



Cranbrook
Primary School

Cranbrook Primary School and Behaviour Support Provision

Behaviour and Discipline Policy September 2022

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STATEMENT OF BEHAVIOUR PRINCIPLES

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- Exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved annually by the full governing body.

Introduction

This is one of the key policies for the school in relation to our role in Safeguarding all our pupils and Keeping Our Children Safe in Education September 2021 (click [here](#) to view).

1. Aims and Expectations

- 1.1. The primary aim of Cranbrook Primary School is that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We are clear in the expectation that all staff will at all times maintain a duty of care and promote the best interests of children. Cranbrook Primary School aims to promote an environment where everyone feels happy, safe, and secure and where pupil wellbeing is a key focus for all staff.
- 1.2. At Cranbrook Primary School, we uphold our duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; we ensure that staff are aware of their duty to prevent children from the risk of radicalisation, child on child abuse, exploitation and other high profile areas of concern as mentioned in Part A of the Keeping Children Safe in Education 2021.
- 1.3. The school has a number of rules, although this policy is not about rule enforcement. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.4. The school expects every member of the school community to behave in a considerate way towards others.

- 1.5. We treat all children fairly and apply this Behaviour and Discipline Policy in a consistent way.
- 1.6. This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.
- 1.7. The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than deter anti-social behaviour.
- 1.8. All children have a right to learn and all teachers have a right to teach. We recognise that the quality of teaching, assessment and monitoring are essential ingredients in producing high standards of behaviour.
- 1.9. It is compulsory to enforce measures that will encourage good behaviour and prevent all forms of bullying. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require 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
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Procedures (Appendix A- recording and reporting forms)

- 3.1 Procedure for Logging Behaviour on CPOMS (CPOMS is the software application for monitoring child protection, safeguarding, behaviour and a whole range of pastoral and welfare issues)
- 3.2 All low-level disruptions, including playtime and lunchtime incidents, will be logged on CPOMS under the heading of 'Low level disruption'. This allows for the class teachers and Phase leader to monitor and look for any patterns of undesirable behaviour which can then be dealt with appropriately.
- 3.3 Reflection time will be used as a sanction (alongside mediation) for children to better understand the impact of their negative actions and to learn strategies on making better decisions. Behaviour incidents will be logged onto CPOMS. Class teachers will log the incidents under the updated criteria (which also includes racism, bullying and radicalisation). The use of CPOMS streamlines the process of logging behaviour and enables SLT to receive an up-to-date (live) picture of behaviour across the school. The data will be analysed and a monthly report will be

presented at SLT meetings. Any patterns that show concern, e.g. a particular year group or gender, will then be addressed through devising an action plan. Specific children who have SEMH needs are on the Well-being Schedule indicating their additional support.

3.4 During play and lunchtime, there is a two-step approach to dealing with inappropriate behaviour:

- Step 1: Time out
- Step 2: Further investigation required. The midday supervisor will record incidents on CPOMS. If the incident is deemed to be more serious the class teacher or phase leader will follow up with any further action.

3.5 The data will then be used by:

- Class teachers to monitor their classes
- Year groups monitor behaviour and support as appropriate across the classes
- Phase leaders to monitor and support year groups through strategies and also action ways in dealing with any disruptive patterns.

3.6 Reporting to parents, on incidents of disruptive behaviour, is the responsibility of the class teacher. The escalation procedure should then be Phase Leader, DHTs and then HT. Very serious incidents may not need to follow this procedure and SLT need to be informed immediately.

3.7 Racism and Bullying Logs - The Racist Incident and Bullying log files can now be accessed centrally through CPOMS.

3.8 Behaviour Categories. Child on Child Abuse involves a broad category of behaviours. We have identified the following behaviour categories that need to be logged on the system. Bullying vs Incident: 'Bullying' is logged once this is confirmed after an investigation. 'Incident' is logged when an incident has occurred but the behaviour has not been confirmed as bullying.

Behaviour Categories:

Cyberbullying
Cyber incident
Disability bullying
Disability incident
Homophobic bullying
Homophobic incident
Low level disruption
Online Safety
Physical bullying
Physical incident
Racist bullying
Racist incident
Radicalisation
Religious bullying
Religious incident
Verbal bullying
Verbal incident
Damage to property
Gender related bullying
Gender related incident

3.9 **The Olive Room:** Support is offered to victims and perpetrators (who are also considered victims). We consider our role to be critical in supporting all our children, whether they be victim or perpetrator. We would work with both towards conflict resolution and ensure that by using a range of strategies and activities, we

develop resilience in the victim, to help them heal from their experience and be better equipped for the future. We have set up the Olive Room to facilitate the mediation and reflection. A member of the Well-being Team will be in attendance to support the children through guided conversations, strategies (including well-being strategies) and how to implement them.

