



Castledyke Primary School Behaviour Policy

2025 - 28

Purpose

To provide simple, practical procedures for staff and learners that:

- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

This will allow the pupils at Castledyke Primary to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally in attaining the best possible chances for success. Castledyke is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values (The school has 3 simple rules **'Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly) with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

'Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities'
DfE 2024

Aims of this policy

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships, recognising these as lifelong skills.
- To build problem solving skills rather than following processes.
- To build a safe, respectful and happy school ethos where learning opportunities are maximised.
- To provide staff with tools to equip children with strategies to manage their behaviour and build positive relationships with others.
- ensure every member of the school community feels valued, respected and treated fairly
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To focus attention and importance on behaviours and not on labelling the child.
- To help learners take control over their behaviour and be responsible for any subsequent consequences.
- To ensure that excellent behaviour is a minimum expectation for all.

- provide a school code so that the whole school community know what behaviour is acceptable and what is unacceptable

This policy is written in line with guidance from Government documents (Behaviour and Discipline in Schools: advice for Head Teachers and school staff DFE 2014). The law states that: The Head Teacher must set out measures in the Behaviour Policy which aim to:

- promote good behaviour, self-discipline and respect.
- prevent bullying.
- ensure that children complete assigned work.
- regulate the conduct of students

Our Behaviour Policy is based on the Five Pillars of Pivotal practice. This approach focuses on building strong relationships, restorative practice, use of clear and consistent steps/systems and the importance of consistency in adult behaviour when supporting children.



Suspension and permanent exclusions are the last resort and as a school we are committed to utilising all our available resources to ensure that we have exhausted all proactive and preventative strategies before reaching this point.

Castledyke Vision

At Castledyke Primary School we are committed to the teaching of and encouragement of positive and caring behaviour. Our children will have high expectations of themselves and take responsibility for their actions. Children will make positive choices because they know it is the right thing to do, and when they see wrongdoing, they will alert someone to intervene. Our children will be taught these expectations through strong adult relationships and direct teaching and modelling. Positive behaviours will be recognised through our weekly celebration assemblies, recognition boards in classrooms, positive post to parents and the 'above and beyond' recognition book in the Headteacher's office.

We expect all of the members of Castledyke to follow our **core values**:

- **ready**
- **respectful**
- **safe**

We will recognise those who go 'above and beyond' exemplifying our schools vision and values.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'

Paul Dix

We fully recognise that parents and carers are our partners in the education process and we strive to involve them in the life of our school community. We sincerely believe that a strong home-school partnership works to build positive behaviours in children and to diminish the likelihood of inappropriate behaviours. By working side by side with parents, we believe the school can create the culture necessary for every child to achieve their full potential.

Application of this Policy

This policy applies to all members of the school's community. The school uses a reward and consequence system to track and monitor pupil behaviour. Parents are notified by staff and kept updated about pupil behaviour.

It is our belief that a school has a duty to supplement the work of parents/carers in teaching, modelling and reinforcing positive behaviours, with the clear aim of ensuring our young people possess the self regulation tools and skills to be a successful adult in society.

We know that for some students, they will require a greater degree of support to do this and we utilise our available resources to ensure that this support is provided in school within a culture of responsibility and resilience. Mistakes happen and choices are not always positive but as responsible adults we deal with the consequences and move on. The school's core values encourage students to be resilient and to support them, we promote positivity in changing choices and behaviour at all times.

Expectations of Adults

We expect every adult to:

- Meet and greet every child every morning.
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the diverse needs of learners.

- Use a visible-recognition mechanism throughout every lesson (eg, Recognition boards)
- Be calm and give 'take up time' when progressing through the steps. Prevention before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are using poor behaviours.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Senior leaders will:

- Take time to welcome children and family members at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data (recorded from EduLink) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

Pupils

Pupils are expected to have a positive attitude and maintain high expectations for themselves. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school.

Rights: All children have the right to learn, to be safe and be happy.

Rules: Rules or codes of behaviour are essential for maintaining the rights.

Responsibility: For their rights to be maintained children have to take on the responsibility of following the rules.

If children break the rules, they must understand that they have chosen to do this and therefore must accept the consequences of their actions, this will be used as a learning opportunity and children will reflect on their behaviour with the support of an adult. Choices will be explained and reinforced as part of teaching responsibility for personal choice, self regulation and behaviour.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour, reinforcing the learning parents/carers instil at home about responsibility.

Parents and Carers:

- Support children at home with their learning and be patient as they develop their understanding
- Be kind and helpful to all children and adults. Be sensitive to the needs and feelings of others
- Have a positive attitude towards the whole school community.
- Reinforce the School Values by rewarding positive behaviour.

