching, Screening and Confiscation: Guidance for Schools](#).

### **Mobile phones and smart technology**

Golden Valley Primary School is a mobile-phone-free environment throughout the school day. Pupils must not use or have access to mobile phones or other smart technology during lessons, transitions, breaktimes or lunchtimes.

Year 5 and Year 6 pupils who require a mobile phone for travelling independently to or from school may bring one onto the school premises. The phone must be switched off and placed in the designated secure classroom storage facility on arrival. It may only be collected at the end of the school day.

Individual exceptions may be agreed where access to a device is necessary because of a pupil's medical needs, disability, safeguarding circumstances or other exceptional needs. The school will consider its duty to make reasonable adjustments in each individual case.

This approach reflects the DfE requirement that schools should be mobile-phone-free throughout the school day while allowing proportionate exceptions and secure storage arrangements.

### **Suspension and Permanent Exclusion**

Suspension and permanent exclusion are formal disciplinary measures. *A suspension is an exclusion for a fixed period, while a permanent exclusion means that a pupil will no longer attend the school.* The school will not use informal or unofficial exclusions, such as sending a pupil home to manage their behaviour without formally recording this as a suspension.

The decision to suspend or permanently exclude a pupil can only be made by the Headteacher or, in the Headteacher's absence, the senior member of staff formally acting in that role. All decisions will be lawful, reasonable, fair and proportionate and will be made in accordance with the current Department for Education statutory guidance, *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*.

Suspension may be used where it is necessary to communicate that a pupil's behaviour is unacceptable, to protect the safety and welfare of pupils or staff, or where other appropriate strategies have not been successful. Permanent exclusion will only be used as a last resort.

A decision to permanently exclude a pupil will only be taken:

- in response to a serious breach or persistent breaches of the school's Behaviour Policy; and

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension cannot be extended or converted into a permanent exclusion. However, where further evidence comes to light following a suspension, the Headteacher may issue a further suspension or permanent exclusion, which must be treated as a new decision.

When establishing the facts relating to a possible suspension or permanent exclusion, the Headteacher will apply the civil standard of proof. This means deciding whether, on the balance of probabilities, it is more likely than not that the alleged behaviour occurred. The Headteacher will consider all relevant evidence, including the pupil's account where it is appropriate and possible to obtain it.

Before making a decision, the Headteacher will consider:

- the circumstances and seriousness of the incident;
- relevant witness accounts and other available evidence;
- the pupil's views, taking account of their age and understanding;
- whether the pupil may have been harmed, exploited or influenced by others;
- whether the incident gives rise to a safeguarding concern;
- any contributing or mitigating factors;
- the pupil's SEND, disability, communication needs or other vulnerabilities;
- whether appropriate provision, support and reasonable adjustments were in place;
- whether suitable preventative and de-escalation strategies were used; and
- whether suspension or permanent exclusion is necessary, reasonable and proportionate.

The school will take particular care when considering suspension or permanent exclusion for a pupil with SEND, a disability, an Education, Health and Care Plan, a social worker or a history of involvement with children's social care. The school will consider its duties under the Equality Act 2010 and whether reasonable adjustments have been made. Where there are concerns about a pupil's unmet needs, the school will consider whether additional support, an early review of provision or an emergency review of the pupil's Education, Health and Care Plan is appropriate.

**Having SEND does not prevent suspension or permanent exclusion where this is a lawful and proportionate response.**

Following a decision to suspend or permanently exclude, the school will inform parents or carers without delay and provide the required information in writing. The school will also notify the governing board and local authority where required by statutory guidance. Appropriate education will be arranged in accordance with statutory requirements.

Following a suspension, the school will support the pupil's successful reintegration into school. A reintegration meeting will normally be offered to the pupil and their parents or carers. The purpose of reintegration is to review the incident, identify any

additional support or reasonable adjustments required, rebuild positive relationships and reduce the likelihood of further suspension. A pupil will not be prevented from returning to school because a parent or carer is unable or unwilling to attend a reintegration meeting.