A number of staff have had additional training and provide support to pupils who may be experiencing a range of difficulties including socially, emotionally and mentally.

The well-being team is line managed by the Designated Safeguarding Lead for Mental Health, Cassim. The team includes the following staff:

Cassim, Co-Headteacher and CUBE Manager

The CUBE team - Donna, Flora, Danny and Torain

The Learning Mentor – Vivian

First Aiders for Mental Health – Zobia, Shahnaz, Aysha, Suman and Rachel.

The ELSAs – (Emotional Literacy Support Assistants) Marissa and Shazia

The PSA - (Parent Support Advisor) Beverley

In addition, we work with all staff teams to develop and create an ethos and culture of nurture and support by providing training in key areas such as Autism (ASD), 'Attachment Theory' and the effects of living with early trauma.

We take our role in caring for our children very seriously and aim to work with them to enable them to 'have a voice' and develop resilience. This includes playing a key role in helping the perpetrator (also a victim), to recognise the impact on the victim and become more self-reflective and considerate.

3.10. Child on Child Abuse - Child on child abuse can be perpetrated via the abovementioned behaviour categories. It is vital to be aware that children can be abused by their peers and older children. This broad category of abuse can be face-to-face or virtual (electronic media). It is the responsibility of ALL adults to be vigilant, take allegations seriously and actively address the concerns through the appropriate channels at school. There is an awareness that incidents may not only be overtly but also covertly perpetrated.

4. Roles and responsibilities

The governing body is responsible for reviewing and approving the written statement of behaviour principles.

The governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5. Expectations of Staff

- Staff model high standards of behaviour and are positive role models for our students.
- All staff are expected to follow the hierarchy of rewards and sanctions.
- Display the school values of Equality, Respect, Resilience and Kindness in class and refer to them regularly.
- Make children aware of appropriate behaviour in all situations. Focus on good behaviour and positive reinforcement at all times- catch the positives.
- Use adherence to the school aims and values as a measure of good behaviour.

- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately and giving mutual support to colleagues.
- Deal with problems calmly; using the language of a values-led school. Create a calm working atmosphere in the classroom with well-established routines and work appropriate to match the abilities of the children. Be punctual in collecting classes at the end of playtimes.
- Escort the children round the school, ensuring all children are monitored-stop the children at regular intervals walking to the middle and back of the line. Never leave children unattended.
- Be as consistent and fair as possible in the use of rewards and sanctions.
- Work in partnership with parents and inform them as soon as possible about what has occurred and how it was dealt with.
- Have a rigorous record keeping system for recording incidents and tracking behaviour.
- Work closely with other staff and outside agencies, implementing advice and strategies for dealing with a child with challenging behaviour.

6. Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

7. Pupil code of conduct

- We are proud of Cranbrook Primary School.
- We are always kind and considerate and look after each other.
- We respect our school and look after our school and each other's property.
- We listen carefully to others and respond using our best manners and body language.
- We show respect to one another.
- We all have the right to feel safe and to tell someone if we need help.
- We always tell an adult if we need to leave the classroom.
- We understand how our behaviour can impact on our own and others learning.
- We understand the importance of good hand hygiene and good respiratory hygiene: coughing and sneezing into elbow or tissue (catch it-bin it-kill it).

8. Rewarding good behaviour.

How do we encourage good behaviour at Cranbrook primary School?

- By praising and encouraging achievement and behaviour in all areas of school life, referring to the agreed school values.
- By sharing and celebrating achievement with other members of the school community and parents/carers through assemblies and the newsletter.
- By being polite and encouraging the children to do likewise.
- By being aware of the example we set in our interaction within the school community.
- By valuing the individual gifts and talents that every member of the school community has to offer.
- By having high expectations with regard to behaviour and making these clear to all members of the school community.
- By having simple rules and expecting children to keep them, with regular reminders.

- Procedures for rewarding good behaviour.
- **Praise**

When children follow the school expectations and behave well, they can receive positive and specific feedback from any member of staff in school.

- **Green merit Certificates**

From Reception to Year 6, children will be invited to nominate each other for a green merit. Each day, five children will be nominated from each class (pupils and staff). However, merits may also be given for good demonstration of 'living our values' inside and outside the classroom. A chart to record merits will be kept in the class.

