



Positive Behaviour Policy January 2025

Approved by:	Approved by Longwill Governing Body
Date:	
Next review date:	36 months from last approval

Signed

(Chair of Governors)

Date.....

Signed

(Head Teacher)

Date.....

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Longwill School Positive Behaviour Policy

Rights Respecting and Trauma-Informed Statement

Longwill is proud to be a Gold Aware Rights Respecting School, fully committed to upholding the UN Convention on the Rights of the Child (CRC). We strive to create a safe, nurturing, and inclusive environment where all pupils feel respected, valued, and supported in their learning journey. **Our curriculum and policies are grounded in a trauma-informed approach, recognising the**

diverse needs of each pupil and promoting emotional and social well-being alongside academic growth.

Our behaviour policy is underpinned by the following key principles:

Article 3: The best interests of the child must be a top priority in all decisions affecting children.

Article 12: Every child has the right to express their views freely in all matters affecting them, and to have their views given due weight.

Article 29: Education must develop and encourage a child to respect their own rights, the rights of others, and the environment around them.

Article 14: Duty bearers (parents and government) must help children make good choices.

Article 37: Sanctions should not harm or humiliate children.

National Guidance

This policy incorporates the latest government guidance on Behaviour and Discipline in Schools, ensuring the most effective strategies are in place to promote positive behaviour and support all children, particularly those who may face challenges such as trauma, attachment difficulties, or other emotional and behavioural needs.

Legislation and statutory requirements

Our Positive Behaviour Policy has been developed in consultation with pupils, staff, and governors, ensuring it aligns with current statutory and legal frameworks. It should be read in conjunction with the following policies and regulations:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

This policy should be read in conjunction with:

- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Anti-Bullying policy
- Safeguarding and Child Protection Policy (updated annually)
- Health & Safety Policy

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- E-Safety Policy
 - Code of Conduct Policy
 - Complaints Policy
 - Whistle Blowing Policy

Aims

This policy aims to:

- Support all pupils, including those with trauma or attachment needs, by using a Trauma-Informed and Attachment-Aware approach.
- Promote and maintain high standards of behaviour that align with our school values and ensure that children's rights are respected.
- Provide a clear structure for how positive behaviours are encouraged and how inappropriate behaviours are addressed.
- Foster a positive and inclusive school environment where every child's emotional, social, and educational development is supported.
- Empower children to make positive choices, taking into account their experiences and individual needs.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
 - We recognise that social, emotional, and behavioural skills are essential for learning, life, and work. A pupil's readiness to learn and maintain positive relationships relies on their emotional well-being. Our focus is on creating an environment where pupils feel safe, happy, and included. All staff are proactive in supporting positive behaviour in the classroom, playground, and school community, using a Trauma-Informed, Attachment-Aware, and Supportive (TIAAS) approach. This is supported by the emotional health and wellbeing of staff.
 - At Longwill School for Deaf Children our aim is to ensure that every member of our community feels valued and respected, and that each person is treated fairly. Our ethos is built on mutual trust, respect, and the principles of the UN Convention on the Rights of the Child (CRC). The school's positive behaviour policy supports the way we work together in a nurturing, inclusive environment where everyone feels safe and secure. By promoting positive behaviour, we aim to reduce negative behaviours. At Longwill, we recognise that social, emotional and behavioural skills are key skills for learning, life and work. A pupil's readiness to learn and maintain positive relationships relies upon their social and emotional well-being. We aim to ensure pupils feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community using a Trauma-Informed, Attachment-Aware, and Supportive (TIAAS) approach. This is supported by the emotional health and wellbeing of staff.