All decisions and actions relating to a suspension or permanent exclusion will be accurately recorded, including the reasons for the decision, evidence considered, mitigating circumstances, reasonable adjustments and support offered.

The school will not use internal exclusion, removal from the classroom, separation for safeguarding purposes, off-site direction or a managed move as a way of avoiding the statutory procedures governing suspension and permanent exclusion. Any such arrangements will be used lawfully, for a clearly defined purpose, and in accordance with relevant statutory guidance.

This section should be read alongside the school's **Safeguarding Policy, LSP SEND Policy** and the current Department for Education statutory guidance.

### **Searching, Screening and Confiscation**

Where it is necessary to screen or search a pupil, authorised staff will follow the current Department for Education guidance, [Searching, Screening and Confiscation: Guidance for Schools](#).

School Leaders and school staff can search a pupil for any item if the pupil agrees. The Headteacher and staff authorised by them to have the statutory power to search pupils and their possessions, can search a pupil at Golden Valley without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Staff authorised by the Headteacher to search or screen a pupil without consent at Golden Valley are: The Deputy Headteacher, Key Stage 2 Leader and Learning Mentor.

**This policy was created in consultation with staff and children at Golden Valley Primary School and approve by the Governing Body.**



**Date of current policy:** September 2026

**Date of approval:** July 2026

**Date of Next Review:** July 2027

## Appendix 1

### The Six Principles of Nurture



Nurture as a practice means relating to and coaching children and young people to help them form positive relationships, build resilience and improve their social, emotional and mental health and wellbeing. When used in school, nurture improves attendance, behaviour and attainment, and ensures every child is able to learn. A solid understanding of The Six Principles of Nurture is crucial for education professionals looking to implement nurture in their settings.

#### **1. Children's learning is understood developmentally**

Children are at different stages of development – socially, emotionally, physically and intellectually – and need to be responded to at their developmental level in each of these areas. Responding to children 'just as they are', with a non-judgemental and accepting attitude, will help them to feel safe and secure.

Social, emotional and behavioural development tools such as the Boxall Profile®, help staff to assess and track a child's needs and put strategies in place to support positive development.

#### **2. The classroom offers a safe base**

A classroom environment is inviting and nurturing for all. The classroom offers a balance of educational and social, emotional and mental health experiences aimed at supporting the development of children's relationships with each other and with staff. Adults are reliable and consistent in their approach to children and make the important link between emotional containment and cognitive learning.

Where possible, predictable routines are explained and practised, and there are clear expectations and positive models of how all adults in school relate to children and young people, both in and out of the classroom. Consider whether your setting is a safe place – physically and emotionally – for your pupils, staff, parents and carers. How do you promote structure and predictability? It is also important that your classroom or nurture space has quiet zones and reflections of home.

#### **3. The importance of nurture for the development of wellbeing**

Nurture involves listening and responding; everything is verbalised with an emphasis on the adults engaging with pupils in reciprocal shared activities. Children respond to being valued and thought about as individuals. In practice this involves noticing and praising small achievements – nothing should be hurried.

Provision and strategies should be put in place that promote the welfare and wellbeing of children and young people, as well as staff welfare and wellbeing. Consider how achievements and attainments are celebrated, and what structures are in place to promote the pupils' voice.

#### **4. Language is a vital means of communication**

It is important for children and young people to be able to understand and express their thoughts and feelings. It is also crucial for adults to understand the importance of their own language towards children and young people, and how this can impact them. Children often 'act out' their feelings as they lack the vocabulary to name how they feel. Informal opportunities for talking and sharing are just as important as more formal lessons teaching language skills. This enables words to be used instead of actions to express feelings, and imaginative play can be used to help children understand the feelings of others.

It is helpful to provide opportunities for pupils, parents and staff to express their views, and that adults model how to share feelings and experiences. Pupils' voices should be valued, and language should be assessed, developed and embedded in all aspects of the curriculum at the appropriate level for the child or young person.

Consider how children are taught to recognise emotions and name them in your context. Are they taught to recognise early warning signs of anger or anxiety and use strategies to de-escalate? How do daily routines allow for conversation and sharing of experiences?