- **Blue Merit certificates**

When each child collects 5 green merit certificates, they then get a blue merit certificate in the year group assembly). Only Reception-Year 3 will receive paper copies. In Years 4-6 a chart will be kept of the merits given.

When each child collects 25 green merit certificates / 5 blue merit certificates, they can receive a gold certificate from the Headteacher.

- **Gold Certificates**

The gold certificate will be presented in a Celebration assembly. Each child achieving this will be able to choose a prize from the Headteacher's treasure chest. The names of the children receiving Gold Awards will be announced in the weekly newsletter.

Children can take their Merit certificates home. However, lost merit certificates cannot be replaced so please encourage children to look after them with care.

- **Stickers for Significant Achievement**

Staff can reward children by giving stickers for achievements, learning, behaviour, good effort or attitude at lunchtime, as appropriate. Children will be sent to the Headteacher by their teacher when children have made a significant personal achievement at school. This could be around their learning (for example, learning to count up to 50), or it could be around their social achievement (for example, learning always to use good manners). The child will be able to wear their sticker immediately, and their name will be announced in the newsletter weekly.

- **Whole Class Rewards**

Each class will do this on an individual basis. The class will have a discussion about a treat that they will work towards (small privileges). Whenever any child in the class 'goes the extra mile' (for example, looking after a child who may have fallen over or offering to do a special job for a member of staff, they will be able to put for example a marble in the jar. Then the jar is full, the class can plan their treat with the teacher.

- **Achievement of the week**

The achievement of the week will be chosen for specific subjects each week and will be displayed outside their classroom. The work will be shown and celebrated during assembly and the child's name will be recorded in the weekly newsletter.

Attendance

There will be a best class attendance certificate given out on a weekly basis in the Celebration assembly. The best class will also receive the Cranbrook special attendance cup that they can keep in their class for the week following their success. Each of the best year groups (97% and over) will receive an attendance certificate as well. Every child with 100% attendance will be given a certificate. This will be done on a half-termly basis. There will be a special reward for any child receiving 100% attendance at the end of a whole year.

- **Curriculum**

Well-being is not looked at in isolation. It is part of everyday life and at Cranbrook Primary we are building well-being within the curriculum, beyond P.E. and PSHE. The week ends with 'reflecting on our week' on a Friday afternoon, where children and adults reflect on how the week has gone. These are great opportunities to allow children to share their thoughts and feelings, to be heard and to develop supportive, empathy and communicative skills. Philosophy for Children (P4C), is taught as whole lessons. Children engage with lessons through the 4Cs: Caring, Collaborative, Critical and Creative, allowing them to raise and challenge points, thus creating a discussion – with the teacher as a facilitator. We want to develop well-rounded children, who are critical thinkers and confident speakers and can articulate their thoughts and feelings, even when things are not going well for them.

N.B. At Cranbrook school, we do not give any sweets or confectionary as rewards. We also believe that once rewards have been given, they cannot be retracted. The reason for achieving rewards and sanctions must be explained clearly to children.

9. Poor behaviour- what the law says (January 2016)

9.1 The law states that teachers can discipline children whose conduct falls below the standard which could be reasonably being 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 a punishment on that pupil.

9.2 To be lawful, the decision to punish a child must be made by a paid member of school staff or a member of staff authorised by the Headteacher.

9.3 The decision to punish a child and how, must be made on the school premises, but may include the following agreed sanctions:

- Two warnings, with a clear explanation after each warning, so that the child may reflect on their behaviour and impact on their learning and the learning of their peers.
- Time out in their class (5 minutes)
- Time out in a parallel class (10 minutes)
- Loss of the privilege of playtime
- Community Service, e.g. litter collection etc.
- In extreme circumstances or for repeat offences the following may be used:
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

Parents/carers will be involved throughout this process.

9.4 It must not breach any other legislation such as disability, SEN, race and equalities.

9.5 A punishment must be proportionate and take account of the child's age, any disability or religious requirement.

9.6 Corporal punishment is illegal in all circumstances.

9.7 Continuing disruptive behaviour might be as a result of unmet educational or other needs, if this is the case consult the safeguarding policy and consult with outside agencies.

9.8 It is important to note that any behaviour over a period of time that is having a negative impact on a child's learning or the learning of others will need a Behaviour Plan.

10. Managing transitions

Break time and Lunchtime will be managed accordingly:

- Consistent supervision of all areas by adults on duty.
- Providing a safe, secure, stimulating play environment.
- Approachable and understanding adults to deal with problems.
- Adults diffuse difficult situations by displaying fairness, patience and consistency to everyone.
- Deal with inappropriate behaviour, discuss and enforce sanctions.
- It is generally expected that adults on duty will deal with problems in the playground and not leave it to class teachers.
- Talk with children and help them understand consequences of their actions.

