



# Alexandra Park Junior School

## Expectations for Learning Policy

Signed by:

\_\_\_\_\_ Headteacher

Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors

Date: \_\_\_\_\_

Date policy last reviewed: July 2024



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**Statement of intent**

Alexandra Park Junior School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The 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.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- 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.

The 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.



## Legal framework

This policy has due regard to all relevant legislation and statutory and non-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 (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy
- Behaviour Action Plan

## 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.

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- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the 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 senior mental health lead 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 the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

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 the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the 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.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

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.

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- 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 relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - Headteacher
  - Deputy Head teacher
  - SLT
  - SENCO.
  - Pastoral Team
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

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 the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

## **Alexandra Park Junior School – Expectations for Learning**

The following expectations promote a culture of mutual respect.

All adults and children are expected to –

- be safe
- communicate positively
- be respectful
- do our best
- co-operate
- handle emotions appropriately
- be in the right place at the right time

But we also expect children to:

- Come to school every day, on time
- Wear the correct school uniform
- Have their correct PE kit in school.

## **Golden Rules – Links to the British Values**

- I treat everyone with respect
- I use the Zones of Regulation
- I welcome and include everyone
- I learn from my mistakes

We expect all pupils to follow our school values and to demonstrate positive behaviour toward their peers, staff, and the environment. Staff and pupils are expected to behave in a respectful and responsible manner towards themselves and others.

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We encourage pupils to self-regulate and use the Zones of Regulation to help manage their emotions.

Pupils who display unacceptable or dangerous behaviour, such as bullying, aggression or defiance, will be given sanctions.

<b>We encourage good behaviour by:</b>	<b>Unacceptable and dangerous behaviour includes:</b>
*Good classroom management including well-defined routines	*Not following or ignoring instructions
*Being calm, fair, firm, clear, consistent, positive and understanding.	*Rudeness or aggression
*Praise good behaviours as it occurs.	*Derogatory remarks
*Unconditional positive regard for all.	*Damaging property
*Explaining and modelling behaviours we want to see.	*Stealing
*Encouraging pupils to use and reflect on our core values.	*Physical harm (adults or children)
*Explaining reasons for any sanctions.	*Racism
*Using reflection time, brain breaks	*Bullying
	*Inappropriate behaviour online
	*Inappropriate touch

## Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the 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 legal or illegal drugs, alcohol or tobacco
- 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, the 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
- Disruption on public transport
- 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.

## Staff induction, development and support

All new staff will be inducted clearly into the 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 the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the 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.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs **annually**, and in response to any serious or persistent behaviour issues disrupting the running of the school.

## Social, emotional and mental health (SEMH) needs

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

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- **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** – the 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. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

## Effective classroom management and Managing behaviours

### Classroom rules and routines

The 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".

The 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 headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a Classroom Rules Agreement which they are required to read and sign. All rules outlined in the Classroom Rules Agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

### The classroom environment

The school understands that a well-structured and not over stimulating environments are paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom,



e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ co operative learning seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.
- Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

## Rewards

In the classroom and around school:

- Headteacher Award
- Dojos
- Stickers
- Star Table
- Good to be Green

Lunch times:

- Stickers
- Lunch Time table
- Photos

## Managing unacceptable behaviours

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.

The pastoral lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

## Good to Be Green steps are as follows;

In lessons all children begin the day on a clean slate (green card)

STEP 1 The first warning.

STEP 2: The second warning.

STEP 3: A yellow warning card – with a reason why.

STEP 4: A red card - with a reason why. A phone call home and parents informed as to why a red card was given and informed of a detention.

