



# Old Basford School

## Behaviour Policy

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DOCUMENT VERSION HISTORY		
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Autumn Term 2025	Emily Young	Changes made to the recognition section of Appendix 1 -detail added to Proud Treat Jar
Autumn Term 2024	Emily Young	Addition of SEMH Support Pathway- Graduated Response (Appendix 2)
Autumn Term 2023	Laura Duffin	Changes made include: Appendix updated with recording Proud Points and negative incident on Arbor. The 'r' in Proud rules updated to respect. Updated information about sexual harassment and working with outside agencies.
Autumn Term 2022	Laura Duffin	Policy templated adopted from School Bus and personalised to Old Basford School. Changes made include: Appendix updated to support Old Basford School's procedures with regards suspension and/or permanent exclusions

## Statement of intent

Old Basford School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. Old Basford School is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

Old Basford School acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), Old Basford School will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. Old Basford School will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – Old Basford School proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

## 2. Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in Old Basford School's Complaints Procedures Policy.
- Ensuring this policy is published on Old Basford School website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at Old Basford School. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.

- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining Old Basford School rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Mental Health trained staff will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how Old Basford School engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in Old Basford School.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with Old Basford School's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the SLT up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.

– Deputy Headteacher

- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to Old Basford School rules and reinforcing this at home.
- Informing Old Basford School of any changes in circumstances which may affect their child's behaviour.

### 3. Definitions

For the purposes of this policy, Old Basford School will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of Old Basford School within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, Old Basford School will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment

- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

#### **4. Staff induction, development and support**

All new staff will be inducted clearly into Old Basford School’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of Old Basford School. Staff will be provided with bespoke training, where necessary, on the needs of pupils at Old Basford School to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

#### **5. Managing behaviour**

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

**Appendix 1 – How Behaviour at Old Basford School is dealt with – this document outlines the policies and procedures for the behaviour management of pupils.**

#### **6. Prevention strategies, intervention, and sanctions for unacceptable behaviour**

##### **Behaviour curriculum**

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by Old Basford School.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

##### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. Old Basford School will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Behaviour will always be considered in relation to a pupil’s SEND. If it is deemed that a pupil’s SEND has contributed to their misbehaviour, Old Basford School will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

Old Basford School will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures Old Basford School will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

### **Physical intervention**

In line with Old Basford School's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

Please see Old Basford's Physical Intervention Policy for further information.

### **Removal from the classroom**

Old Basford School may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of Old Basford School
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

Old Basford School will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

Old Basford School will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to Old Basford School to decide. This could be for more than one school day. Old Basford School will ensure that the pupil is not removed from the classroom any longer than necessary.

### **Sexual abuse and harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

## **7. Effective classroom management**

### **Classroom rules and routines**

Old Basford School will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

Old Basford School will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

### **The classroom environment**

Old Basford School understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early.

## Praise and rewards

Old Basford School will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, Old Basford School understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, Old Basford School understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, Old Basford School recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

## 8. Behaviour outside of school premises

Pupils at Old Basford School must agree to represent Old Basford School in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of Old Basford School premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at Old Basford School.

Staff may also discipline pupils for misbehaviour outside Old Basford School premises, including conduct online, that:

- Could negatively affect the reputation of Old Basford School.
- Could pose a threat to another pupil, a member of staff at Old Basford School, or a member of the public.

Any bullying witnessed outside of Old Basford School premises and reported to Old Basford School will be dealt with in accordance with the Anti-bullying Policy.

Complaints from members of the public about the behaviour of pupils from Old Basford School are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## **Old Basford School**

### **Appendix 1 - Behaviour Policy**

This document is to be read alongside the full Old Basford School behaviour policy.

#### **Opportunities Bring Success**

The aim of this policy is to create an environment conducive to achievement by

- Promoting safety
- Raising self esteem
- Promoting consideration for others and the environment
- Enabling everyone to know what is expected of them

By determining the boundaries of acceptable and unacceptable behaviour and the procedures which will come into force if behaviour is deemed unacceptable and the hierarchy of rewards and sanctions which will support this.

#### **Old Basford School Approach to Behaviour Management**

At Old Basford School we have 5 rules which are consistently followed, recognised and praised.