- Show an interest in children's learning.
- Demonstrate the school values at all times and be a positive role model to the children.
- Make sure the children are at school on time every day and ready for learning.
- Communicate regularly with the class teacher.
- Help my child prepare for the day, making sure they have all the equipment they need
- Ensure my child has good manners
- Encourage my child to be kind to everyone
- Monitor my child's use of ICT and mobile phones, regularly checking it
- Attend parents evening

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at the classroom door. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome for every child.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.' Paul Dix

All adults will be looking out for children who show Castledyke Values and go above and beyond in our school, these will be recognised by:

A Positive Note Home/Letter Home from Headteacher

The Positive Note is a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There are no set amounts each week- again this approach must be sincere to retain its value. Letters may also be sent home from the Headteacher to recognise children who display outstanding examples of our expectations and values.

'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.' Paul Dix

Recognition Board

A Recognition Board will be used to encourage social or learning behaviours. For example, 'respectful', 'Kind' or 'above and beyond' are written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to ensure everyone's name is on the board. There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. special celebration dance or song.

'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.' Paul Dix

Phone calls home

Member of staff or SLT to phone parent(s) to share their child's success.

Friday's Celebration assembly

Each week a child will be selected from the class at random to be celebrated. The children and adults will look out for the positive actions and behaviours of the child which can be recorded and celebrated in our Friday assembly. Parents will be invited into school to celebrate this with their child.

Achievement Awards

Children with an achievement outside of school can share this at the weekly assembly alongside the class teacher.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible. If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.

Sanction	Description	Child Action	Communication to the child	Recording/Sanction	Failure to comply with sanction
Verbal Reminder	A reminder of classroom behaviour expectations delivered privately wherever possible.	Child makes every effort to regain focus and attempts to meet expectations.	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, safe. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and	No recording of sanction required.	Escalated to Final Reminder

			take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour because of the reminder.		
Final Reminder	A child fails to respond positively to the verbal reminder and is then sanctioned with a 1st Warning. A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.	Child may be asked to move seats. child may be required to have a reset conversation outside of the classroom	Staff member clearly states the reason for the final warning, using a scripted response: Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.	No recording of sanction required.	Cool off time
Cool off	Cool Off might be a short time away from the classroom with another class/TA/nurture room/calm space.	Child needs to take part in cool down activities eg breathing, a walk, sensory time.	It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.	No recording of sanction required.	Escalated to 5 minutes pay back time

5 minute payback (last chance 5 minutes after class for a restorative conversation)	A child fails to respond positively to the final reminder and continues to demonstrate behaviours which do not meet the teacher's expectations.	Child may be asked to move seats. child may be required to have a reset conversation outside of the classroom Child loses 5 minutes of the next social time they have	Staff member clearly states the reason for the final warning, using a scripted response: 'Stay behind five minutes after class.' to this step. These two minutes cannot be removed or reduced.	Staff member records 5 minute payback on Arbor. Arbor informs parents immediately.	Escalated to Removal
10 minute payback	A child has persistently disrupted the lesson following a 5 minute payback being issued	Child loses 5 minutes of the next social time they have	Staff member clearly states the reason for the final warning, using a scripted response: 'Stay behind five minutes after class.' to this step. These two minutes cannot be removed or reduced.	Staff member records 10 minutes payback on Edulink. Edulink informs parents immediately. Class DOJO message to be sent from teacher to parents with more detail in order to facilitate a re-set for the next day	Escalated to Intervention / Support
Intervention / Support	A child has now persistently disrupted the learning of other children Or A one off incident requiring	Child is asked to work outside in the corridor or intervention is requested from SLT to isolate the child from their peers.	Staff member clearly states the reason for the final warning, using a scripted response: see 30 sec scripts Child is taken to the time out room / another	Pastoral / Support Manager or HOS records this stage in Edulink. If the behaviour links to persistent classroom behaviour, class teacher will need to contact home	Isolation

	removal from lesson.		class for reflection and appropriate de-escalation / restorative work.	via phone call on the same day. Imposition given if needed	
Isolation	A child has now failed to work productively in the time out room and cannot return to class without disruption to other children. OR A one off incident which is a serious breach of school rules	Child will spend a time (determined by the HOS and Pastoral and Attendance Officer) outside of their classroom.	Staff member clearly states the reason for the final warning, using a scripted response: see script below	Pastoral / Support Manager or HOS records this stage in Arbor. Pastoral and Attendance Officer will follow up with parental meeting.	