The following sanctions may be used if it is felt a talk is not sufficient:

- Child to walk round the playground with the teacher beside them.
- Child to be diverted to a designated place to provide an opportunity to calm down.
- For serious incidents e.g. a deliberate physical act such as a fight or an individual assault on another child/adult the child to be sent to the Phase Leaders or SLT so that the incident can be dealt with immediately by a member of SLT.
- For serious incidents, follow the hierarchy listed; it is the responsibility of the member of staff who initially dealt with the incident, to inform the class teacher and refer it to the phase leader who is also a member of the Senior Leadership Team.

All incidents, that meet the threshold, must be recorded on CPOMs.

During Assembly

- Class teachers walk their classes to assembly and make sure they are seated.
- Class teachers by their classes and make sure they are quiet before assembly starts.
- Appropriate music is played when the children come into assembly and they are expected to listen to it quietly.
- Children who behave inappropriately are spoken to discretely, but if they persist they will be asked to move place.
- Adults will remain in assembly to monitor behaviour.
- Teachers see children out from the assembly class by class in a quiet and orderly manner. Classes sitting quietly go out first, or in year group order.
- Teachers may wish to award house points for sensible behaviour during assembly.

11. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include:

- Clear processes for responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

12. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site in instances such as:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school
- Using social media or other communication means for inappropriate behaviour

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

13. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding.

14. Equality Statement (Equality Act 2010)

EQUALITY STATEMENT

We, the adults and children at Cranbrook Primary School, embrace every member of our community and their race, ethnicity, religion, gender, physical and mental ability, beliefs etc. We recognise all that they contribute to the school. Every person is unique and brings varying life experiences, beliefs and cultures. They positively add to the rich learning environment of our community. We will respect, value and learn from all of these, ensuring that we treat everyone as would wish to be treated.

This will uphold the Cranbrook Values of:

Equality, Respect, Resilience and Kindness.

We will challenge any individual or group who does not support this ethos. If we fully encompass the diversity of Cranbrook Primary School. Our children today will develop a broad outlook on life which will impact positively on their future tomorrow.

Please refer to our Equality Policy which outlines how we implement the Equality Act 2010 at Cranbrook.

15. Suspensions and permanent exclusions

- 15.1 We do not wish to suspend or permanently exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for suspensions or permanent exclusions, and the statutory guidance: Suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England, including pupil movement (DfE September 2022).
- 15.2 Only the Headteacher has the power to suspend or permanently exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a suspension into permanent exclusion, if the circumstances warrant this.
- 15.3 If the Headteacher suspends or permanently excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing board. The school informs the parents how to make any such appeal.
- 15.4 The Headteacher informs the LA and the governing board about any permanent exclusion, and about any suspensions beyond five days in any one term using the referral forms and exclusion letters
- 15.5 The governing board itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 15.6 The governing board has a pupil discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 15.7 When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 15.8 If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.
- 15.9 Where a pupil is at risk of permanent exclusion or repeat exclusions, the pupil may be referred for therapeutic support to our behaviour centre The CUBE

(Communication and Understanding of Behaviour for Education). In extreme cases, where this support is not successful, the child will be referred to New Rush Hall, a specialist school for pupils with Social Emotional Mental Health difficulties.

16. Positive Handling Plans

At Cranbrook Primary School, restraint is a last resort and will only be used in exceptional circumstances. However, there are times when it may be necessary to positively handle a child due to a risk to the safety of themselves, other pupils, staff, visitors, or where there is a risk of serious damage to property [this is in line with Education Act 1996 (Section 550A)].

If a child is held a member of SLT will inform the parents of the event and a report of the incident will be recorded in a bound book.

Please see the Positive handling policy for more information.

17. Searching children suspected of having prohibited items

If it is suspected that a child has brought a more serious prohibited item into the school the child will be asked to hand over to a senior member of staff, in the presence of an additional member of staff as a witness. The child will be asked for permission to search their coat, bags etc., if they are not willing to hand over the items. There must be reasonable grounds to the search to be initiated. Should they refuse the Head reserves the right to search their bag without consent, an additional adult should always be present. If it is suspected that the child is carrying prohibited items about their person and refuses to hand them over, the school reserves the right to use reasonable force whilst a search takes place. If they are suspected of carrying a weapon or illegal items then the police should be called. In the event that the police are on the premises to search or question a pupil:

- A member of staff WILL be present for any questioning or searches
- The school will retain a duty of care to the pupil and should advocate for pupil wellbeing at all times.