**P** – polite and helpful

**R** – respect

**O** – organised and tidy

**U** – understanding the needs of others

**D** – do your best

#### **Recognition**

- Each pupil will receive a personal greeting each morning on arriving in their classroom
- Each teaching space will have a 'Recognition Board' where pupils name will be written if they are seen going 'above and beyond'. This is not just for the expected behaviour of all pupils in school.
- Each week the Headteacher will celebrate pupils who have been named on the recognition board through 'Headteacher Recognition time'. The pupil will have time to speak about what they were recognised for, receive a small reward and certificate and a photo will be shared on the website.
- Stickers, postcards home and Arbor messages (Proud Points) will be used as positive praise.
- Staff will use positive language when praising pupils, linking this to the behaviour/learning that they have seen, and where possible the PROUD rules. 'Thank you for sitting so calmly' 'Thank you for helping your friend with their work'.
- Each class will have a Proud Point Treat Jar where the class work together as a team to earn marbles. Working together as a class team encourages an ethos of collective responsibility. A full jar translates to a 15-minute reward time which can be used for a class reward for example an extra 15-minute break. Classes can choose to 'bank' their jars and build the time up in increments of 15 minutes per completed jar. Any member of staff can give out marbles which can then be added to the class jar.

## Remind, Reflect, Regulate and Restore

- There is no 'naming and faming', teachers can keep a private record of warnings and reflections but this will NOT be displayed in the classroom.
- If a pupil chooses not to follow the school rules, the following system will be in place:

Remind	<ul style="list-style-type: none"> <li>- Give positive praise to others around the child/within class who are displaying the right behaviours</li> <li>- Discreetly speak with the child and remind them explicitly about the behaviour expectation and PROUD rule you are wanting them to follow</li> <li>- Give a final reminder about the school rule you want them to follow and the behaviour you want to see and that if they continue to not follow the rules, they will be asked to move into reflection time.</li> </ul>
Reflect	<ul style="list-style-type: none"> <li>- <b>5 minute reflection time with a timer</b> – reflection space/chair within each teaching space, this might be outside of the classroom door but pupils need to be able to be seen and kept safe</li> </ul>
Regulate	<ul style="list-style-type: none"> <li>- The adult, who gave the reflection time, will have a short conversation with the child about why they are in reflection time and the behaviour you want to see in the class.</li> </ul> <p>Please ensure you use Emotional Coaching/Paul Dix conversation strategies to support the conversation.</p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking at the time?</li> <li>3. What have you thought since?</li> <li>4. How did this make people feel?</li> <li>5. Who has been affected?</li> <li>6. How have they been affected?</li> <li>7. What should we do to put things right?</li> <li>8. How can we do things differently in the future?</li> </ol>
Restore	<ul style="list-style-type: none"> <li>- Child returns back to classroom and continues learning with the class</li> <li>- At the next break (playtime or lunchtime) the child stays for 5 minutes with the timer to restore the lost learning.</li> </ul> <p>If the child is not able to complete the work due to emotional regulation, the time is to be spend building the relationship with the child.</p> <p>If the child is not able to complete the work due to the nature of the lesson or time of day, a reflection activity sheet is to be used/sent home.</p>

- All reflect, regulate and restore sessions happen at the time of the behaviour. No behaviour is carried over to another day/lesson. New lesson/day is a fresh start.
- Within a session (morning until break, break to lunch, lunch until home time) if a child has completed 1 reflection times and is still not making the right choices with their behaviour, please send to a member of the MLT. If the behaviour does still not improve, call for a member of SLT or the pastoral team who will support you and the child.
- If the reflection time has been during the afternoon session, they are to take the 'lost learning' home with them to complete; this might be the work (if appropriate) or a reflection activity.

## Reporting the Parents

- If a child has green reflection time (reminders given, reflection time, regulate and restore completed), t will get recorded on Arbor and a negative point is sent home.
- If a child has more than 3 reflection times in one day, the teacher will phone home before the end of the school day to discuss behaviour and expectations with the parents (a member of SLT or the Year group TA will cover the teacher to allow this call to happen).

- If a child needs to have an instant (red) reflection time due to the nature of the behaviour (e.g. physical to a peer) Parents will be spoken to either via a phone call home or face to face at the end of the day if appropriate.
- If there are on going concerns about a child's behaviour, a meeting with parents and the class teacher will happen to discuss any factors that might need to be considered.

## **Individual Behaviour Programmes**

- Some pupils will need a personalised behaviour approach due to additional emotional and/or SEND needs. Where appropriate these pupils will follow the same process as above but reflection time might need to be longer to allow the child appropriate time to regulate. SLT and the Pastoral team will support with this. However, the adult teaching will need to ensure they have a restorative conversation before the child enters back into the room.
- If needed, due to increased demands with specific behaviour, individual behaviour plans will be produced in line with the Routes to Inclusion process, which is supported by the SENDco.

## **Physical Intervention**

In line with Section 93 of the Education and Inspection Act 2006 staff may use reasonable force to prevent a pupil from committing an offence, causing personal injury, damaging property or doing something that prejudices discipline at school.