As a consequence of a yellow or red card, children will attend detention. Detention maybe given during break or lunch time and also after school. Detention could include:



- Setting a written task, such as an account of their behaviour
- School-based community service, e.g. tidying the classroom

Parents will always be informed of detentions and they will also be recorded on CPOMs. If a child is kept for an after school detention, they must be picked up by an adult.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the year leader immediately or, in the year leaders absence, the most senior member of staff
- The pastoral lead investigates the incident and decides whether it constitutes unacceptable behaviour
- If the pastoral lead deems the incident to be unacceptable behaviour, they will record the incident. The behaviour will also be recorded on the pupil's permanent record
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the pastoral lead will determine the period the pupil will be removed from the classroom, as well as any detention time
- The Year Leader and Class Teacher will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- A Pastoral Support Plan and Risk Assessment will be carried out and possibly a referral to Early Help.
- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

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- 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

## Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

### Zones of Regulation



The Zones can be likened to traffic lights:

- Green: you are 'good to go!'
- Yellow: slow down or take warning
- Red: stop and regain control
- Blue: rest area where you pull over when you're tired and need to recharge.

When a pupil feels a connection, they feel significant and belonging. Often that is enough for inappropriate behaviour to stop. At Alexandra Park Junior School, we use the Zones of Regulation to encourage co and self-regulation. Adults in school connect with the pupil before offering options for correction. We encourage self regulation using the Zones of Regulation to manage emotions. This encourages pupils to understand their own emotional state and provides them with strategies to regulate their behaviour.

### Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The 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.

Positive behaviour will be taught to all pupils as part of the whole 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 the school, e.g. lining up quietly outside the classroom before a lesson.



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.

### 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"

.Dysregulation will be approached using the Zones of Regulation. Adults will 'connect before correcting'. This is because it is help for a pupil, who is still learning about emotions, for an adult to connect with their feelings before providing teaching or correction on their behaviour.

Sentence Frames	Sample Full Validation
It makes sense that you [reacted this way].	"It makes sense that you reacted this way, Sarah. I wish there hadn't been hitting, but I understand why it happened."
I can see this feels [emotion].	"I can see this feels nerve-wracking for you, Maya, even though you want to do it. Many people feel nervous before speaking in front of others."
I'd feel [this emotion], too.	"I'd feel disappointed, too. It's OK to feel sad when we don't get something we really wanted or deserved."
I can see how that would make you feel [this emotion].	"I can see how that would make you feel hurt and upset. Disagreements can be tough, and it's normal to have strong emotional reactions."
It's completely understandable to feel [this emotion].	"It's completely understandable to feel frustrated when things don't go as planned, Miguel. It's tough to imagine starting over."
It's OK to feel [this emotion].	"It's OK to feel disappointed, Leila. You put effort into your work, and it's natural to feel that way."
Of course you felt [this emotion].	"Of course you feel agitated, Jaden. Projects can be challenging, and anyone would feel that way."

Unacceptable or dangerous behaviours will always be challenged and sanctioned, no matter how small. The sanction maybe delayed and applied once the pupil is calm and able to talk about the incident.

Discrimination, racism or violence are not tolerated at Alexandra Park Junior School. We recognise that some pupils may not be emotionally aware of behaviour that can be recognised as offensive to other. Sexual harassment will be dealt with in line with this policy and the Safeguarding Policy.

### Initial interventions



A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- ELSA Support
- Short-term behaviour report cards
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### **Preventative measures for pupils with SEND**

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, the 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.

The 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 the 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

### **Use of Positive Handling**

We recognise that some pupils may have additional needs and require additional support to manage behaviours. At Alexandra Park Junior School, we have a team that are trained in Positive Handling de-escalation techniques to support pupils.

#### Positive Handling (Physical Intervention)

- In line with the school's Positive Handling 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 Positive Handling Policy.

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- Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.
- Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.
- When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

## Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Weekends during term, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, **20** minutes will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

## 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.

## Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

## Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the course of the school day in accordance with the Pupils' Personal Electronic Devices Policy. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

No mobile phones will be permitted on the school premises – mobile phones will be left at home or with parents.





Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Mobile phones

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

## Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

## Behaviour outside of school premises

Pupils at the school must agree to represent the 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 sanction pupils for misbehaviour outside of the school premises, including conduct online, provided 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 the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.