### **5. All behaviour is communication**

People communicate through behaviour. It is the adult's role to help children and young people to understand their feelings, express their needs appropriately, and use non-threatening and supportive language to resolve situations. Our first responsibility in dealing with difficult or challenging behaviour, after safety, is to try to understand what the child is trying to tell us.

The outward behaviour is often the 'tip of the iceberg', and so it is important to consider the immediate environment and what occurred just before the incident happened. School events, the time of year, and home circumstances can also give us clues. Adults need to be calm and consistent, and understand that children may communicate their feelings in different ways. Children and young people need to be encouraged to reflect on their behaviour, and understand how to express their emotions appropriately.

This does not excuse the behaviour, but helps us to ask why the behaviour is occurring. Given what we know about this child and their development, what are they trying to tell us? It helps staff to respond in a firm but non-punitive way by not being discouraged or provoked. Having a quiet area to help students to become calm, and giving them time before a discussion can often help, as well as recognising potential triggers and anxieties that could be avoided or reduced.

### **6. The importance of transitions in children's lives**

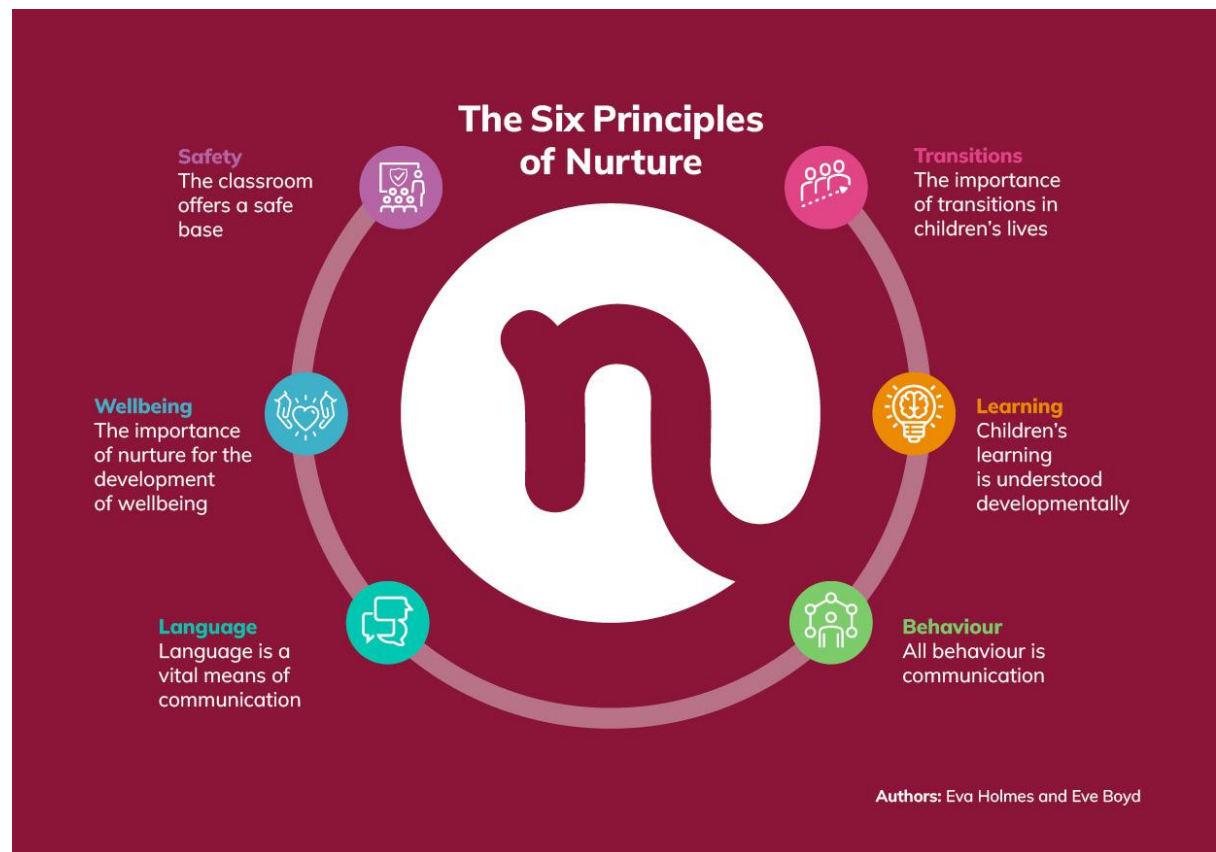
Children and young people experience many transitions throughout their lives, and on a daily basis; transitions from home to school, between classes and teachers, from breaktime to lessons, or moving from primary to secondary school. Changes in routine are invariably difficult for vulnerable children and young people, and school staff need to help the child to transition with carefully managed preparation and support.