18. Pupil support and SEND

Cranbrook Primary recognises that it is a legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently our approach to managing behaviour is differentiated for children with SEND.

At Cranbrook Primary we believe all behaviour is communication and we endeavour to work with parents to identify and ensure all needs are met.

The school's special educational needs co-ordinator's (SENDCO's) will 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 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. We may record incidents to identify patterns.

It may be necessary for children who regularly exhibit inappropriate behaviours to have a behaviour management programme (BMPs). These are devised by staff and parents and set up expectations and sanctions to ensure consistency and a joint up approach. We will work with parents and where necessary external agencies to create a Behaviour Management Plan and review it on a regular basis.

19. ARP and CUBE (please see CUBE and ARP rationale)

Children within the Additional Resourced Provision will have individualised programmes to address their needs and minimise inappropriate behaviours. These may be through sensory diets and /or Behaviour Management Plans.

Children within the CUBE will be receiving ongoing therapeutic support from the nurture based environment and teaching throughout the day.

Both provisions provide opportunities for reflection and self-regulation which is explicitly taught.

20. 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 misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

21 Staff Development

Good practice will be recognised and mutual support encouraged. Staff will be expected to undertake CPD in behaviour management, either individually or as part of whole school training. Lesson observations will be used to identify areas for development or highlight areas of expertise that can be shared amongst colleagues. New Rush Hall training will be provided for staff dealing with children with complex behaviours.

Appendix A

Logging Behaviour Incidents Electronically recorded on CPOMS

CPOMS is linked to SIMS so information is always up to date and accurate

Adding an Incident

Any behaviour incident involving a child must be recorded on CPOMS. The process is started from the CPOMS dashboard select the Add Incident link on the purple toolbar at the top of the CPOMS page.

The screenshot shows the 'Add Incident' form in the CPOMS system. The form is set against a light grey background with a purple header. The header contains navigation links: 'Hook Junior School', 'Dashboard', 'Add Incident', and 'Account Settings'. A 'LOGOUT' button is in the top right. The form itself has a 'Back' button in the top right corner. The fields are: 'Student' (text input with placeholder 'Begin typing a student's name'), 'Incident' (large text area), 'Categories' (checkboxes for Attendance, Behaviour, Bullying Incidents, Child in Need, Child Protection, LAC, Medical Issues, Mobility / Transition, Parental Contact, SEND, and Vulnerable Child), 'Linked student(s)' (text input with placeholder 'Begin typing a student's name' and a note 'Type a student's name to link them to this incident.'), 'Body map' (dropdown menu), 'Date/Time' (date and time pickers showing 'Thu 15 March 2018' and '12:52PM'), 'Alert Staff Members' (text input with placeholder 'Begin typing a staff member's name' and a note 'Type a colleague's name to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.'), 'Who should I alert?' (text input), 'Files' (text area with a 'Click to browse or drag a file to upload' button), and 'Agency Involved' (text input with a 'Select Agencies' link). A purple 'Add Incident' button is at the bottom of the form. The footer of the page reads 'CPOMS © 2018, Meritec Limited. v5.9.21 | View our cookie policy |'.

Complete the details as follows:

- Student: Type the pupil name; start typing and the system will make suggestions for completion.
- Incident: Describe the incident you are recording; be accurate and specific; if using a student name, make sure this is spelled identically to the Student or Linked Student fields.
- Categories: Select at least one category; you can select more than one if appropriate.
- Linked Students: Type the name of any pupil that may be linked to this incident; this will ensure the incident is presented when viewing linked student records. Add as many linked students as necessary.

- Body Map: If appropriate, expand the Body Map and add markings to the illustration to indicate where physical evidence has been identified. Note the number that appears with each mark on the Body Map and refer to this number when describing the physical evidence.
- Date / Time: Enter the Date and Time the incident occurred. These will both default to the current Date and Time.
- Alert Staff Members: Add to this list any staff members who should be aware of the incident. Staff will be alerted to the incident via their CPOMS Dashboard (the page they see immediately after login) Staff members who have been selected to receive alerts will also receive an email requesting that they login to CPOMS and review the incident.
- Files: If you have files to support the incident, these can be uploaded here (for example, meeting minutes). Press the upload button or drag and drop a file into the Files box.
- Agency Involved: Optionally, you can add any agencies that may be involved with this particular incident.
- **Note: if there are other children involved please record initials only in the main incident section.**

When you have finished adding all details to the Incident, press the Add Incident button to submit the content and record it permanently in CPOMS.