The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

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

## Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed fortnightly by the pastoral lead, headteacher and SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

## Monitoring and review

This policy will be reviewed by the headteacher and SLT on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **July 2025**.

Pastoral Support Flowchart 2024-2025

**What do I do if a child in my class needs support from the Pastoral Team?**

**ASSESS**

First you need to complete a Cause for Concern form. You must say what the concerns are, what the evidence is and put what you have already tried stating how long and what the impact was. This will then need to be emailed to the SENDCo Miss Varley.

**PLAN**

The SENDCo and PT will arrange a meeting with the class teacher, pupil and parents. In this meeting there will be a discussion about concerns and the evidence of concerns. A plan will then be put together support the pupils Social, emotional and mental health.

**DO**

Interventions and targeted support will be carried out for no less than 6 weeks. Starting point will need to be recorded and attendance will need to be logged.

One Page Profile

Pastoral Support Plan

Outcomes – Using PIVATs PESD

**REVIEW**

A review meeting will be held with the PT, class teacher, pupil, parents and SENDCo to measure the impact of support.

Little or no progress

Sufficient Progress Made

Needs met through QFT in the class.

Possible referrals that can be made:

- \*QEST    \*EP    \*SALT
- \*School Nurse    \*CPS
- \*Occupational Therapy    \*HYM
- \* TOG MIND

With permission of parents, pupil will be on the SEND Register. A new plan will be developed with the class teacher, pupil, parents and SENDCo. A discussion about possible outside agency support will also



In some cases, despite having taken all relevant and purposeful action to identify, assess and meet needs the pupil may not make expected progress. The SENDCo will work with parents to request an EHC assessment if felt needed.

Appendices B

**Incident form**

Name of Child:

Class:

Name of Adult:

Date:

Time:

**Categories**

- COVID     Currently Monitored     LAC     Level 1-Universal Services     Level 2 -Early Help Assessment     Level 3 - Child in Need
- Level 4 - Child Protection     Lunchtime logs     Medical     Operation ENC     P.S.P     Parental complaint     parental concern
- Professional Challenge     Red Card     Referral     SEN     Sexual language/behaviour     Strategy meeting     Yellow card
- Level 1-Universal Services Subcategories**
- Behaviour - Incident in School - low level     Behaviour / Playground - low level     Bullying / Physical threats / Physical harm
- Bullying - Consistent     Cyber Bullying     Derogatory     Emotional Wellbeing     Home visit     Incidents outside of school
- Racism

Incident:



*Alexandra Park Junior School*

*To Learn, Be Happy and Achieve Our Best*



Child's Voice:

Follow up:

Actioned on cpoms:

Expectations for Learning Summary

*Oldham Lane, Oldham, OL8 2BE  
Night BEd NPQH PgCert*



**Alexandra Park Junior School's Expectations**

The following expectations promote a culture of mutual respect.

**All adults and children are expected to -**

- \*be safe
- \*communicate positively
- \*be respectful
- \*do our best
- \*co-operate
- \*handle emotions appropriately
- \*be in the right place at the right time

But we also expect children to:

- Come to school every day, on time

**GOOD to be GREEN**

All the children start off on a GREEN card. This represents following the expectations and being a positive role model. Children are rewarded with activities and prizes.

If the expectations are not followed a warning is given and then a further warning if needed.

If another warning is needed a YELLOW CARD is given and a 5 minute detention.

In some cases, a further warning maybe need and this results in a RED CARD with a 15 minute detention and explanation for the detention. Detentions are always held on the day of the card. Parents are contacted and informed.

A straight RED CARD will be given for:

- \* making physical contact
  - \* swearing
- \* damage to property
- \* bullying /cyber-bullying
  - \* racist comments
- \*Use of derogatory comments.