Pupils should be included in the planning of support, as well as parents and carers where possible, and information should be shared at key transition points. Staff need to understand the emotions that may be triggered by both small and large changes,

and children should be pre-warned or reminded about changes in routines, using visual timetables to emphasise this.

Consider periods of transition for your children; is there inexplicable behaviour just before the end of the day? Do staff feel frustrated by pupils who cause disruption as they move around the school? Children and young people may feel calmer if time can be made to discuss how they feel when things change, in an open and honest way, to help them put coping strategies in place.

These six principles help staff to focus on the social and emotional needs and development of children and young people, ensuring all pupils are ready to learn. They form the basis of nurture groups – a short-term intervention for pupils with social, emotional and behavioural difficulties which make it harder for them to learn in a mainstream class – and can also be applied through a whole-school approach.



(Nurture UK, 2021)

## **Appendix 2**

### **Consequences**

Consequences are used to help pupils understand the impact of their behaviour, repair harm and make positive choices in the future. They do not work in isolation and should be balanced with appropriate teaching, support and positive reinforcement.

Consequences will:

- be fair, reasonable and proportionate;
- relate, where possible, to the behaviour and harm caused;
- take account of the pupil's age, developmental level, individual circumstances and needs;
- include reasonable adjustments for pupils with disabilities or SEND where required;
- never be physically or psychologically harmful; and
- be followed by an opportunity for reflection, repair and reintegration.

Where appropriate, pupils will be involved in discussing how they can put things right. However, the school remains responsible for deciding and implementing the consequence.

#### **Examples of relevant consequences**

A pupil may be supported or required to:

- tidy or repair an area they have deliberately disrupted;
- complete learning missed because of their behaviour;
- apologise or take another appropriate step to repair a relationship;
- take part in a restorative conversation; or
- spend part of a break or lunchtime in a supervised space.

Where a pupil misses part of a break or lunchtime, appropriate supervision and reasonable access to food, drink and toilets will be provided. A movement, sensory or regulation break that forms part of a pupil's SEND provision or reasonable adjustments will not be removed automatically. An appropriate alternative will be considered.

**Appendix 3**  
**Teach Like a Champion Techniques (Lemov, 2021b)**

At Golden Valley Primary School, our intention is to manage behaviour by building school culture – making school a place where children work hard, model strong character, are polite and attentive, and strive to do their best.

We will step in to address distractions at an early stage, fixing it non-invasively, without breaking the thread of instruction.

We will use the following techniques so that we know when to step in to fix behaviour, without anyone else recognizing a potential issue:

| Technique                   | Description                                                                                                                                                                                                   |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Narrate the positive        | Describe the positive actions that students are making e.g. 'I can see Ben has put his pen down and is ready to listen' 'I can see Bella is ready to Wonderfully Walk'                                        |
| Be Seen Looking             | Scan the room in a highly visible manner. Ensure all students know that you are looking.                                                                                                                      |
| Least Invasive Intervention | Use non-verbal signals to correct slips in behaviour. Keep your hands free where possible to enable least invasive hand signalling.                                                                           |
| Pastore's Perch             | Stand in a position in the room where you can see all of the students easily.                                                                                                                                 |
| Means of Participation      | Be clear about the way to participate in the lesson e.g. 'With a hand up, who has a good answer?', 'Working in silence, I want you to begin the task.'                                                        |
| Brighten Lines              | Give clear instructions and time limit, check that students understand the instructions, then give a clear signal to begin work. E.g. 'Everybody ready to start in 3,2,1... Go'                               |
| 3:30:30                     | When pupils begin working, move to a position of vantage and scan the room for 3 minutes. If a child needs help, they can wait or you can spend 30 seconds talking to them before returning to scan the room. |
| Live in The Now             | State what the pupil should be doing now, rather than what they have done wrong in the past. Deliver in a neutral tone, it is not a telling off.                                                              |

## **Appendix 4**

### **Dealing with behaviour incidents**

#### **Low-level disruptive behaviour in lesson**

1. Use as appropriate - a look, moving to stand beside the pupil, praising someone who is following the expectation, a short instruction to stop what they are doing.
2. Repeat the expectations to the pupil - no more than twice.
3. Move the pupil to another area in the classroom and ensure they understand the consequence of not following the instruction. Clearly remind pupils of the expectation.
4. Pupils who choose to waste learning time are required to make up lost learning time with the class teacher at break time or lunchtime. Parents will be contacted if a child's poor choices persist.

#### **If low level behaviour persists then...**

5. The child will be taken to another classroom to calm down and reflect on their behaviour for a 10 minute period. They are expected to return to class and make positive choices.
6. Parents will be contacted if classteachers are concerned with behaviour of a particular pupil. Parents may be asked to meet with the classteacher regularly to monitor behaviour (e.g. parents may come in on a Friday afternoon to review the week).
7. For pupils causing concern as a result of persistent poor choices then a **'behaviour support plan'** will be implemented which sets out what is expected of that child and the consequences of continued poor choices. Reward charts may be put in place to help manage behaviour. These behavior support plans will be written with the children and with input from the key adults.

#### **More Severe Behaviour Incidents**

1. Serious physical aggression to staff or pupils.
2. Persistent verbal abuse.
3. Refusal to accept an instruction leading to an unsafe situation i.e. directly challenging staff with risk to children's or adults safety.
4. Serious willful damage to property.

Use the appropriate intervention to de-escalate and then remove the pupil to a safe place. In such severe cases if pupils fail to learn from their choices then the Headteacher may consider whether suspension is necessary, reasonable and proportionate. Alternatively, an appropriate school-based consequence or removal arrangement may be used. We always aim to use a supervised internal consequence where possible. An internal exclusion may include spending time in another class for a limited time and losing privileges such as playtime with their friends. Teachers will set appropriate work for pupils to complete during the internal exclusion.

### **Recording serious incidents**

Serious incidents are to be recorded on CPOMS. Teachers will log incidents that are deemed significant for that child.

See below for a list of significant incidents that would be logged on CPOMS (this list is not exhaustive but merely to be used as a guide)

- Intending to cause or causing physical harm to another
- Persistent name calling or bullying
- Swearing at people
- Refusal to take part in learning for a significant period of time.
- Disobeying a member of staff repeatedly

In cases where children are able to quickly identify they have made bad choices in their behaviour and make reparations there is no requirement to log incidents. E.g. a child flicks a rubber across the classroom and apologises.

### **Restrictive Interventions, Including Reasonable Force**

Golden Valley Primary School aims to minimise the need for physical intervention through positive relationships, preventative support, reasonable adjustments and de-escalation.

All school staff have the legal power to use reasonable force in limited circumstances to prevent a pupil from:

- causing injury to themselves or others;
- committing a criminal offence;
- damaging property; or
- causing disorder.

Reasonable force will never be used as a punishment. Any intervention must be necessary, reasonable and proportionate, using the minimum force required for the shortest practicable time. Staff must protect the pupil's safety and dignity and stop the intervention as soon as it is safe to do so.

Staff will consider the pupil's age, developmental level, communication, medical and SEND needs. Where the use of reasonable force is foreseeable, an individual risk assessment and support plan should be developed with the pupil, parents or carers, and relevant professionals wherever possible.