For all our Deaf children we aim:

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- To facilitate a provision that meets the needs of profoundly deaf pupils, enabling them to learn, feel safe, in a healthy environment and making a positive contribution to school and the wider community
 - To provide a calm, purposeful and happy working atmosphere within our school
 - To foster positive, caring attitudes towards everyone where achievements at all levels are valued
 - Encourage independence and self-discipline, helping each child take responsibility for their actions.
 - To have a consistent and fair approach to behaviour and learning throughout school with strong collaboration and support from parents.
 - To promote self-esteem and confidence, empowering our pupils as young Deaf individuals
 - To set clear boundaries for acceptable behaviour to ensure physical and emotional safety
 - To provide an environment that is conducive to learning and free from disruption and any circumstances, in which they are bullied, ignored, ridiculed or discriminated against regardless of gender, sexuality, race, class or disability
 - Deliver a creative, flexible and visual curriculum that motivates and engages pupils in their learning
 - To encourage engagement by using British Sign Language and English through our Sign Bilingual Practice ensuring that language is planned for individual need and abilities
 - Foster a sense of direction, purpose, and community among children, staff, parents, and governors.
 - To prevent child-on-child Abuse including bullying (See separate Anti-Bullying policy)
 - Encourage pupils do their best and have a positive attitude to learning and school. a by setting high expectations for behaviour.
 - Promote good conduct, manners, and responsibility throughout the school day, including unstructured times.
 - Provide opportunities for pupils to share their concerns and ensure they feel heard and supported.

Expectations

At Longwill we promote positive attitudes towards behaviour for learning and collaboration

- Respect: Respecting our own rights and those of others,
- Resilience: Building self-esteem, developing self-discipline and self-regulation to take responsibility for our own actions
- Relationships: building positive relationships with others, reflecting on our actions, including knowing how to make amends
- It is expected that all members of the school community behave in a considerate way towards each other and to demonstrate and model positive behaviours which support our school ethos. All members of Longwill School follow the rules and principles that underpin this policy and ensure that they are applied consistently and fairly, act as role models for pupils, and

have a collective responsibility as a staff (duty bearers) to promote high standards of behaviour for all pupils at all times.

- We recognise that children exhibiting inappropriate behaviour have a 'need', and that we have a duty to strive to meet that need. We use different approaches personalised to the needs of each individual child.
- The school does not tolerate **child-on-child** abuse including bullying of any kind (physical, cyber, faith, homophobic, disablist or sexist). If we discover that an act of bullying or intimidation has taken place, we immediately act to stop any further occurrences of such behaviour, following our reporting system. We take all reasonable measures to ensure that every child comes to school knowing it is a safe and welcoming environment. We have regular programmes and systems in place to remind children to speak up if they feel they are being treated unfairly. **We have created a safe and supportive environment where every child's voice is valued.** We have;
 - A very active and focused School Council enabling pupil voice to be **heard and considered in school decisions.**
 - Home-school agreements signed by pupils, parents and school **to promote shared responsibility in upholding school values.**
 - A Rights Respecting Class Charter in each classroom which is shared with pupils and regularly referred to.
 - Our broad and varied curriculum promoting mutual respect and positive attitude towards others, **promoting inclusivity and understanding.**
 - Assemblies and acts of Collective Worship
 - **Relationship, Personal Social, Health and Economic education (RPSHE) supporting pupils in developing positive relationships, emotional literacy, decision-making skills and a sense of community.**
 - A positive rewards and sanctions system **ensuring that pupils are acknowledged for their positive behaviours while addressing any negative behaviours in a fair and consistent way.**

We are committed to an inclusive and trauma-sensitive approach to behaviour, ensuring that any behaviour management strategies account for potential underlying needs such as attachment difficulties or previous traumatic experiences.

Longwill recognises that pupils learn through experiences including testing boundaries. Where poor choices continue to be made or there is a serious infringement there will be proportionate but serious consequences. The principles of Restorative Justice will underpin our approach, reinforcing our ethos that sanctions alone will not change the behaviour, but together will achieve the expected standard of behaviour.