Although sanctions are never taken back here is a strong belief that after a consequence, the issue is resolved and a fresh start is given. This encourages students to learn and develop the skills, tools and knowledge for self regulation and behaviour.

30 second script:

Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention

- I have noticed that you are...(having trouble getting started, wandering around etc.) right now.
- At Castledyke, we... (refer to the 3 school rules – ready, respectful and safe)
- Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- See me for 5 minutes after class/during break
- Do you remember yesterday/last week when you... (refer to previous positive behaviour) this is what we want to see from you again. That is who I need to see today...
- Thank you for listening... then give the child some 'take up' time. If the warning is not heeded and the behaviour continues this must be recorded on edulink.
- At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time.

- Children will be expected to have a reflective dialogue.
- For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for a portion of their lunch break and all parties involved will take part in a restorative dialogue.

Repair Restorative Conversation

Restorative Practice can be used to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. If behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

5 questions is usually enough from the following:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Imposition given if needed (An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

Behaviour monitoring

If the behaviour management strategies listed above are not working for a child and they have occurred either an internal isolation, a suspension or twenty or more behaviour points in a half term then the child will then go under behaviour monitoring. This will include the child and parent coming in for a meeting with a member of SLT to sign a behaviour contract to support the child moving forward with their behaviours. This support will include

- daily check ins with the pupil
- use of relevant interventions to support behaviour/emotional regulation

- meeting with parents on a monthly basis
- Feedback from students and staff
- Analysis of behaviour, attendance and academic data
- Personal evaluation by the child

Sanctions for breaking a behaviour are as follows:

Step 1 - Reasonable adjustments made if behaviours are disruptive

Step 2 - 1st verbal warning if behaviours continue

Step 3 - Second warning - Break is lost

Step 4 - Loss of lunch break

Step 5 - Isolation internally ½ day. If this isolation is for the morning, due to behaviours demonstrated the previous day, children will return to peers at 12.30 after eating lunch.

Parents will be contacted to inform them of their breach of behaviour contract.

Fixed Term suspensions

At Castleyke Primary we believe that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return. The decision to suspend a student will be taken on a **balance of probabilities** and will take into account the seriousness of breaches of the school's Behaviour Policy, including persistent disruptive behaviour.

A student consuming or dealing in prohibited substances or brandishing an offensive weapon can expect to be permanently excluded. In these situations, the Police will be informed immediately and asked to attend the school.

Reintegration Meeting

A reintegration interview will be arranged with the parent/carer during or following the expiry of any suspension. The aim of the reintegration interview is to assist the reintegration of the student by:

- Establishing understanding of behaviour expectations
- Identifying the support and intervention needed at school and home to ensure an improvement in behaviour

Part Time Timetables

There are times when a student requires a reduction in their timetable in order to support them in managing expectations within school and to ensure a positive outcome. This is done in collaboration with parents/carers and is for a fixed period of time, with regular reviews.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Riverview family of schools agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school. A permanent exclusion is when a student is no longer allowed to attend the school (unless reinstated). The decision to permanently exclude a student is made by the Headteacher and should 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 such as staff or pupils in the school.

There are occasions when a fixed term suspension has been issued and then further evidence has come to light which would mean the decision is now a permanent exclusion. In this rare occurrence, the permanent exclusion will be implemented following the fixed term suspension.

There is not an exhaustive list of behaviours which would constitute a permanent exclusion as it is at the Headteacher's discretion as to if the incident(s) meet the above criteria. However, there are some behaviours which will automatically result in a permanent exclusion:

1. A student consuming or dealing in prohibited substances on the school site
2. A student brandishing an offensive weapon
3. A student who maliciously sets off the fire alarm, knowing that public examinations are taking place

Exclusion Appeals

Fixed term suspension appeal process is documented within the suspension letter.

Permanent exclusions will result in a Governing Body Disciplinary Committee being held in response to the Headteacher's decision. The committee's role is to decide whether to direct reinstatement. The committee meeting provides an opportunity for parents/carers and professionals to present their evidence in support of this.

Full details of the Committee hearing will be communicated to parents through the clerk following the issuing of the permanent exclusion letter.

Positive handling (Restrictive Interventions, including Reasonable Force)

At Castledyke Primary School a selection of staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary.

Providing a safe environment for children to learn in is of paramount importance to us. If a child's behaviour endangers the safety of others or themselves, or the behaviour is having an adverse effect on the learning of other pupils, the child will be removed from the classroom using appropriate positive handling strategies.