All significant incidents involving the use of force must be recorded, and parents or carers must be informed as soon as practicable. Appropriate support will be offered to the pupil, staff and others affected, and the incident will be reviewed to identify any necessary changes to provision, reasonable adjustments or risk-management arrangements.

Staff will follow the current Department for Education guidance, *Restrictive Interventions, Including Use of Reasonable Force, in Schools*.

## **Appendix 5**

### **Logging incidents on CPOMS**

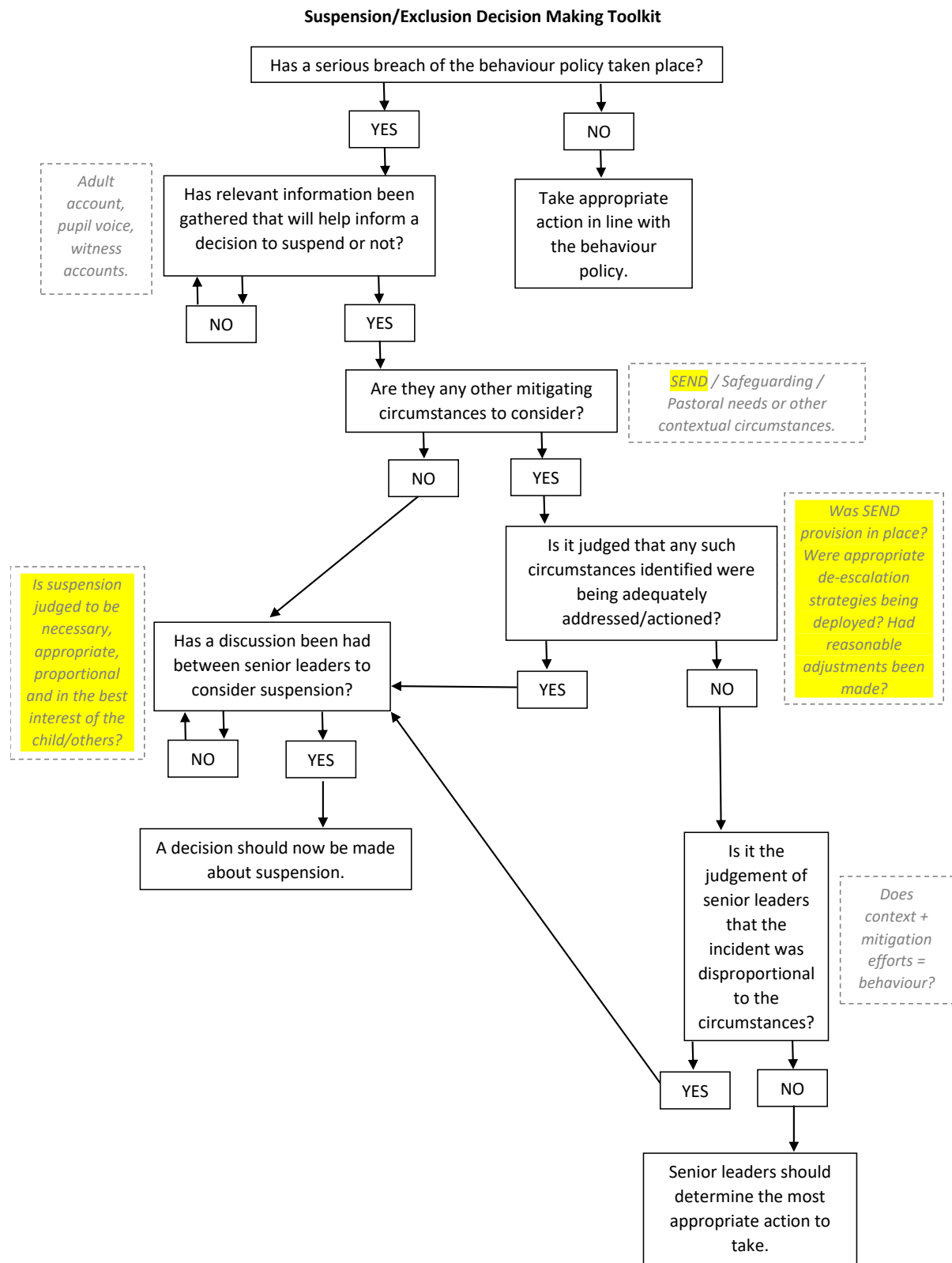
#### **Logging Behaviour Incidents on CPOMS**