## Appendices B

## Pastoral Support Plan



<b>Name:</b>		<b>Year:</b>		<b>Ethnicity:</b>		<b>Gender:</b>	
<b>Known as:</b>		<b>Date of birth:</b>		<b>Home Language:</b>		<b>PP / FSM:</b>	
<b>SEN Status:</b>		<b>Primary Need:</b>		<b>CLA/CP/CIN/EHA:</b>		<b>Current Attendance %</b>	

Pupil Profile	
<b>Strengths and positive relationships (Positive factors - strengths both at home and at school)</b>	<b>Barriers to learning Needs and areas for development - What do we think these behaviours are communicating?</b>

Pupil Voice (OPP/Pupil passport to be attached)	
<b>What I want my teachers/staff to know about me:</b>	<b>How I like to be supported:</b>
Reasons for Pastoral Support Plan:	

Significant changes in pupil behaviour e.g., significant difficulties in managing emotions, withdrawn, isolated, physical behaviours towards others	
Serious incident	
Vulnerable pupil	
Serious risk of fixed term suspension	
Serious risk of permanent exclusion	
Two or more fixed term suspensions	
Serious risk of criminal behaviour	
Reduced/ part time timetable	
Significant decrease in school attendance	
Emotionally Based School Avoidance – low levels of school attendance	
Other ( <b>Please provide details</b> )	

<b>Graduated Response – What is already in place to support the child’s / young person’s needs?</b>		
<b>Classroom Strategies / adaptations to support</b>	<b>Interventions</b>	<b>Progress / impact/ Comments What’s working well? (Also consider what’s working well at home) Further areas for development</b>

**Professionals / agencies currently supporting the child/Young Person/family.** This may include some or all of the following: CAMHS, Primary Outreach Team, QEST, Educational Psychologist (EP), Early Help, Social Care, Health.



Agency	Lead Professional	Date	Involvement Summary E.g., advice given to support emotional regulation; referred to OT for further assessment etc.

Actions agreed	Who	When

Agreed outcomes of PSP:	<ul style="list-style-type: none"> <li></li> </ul>
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<b>Start date of implementation of pastoral support plan:</b>		<b>PSP review date:</b>	
<b>Agreed by: PSP Coordinator:</b>			

<b><u>PSP Review meeting 1</u></b>	<b>Attendees:</b>
<b>Progress to date</b>	<b>Date:</b>
<b>Impact of previously agreed actions</b>	

<p><b>What's going well</b></p> <p><b>Barriers / concerns</b></p>		
<p><b>Further actions agreed</b></p>	<p><b>Who</b></p>	<p><b>By When</b></p>
<p><b>Additional comments:</b></p>		
<p><b>Pupil comments:</b></p>		

<b>Parent/Carer comments:</b>	
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<b><u>PSP Review meeting 2</u></b>	<b>Attendees:</b>	
	<b>Date:</b>	
<b>Progress to date</b>		
<b>Impact of previously agreed actions</b>		
<b>What's going well</b>		
<b>Barriers / concerns</b>		
<b>Further actions agreed</b>	<b>Who</b>	<b>By When</b>


<b>Additional comments:</b>	
<b>Pupil comments:</b>	
<b>Parent/Carer comments:</b>	

<b><u>PSP Review meeting 3</u></b>	<b>Attendees:</b>
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	<b>Date:</b>	
<b>Progress to date</b>  <b>Impact of previously agreed actions</b>  <b>What's going well</b>  <b>Barriers / concerns</b>		
<b>Further actions agreed</b>	<b>Who</b>	<b>By When</b>
<b>Additional comments:</b>		

<b>Pupil comments:</b>	
<b>Parent/Carer comments:</b>	

*\*\* In exceptional circumstances if an extension of the PSP is required, schools should continue with regular PSP meetings using the meeting review template above\*\*\*\**

<b><u>FINAL REVIEW</u> – closure of PSP</b>	
<b>Date</b>	
<b>Attendees</b>	

<b>Outcomes</b>	<b>Progress Achieved</b>
<b>Additional comments:</b>	
<b>Pupil comments:</b>	
<b>Parent/Carer comments:</b>	