Children are taught about the negative impact of aggressive, unkind or bullying behaviours and how to say no to bullying. Pupils and parents are taught that bullying is systematically repeated unwanted aggressive and unkind behaviour that involves a real or perceived imbalance of power directed at an individual or group of individuals. (See separate Anti-Bullying Policy and parent pamphlet)

We take a trauma-informed approach by considering each pupil's individual needs when addressing any incident. We take into account our knowledge of any medical conditions, home-life issues, historical or current and a pupil's challenge with social understanding and communication when deciding a course of action. By considering the whole child, we aim to respond with compassion and fairness, ensuring that every pupil receives the appropriate support to understand and correct their behaviour. Our goal is to guide pupils in making positive choices while fostering an environment of empathy and growth.

Rights and Roles

The Pupils have a Right to...

- An education that develops their personality, talents and abilities to the full. (A28,29)
- Be free from discrimination regardless of ethnicity, gender, religion, language ability or other status, whatever they think or say (A 2)
- Access reliable information safely. (A 17)
- To express their thoughts and opinions (A 13,14)
- The best possible health i.e healthy food choices to develop healthy body and minds (A 24)

Pupils will Respect this by...

- Behave in an orderly and self-controlled way
- Showing, through their behaviour, language and actions, a respect and consideration for all the adults and other pupils in school.
- Working to their best ability and make it possible for all pupils to learn
- Moving appropriately around the school
- Taking proper care of the environment, books and others' property.
- Wearing the correct uniform at all times
- Accepting the school rules noted in each class's Rights Respecting class charter
- Accept sanctions when given
- Always behaving in a way that shows Longwill in a positive way, including when outside school or via social media.

Teachers Entitlements and Responsibilities

Entitlements

Teachers should be able to enjoy teaching without being subject to unacceptable pupil behaviour above that of the Special Educational Needs of the Deaf pupil. Teachers should:

- Have access to regular training on Behaviour strategies that work best for profoundly Deaf pupils.
- Have access to a range of defined behavioural measures, sanctions and rewards.
- Have clear guidelines and professional development on what to do in any crisis situation, physical intervention incidents, and how to record unacceptable behaviour.
- Have an input into the behaviour policies of the school and to know the range of strategies and arrangements, which they can use to support their teaching.

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- Be able to work within an ethos that is supportive and gives a strong lead on behavioural issues in school.
 - Be given a good teaching environment that offers security and is supportive of the quality of education with regard to Health and Safety, and a fair assessment of risk.

Teachers have a Responsibility to:

- Respect the children they teach.
- Be committed and have high expectations of the children they teach.
- Encourage good behaviour and respect for others.
- Prevent all forms of bullying.
- Keep their pupils safe.
- Seek support and advice about how to promote positive behaviour.
- Keep parents informed about their children's educational and social progress.
- Keep written record of conversations with parents, using Behaviour Watch.
- Work as part of a team with other teachers in the Teaching and Learning group, TAs, Deaf colleagues, Family support team and Learning Mentors.

Teaching Assistants have a responsibility to:

- Ensure that the school rules are followed and enforced fairly.
- In the first instance, deal with minor incidents themselves in the normal manner, regardless of the class a pupil is in.
- Report all incidents/behaviours to the child's teacher, who can decide if further action is needed.
- As the class teacher is the 'Key' person (duty bearer) who holds information about the child, incidents or poor behaviour should be shared with parents by them unless advised otherwise.
- Log all concerns on Behaviour Watch

Teaching Assistants have an entitlement to:

Teaching Assistants should be able to enjoy supporting the quality of education for all Deaf pupils, including those with needs in addition to their deafness and expect positive behaviour from all.

Parents have an entitlement to expect the following from school.

- High quality education for their Deaf child including full information about their progress.
- Consultation about the school's behaviour policies.
- Information on how school promotes positive behaviour and what they can do to support this in school
- A facility to discuss and resolve any concerns.

Parents have a responsibility to support their children in school by:

- Encouraging their child to recognise the importance of education and learning.
- Backing the application of behaviour policies and the Longwill system of rewards, incentives and sanctions.