1. Log in to CPOMS using your own account
2. Add name
3. Select 'Behaviour Incident or Bullying'.
4. Write a description of the events relating to the incident. The written information should describe the antecedents leading up to the behaviour, the behaviour itself and the consequences that followed. This should include the time and date of the incident.
5. Finally, add any action you have taken, including informing parents.

#### **Note**

Consequences should never be logged as an 'exclusion' or 'lunchtime exclusion' unless this has been authorised by the headteacher. If the consequence involves a child missing their playtime for a restorative conversation, reflection or to catch up on missed work then please add as the action.

## Appendix 6 Suspensions/Permanent Exclusions Toolkit



### Suspension/Exclusion Decision-Making Toolkit

**Incident date:**

**Pupil/s:**

**Has a serious breach of the behaviour policy taken place?**

☐Yes ☐No

**If yes, have details been recorded on CPOMs?**

☐Yes ☐No

**Has information been gathered that will help inform a decision to suspend or not?**

☐Yes ☐No

**If yes, please identify what information has been gathered:**

☐Adult witness account

☐Child(ren) witness account

**Does the information gathered provide a reasonable enough balance of probability that enables senior leaders to make a judgement on what happened?**

☐Yes ☐No

**Are there any other mitigating circumstances to consider?**

☐SEND

☐Safeguarding / CP

☐Pastoral

☐Pupil voice

**Is it judged that any circumstances identified were being adequately addressed?**

☐Yes ☐No

**Provide details:**

**Is it the judgement that the incident was disproportional to the circumstances?**

☐Yes ☐No

**Provide details:**

**Has a discussion been had between senior leaders to consider suspension?**

☐Richard Riordan

☐Jack Hamilton

☐Andy Marriott

☐Hannah Watkins

**What is the decision?**

- ☐ Lunch/Break Exclusion
- ☐ Internal Exclusion
- ☐ Fixed Term Suspension
- ☐ Permanent Exclusion

**What is the purpose of the suspension/exclusion?**

- ☐ Uphold behaviour policy
- ☒ Time to create/modify provision
- ☐ Time to seek external guidance
- ☐ Keep staff safe
- ☐ Keep children safe
- ☐ Keep child safe

**Duration of suspension/exclusion:**

**Have parents/carers been informed of suspension/exclusion?**

- ☐ Yes ☐ No

**Is the suspension/exclusion logged on CPOMS?**

- ☐ Yes ☐ No

**Has a time been identified to capture the child's voice / hold reintegration session?**

- ☐ Yes

# Managing behaviour at Golden Valley using P.A.C.E strategies and behaviour scripts



### Everyday situations using P.A.C.E approach (Golding and Hughes, 2012)

At Golden Valley we take a Trauma informed approach to behaviour, we don't simply focus on the behaviour but consider the whole child. Through using the PACE approach, we are better able to understand the feelings and context that sit behind the challenging behaviours. Furthermore, adults at Golden Valley can help to reduce the levels of conflict, defensiveness and withdrawal that can be present in the lives of some pupils.

**PACE:** Playfulness, Acceptance, Curiosity, Empathy

#### Playfulness:

- Use a light tone of voice, like you might use when story-telling, rather than an irritated or lecturing tone.
- Show with your eyes, eyebrows, smile that you are interested in what the child is doing and saying. Try and soften your facial expressions, and lower your body to their level, so not to tower over them.
- Make a game of getting organised; practise socialising using fun role-play; give the child a job during a busy transition.