Staff have access to an on-going programme of accredited training through the Positive Handling Scheme in accordance with the LA expectations which takes into account key Government and best practice guidance.

Where a child's behaviour requires staff to employ reasonable force school will work with all supporting agencies to develop a 'Behaviour Plan' that will outline specific responses to specific behaviours. This plan may involve the use of physical interventions.

We at Old Basford School follow the LA policy on physical intervention and agree that after having training to use physical intervention to minimise risks and use as a last resort.

## **Considerations for suspension and/or permanent exclusion**

Each individual case will be carefully considered alongside all current and previous behaviour incidents. The list is not exhaustive but can include:

Causing physical harm to others / fighting	Threatening language	Absconding
Online abuse / bullying behaviours	Causing physical harm to adults and other children.	Highly disruptive behaviour
Persistent offensive / abusive language	Racist, religious, homophobic incident	Extensive damage caused to school property
Being unsafe or causing others to be unsafe	Bringing a prohibited item into school	

The length of the suspension will vary on a case by case basis but will be no more than 5 consecutive days. Further information about suspensions and/or permanent exclusions, please see the policy.

## Old Basford School

### Appendix 2 - Behaviour Policy

#### SEMH Support Pathway - Graduated Response

SITUATION	ACTION
A pupil receives 5 or more reflections in a 3-week period <i>or</i> Pupil consistently demonstrates concerning low-level behaviours	Teacher calls or meets with parent/carer (and pupil if appropriate) to discuss possible causes and solutions. Record on CPOMS.
An improvement is observed in next 3-week period.	Positive phone call/Arbor to parents. No further action – continue with strategies.
No significant improvement observed in next three weeks.	Teacher and phase leader meet to complete <b><i>R2i initial concern form</i></b> , and add initial actions on <b><i>summary action plan</i></b> . Universal design for inclusion used as reference for QFT.  Teacher to meet briefly with parent and child to explain use of R2i approach and actions in place. ( <b><i>Share R2i parent flyer and begin completing R2i Family Views</i></b> )
<b>Child considered for 'Monitoring List'</b>	
An improvement is observed in next 3-week period.	Positive phone call/Arbor to parents. No further action – continue with strategies.
No significant improvement observed in next three weeks.	Pupil voice taken into account ( <b><i>R2i My Views About School</i></b> )  Teacher and phase leader meet the complete next relevant R2i assessment, and add further actions to <b><i>summary action plan</i></b> . ( <b><i>R2i Environmental checklist</i></b> )  Teacher to follow up with parent and child to explain actions in place and discuss any contributing factors. ( <b><i>R2i Family Views</i></b> )

An improvement is observed in next 3-week period.	Positive phone call/Arbor to parents. No further action – continue with strategies.
No significant improvement observed in next three weeks.	Teacher and phase leader meet the complete next relevant R2i assessment, and add further actions to <b>summary action plan</b> . <b>(R2i Developmental checklist)</b>  Teacher to follow up with parent and child to explain actions in place and discuss any contributing factors.
An improvement is observed in next 3-week period.	Positive phone call/Arbor to parents. No further action – continue with strategies.
No significant improvement observed in next three weeks.	Teacher and phase leader meet the complete next relevant R2i assessment, and add further actions to <b>summary action plan</b> . <b>(Executive function checklist)</b>  Teacher to follow up with parent and child to explain actions in place and discuss any contributing factors.
<b>Child considered for ‘SEND Register’</b>	
An improvement is observed.	Positive phone call/Arbor to parents. No further action – continue with strategies.
No significant improvement observed in next three weeks.	<b>Begin gathering evidence using R2i Behaviour Frequency count, then Targeted behaviour monitoring and finally ABC analysis.</b>  Teacher, phase leader and SENCO/Inclusion Lead meet to form hypotheses and add further actions to <b>summary action plan</b> .  SENCO to follow up with parent and discuss any wider concerns. <b>(R2i Family Views)</b> .  Class teacher/phase leaders to discuss further actions with pupil. At this point, it may be appropriate to involve AHT and/or DHT.  A SEND pupil support plan will be in place. An individual behaviour support plan may be introduced. A risk assessment or individual handling policy may be in place.

An improvement is observed.	Positive phone call/Arbor to parents. No further action – continue with strategies.
No significant improvement observed in next three weeks.	Teacher, phase leader and SENCO meet to complete other <b><i>specific domain R2i assessment</i></b> , and add further actions to <b><i>summary action plan</i></b> .  At this point, it may be appropriate to involve AHT and/or DHT, and consult with outside agencies.