All members of staff are aware of the regulations regarding the use of force, as set out in the DfE Guidance 'Restrictive interventions, including use of reasonable force' (April 2026), relating to Section 93 and 93A of the Education and Inspections Act 2006. Reasonable means using no more force than is necessary, proportionate and for the least amount of time.

As stated in the guidance:

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils receiving education at school, whether during a teaching session or otherwise.

Incidents of reasonable force must:

- Never put the member of staff or child at risk of injury
- Never be used without other adults in close proximity to witness the incident
- Only ever be used as a last resort
- Only be carried out by someone who has had Team Teach training and whose certificate is in date
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the red Bound and Numbered Book (in Headteacher's office) and reported to parents/carers

All incidents that require positive handling approaches will be recorded appropriately by the members of staff involved, filed and logged on CPOMs. The incident will be communicated to parents / carers via a phone call. We endeavour to do this on the same day. This will then be followed by a letter providing a written report. Parents will also have the opportunity to come into school for a face-to-face meeting should they so wish.

The DfE guidance states that 'Schools should not have a 'no contact' policy. Schools should not grant any requests by parents or staff members not to use reasonable force and / or other restrictive interventions.' This is due to the expectation that staff intervene to fully protect

Preventing Recurrence of Misbehaviour

We have a range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of suspension. This is based on ensuring students have a good understanding of behavioural expectations and providing support to ensure they develop the skills and tools to meet them.

The support each student needs is bespoke to them and is implemented in collaboration with parents/carers for maximum effect. The support must extend into the home to ensure that school and parents/carers are working consistently in establishing the behavioural expectations.

Examples of support include:

- Parental/carers meetings and home visits
- Parenting assessments
- mentoring and coaching
- behaviour reports
- Behaviour support plans
- Focused 1-1 or small group interventions on specific issues such as Anger Management for example

In establishing the underlying need behind the behaviour, staff are trained to assess any SEND need that a student may have. This way our SENDCo can work directly with any student whose behaviour is causing concern, if a SEND need is identified.

If there are serious concerns with a student's behaviour and there is no improvement through school-led interventions and support, then a multi agency approach will be needed. This will mean that the school will seek professional advice and support from a range of partners such as:

- Educational Behavioural Psychology Support Team;
- Social Care;
- Educational welfare;
- Police
- Education Inclusion team;
- Child Adolescent Mental Health Service (CAMHS)
- Headway Outreach Support

Definition of sanctions

Low Level Behaviours	Medium Level Behaviours	High Level Behaviours
May Include:	May Include:	May include:
Pushing in Teasing Interrupting teacher Attention seeking Clowning around Spoiling the games of others Telling tales Avoiding work Wasting time Being noisy Running Arguing	Repetition of Level 1 behaviour Answering back/arguing/being cheeky to staff Lying Biting (age appropriate) Graffiti Pushing about with hands and feet Hitting back Refusal to complete work Complete refusal to follow instructions	Bullying Vicious kicking Fighting/thuggery Endangering others and themselves Throwing of furniture Swearing at staff/peers Racial or homophobic abuse Stealing Physical abuse of staff/pupils Verbal abuse of staff/pupils Other unacceptable behaviour outlined in Section 6.6

	Damaging resources	
<u>Sanction</u> The look/Gestures A quiet word Private Verbal warning 'try that again' Change of place in the classroom	<u>Sanction</u> Contact with parents Recording on Arbor Time paid back Behaviour intervention Restorative discussion	<u>Sanction</u> Parents called Pupil removed from classroom (planned) Incident logged Meeting with parents Fixed term suspension Permanent exclusion

Definition of school rules

Ready

- We are ready to learn
- We arrive on time
- We have the correct uniform
- We are ready to listen and try our best

Respectful

- We listen when others speak
- We look after school property and property belonging to others
- We respect that others have different beliefs, ideas and backgrounds
- We respect that others may have different needs
- We respect our differences

Safe

- We travel to and from school safely
 - We move around the school safely
 - We follow instructions to keep ourselves safe
 - We use equipment safely
 - We are safe online
 - We keep our hands and feet to ourselves
- Speak to our trusted adults within school

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challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the School's Special Educational Needs Policy and SEN Information Report for more information. The school will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- carefully planned timetables, taking into account any SEND needs (identified through IEP or EHCP), including sensory breaks and planned time out the classroom
- short, planned movement breaks for a pupil whose SEND means that they find 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;
- 'Top tip' boxes on IEPs to ensure all staff understand the needs of each child
- Risk assessments for individuals with SEND to ensure prevention

- adapted learning model
- support through transition

Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.