#### Acceptance:

Acceptance communicates that the child's inner life is safe with you; that you are interested in it and will not judge or evaluate it. The child's inner voice is not right or wrong, it simply is.

Examples of scripts to use for Acceptance:

- "I can see how you feel this is unfair. You wanted to play longer"
- "You probably think that I don't care about what you want"
- "You were letting me know that you were really scared when you ran away from me" –
- "I can hear you saying that you hate me and you're feeling really cross.
- "I'll still be here for you after you calm down".
- "I'm disappointed by what you did, but I know you were really upset. It doesn't change how much I care about you"

### Curiosity:

Children often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why. Curiosity, without judgment, is how we help children become aware of their inner life and reflect upon the reasons for their behaviour. Curiosity is wondering about the meaning behind the behaviour for the child.

Examples of scripts to use for Curiosity:

- "I'm wondering if you broke the toy because you were feeling angry."
- "I'm thinking you're a little nervous about going back to school today, and that's why you don't want to get ready this morning".
- "I've noticed that you've been using a really loud voice, and if you're trying to tell me that you're angry with me."
- "I'm a little confused. Usually you love going for a walk, but today you don't want to go. I'm wondering what's different about today".
- "When she couldn't play with you today, I'm wondering if you thought that meant she doesn't like you."

### Empathy:

Being empathic means the adult actively showing the child that their inner life is important to the adult and that they want to support the child during their hard times. The adult is demonstrating that they know how difficult that experience is for the child. The adult is telling the child that they will not have to deal with the distress alone.

Examples of scripts to use for Empathy:

- *"You are SO upset about this right now. That must be really hard!"*
- *"It hurt so much when she didn't ask you to play. You were probably thinking 'Why did she do that?' It was a real shock for you."*
- *"You wanted to have another turn so badly. You were so excited about it and it's so unfair that we ran out of time".*
- *"It seems to you like he hates you. That must be really hard. I know you like him a lot, so this is pretty confusing".*
- *"I know it's hard for you to hear what I'm saying."*
- *"Me saying 'No' has made you angry with me. I get why you don't want to talk to me right now".*

Golding, K.S. and Hughes, D.A. (2012). *Creating loving attachments : parenting with PACE to nurture confidence and security in the troubled child*. London: Jessica Kingsley.

### Child in crisis script

When a child's behaviour has escalated beyond a point where they can control their emotions they may hit a 'crisis point'. The initial response is to ensure that all children are safe and allow the child in crisis time and space. If and when they are ready to listen adults might use some of the suggestions in this script:

- Use the child's name when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.
- "I can see something is wrong" – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.
- "I am here to help you" – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).
- "Talk and I will listen" - this tactic provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.
- "Come with me and we'll talk about it..." – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. You should always use this tactic if they're in an unsafe place (e.g. on a wall or on the roadside).

### Restorative conversations

Sanctions should not be viewed as punishment for its own sake, but rather a means through which a pupil can reflect on their behaviour, learn, and improve it.

Sanctions or consequences should always be followed up with a restorative conversation to:

- Give pupils support in reflecting on their behaviour in a calm and structured way, removed from an audience or other triggers
- Restore pupil-teacher trust, by showing pupils' that the teacher cares about the pupil
- Ensure that the pupil is ready to re-enter the classroom with the best learning attitudes going forwards

This is an example of a framework for a restorative conversation:

| A restorative conversation:                                 |
|-------------------------------------------------------------|
| 1. What has happened?                                       |
| 2. What were you thinking at the time (teacher and pupils)? |
| 3. Who has been affected by the actions?                    |
| 4. How have they been affected?                             |
| 5. What needs to be done now to make things right?          |
| 6. How can we do things differently in the future?          |

### A restorative conversation

|                                                                                      |                                                          |
|--------------------------------------------------------------------------------------|----------------------------------------------------------|
|    | What has happened?                                       |
|    | What were you thinking at the time (teacher and pupils)? |
|  | Who has been affected by the actions?                    |
|  | How have they been affected?                             |
|  | What needs to be done now to make things right?          |
|  | How can we do things differently in the future?          |