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- Insisting that children show respect to the adults and other pupils in school.
 - Preparing the children for school by providing breakfast and a good night's sleep.
 - Have a responsibility to contribute to the positive ethos of the school and its work to enhance the pupils' learning.
 - Developing their very best sign language skills so that they can communicate effectively with their child
 - Sending their child into school with the correct uniform
 - Supporting the Home-Learning policy.
 - Encouraging their child to respect staff, taxi guides and the school environment and not to behave aggressively or rudely towards them.

The School Governors

- Have a responsibility to strategically monitor the effectiveness of behaviour
- To follow guidelines on standards of discipline and behaviour
- To have strategic oversight of policies and training of staff and all areas concerning the Health and Safety of the pupils and staff.

The School Community

- Has a right to see and be involved with the school's **Positive** Behaviour policy. It should be applied fairly and consistently and be followed by all pupils, staff, parents and, as appropriate, visitors to Longwill.

The role of the 'Other Adults' in school

- On occasion, other adults may be working with pupils in school, either delivering assemblies, music, PE, workshops or as students, volunteers or work experience. The expectation is that the same standards of behaviour are maintained during these interactions. Adequate supervision by school staff must be maintained and school rules adhered to. Visitors should refer to school staff to implement the positive behaviour policy.

The role of the Lunchtime Supervisors (LTS)

- **Pupils are expected to** demonstrate the same high standards of behaviour at lunchtime as they do at other times in school.
- **Lunchtime Supervisors should be role models of respect, kindness, and fairness, ensuring pupils feel safe and valued at all times. Pupils are encouraged to show respect towards Lunchtime Supervisors as they would to all adults in school.**
- Supervisors should follow the positive behaviour policy rewarding children with praise and proximal praise to **reinforce positive** behaviour. **This includes communicating praise and offering reward systems (e.g., house point 'coins', stickers, or behaviour certificates) to motivate and engage pupils.**
- If sanctions are required, LTS are to follow the school's behaviour policy and STEPS procedure **ensuring consistency and fairness.**

Role of Senior Management Team

- **Senior Management should actively support teachers in fostering positive behaviour, ensuring that each pupil is provided with the necessary tools and strategies to succeed.**

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- To be aware of individual pupils with a behaviour /**Personal Support Plan (PSP)** and support class teacher where possible **fostering independence, self-discipline, and emotional well-being.**
 - In phase meetings remind staff to log all behaviour incidents appropriately onto the electronic system (Behaviour Watch)
 - Discuss any concerns with the Behaviour Lead and Headteacher, **focusing on solutions that support the child's emotional development and social learning.**

The role of Behaviour Lead

- Monitoring the effectiveness of the Positive Behaviour Policy throughout school and report **regularly** to HT & Governors
- Support staff in the implementation of procedures outlined in the policy and provide guidance where necessary
- **Maintain accurate records of significant behavioural incidents, ensuring that information is logged on Behaviour Watch and monitored regularly.**
- **Oversee and monitor the weekly logs of the Frequency Behaviour Register and the Concerning Behaviour Logs, identifying patterns or recurring concerns and taking action where needed.**
- Liaise with external agencies (e.g., social services, mental health support) when required, to ensure pupils receive the necessary support.
- **Work closely** with Learning Mentors on a half-termly basis to **review the effectiveness of ongoing behaviour programmes and ensure that tailored interventions are in place.**
- Take appropriate actions to support and reduce **pupil's anxiety and frustrations**, initially through a short-term **Pupil Support Plan to support children to regulate their behaviour.** (appendix 5)

The role of the Head Teacher

- It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy
- To ensure the health, safety and welfare of all children in the school.
- Support the staff, by implementing the policy, by setting **high** standards of behaviour and by **providing ongoing** support in their implementation of the policy.
- **The Head Teacher has the authority to issue fixed-term exclusions when deemed necessary, in line with the latest guidance on exclusions**

Safeguarding

- Refer to the Safeguarding and Child Protection Policy for full details on safeguarding procedures and responsibilities.

Safety Rules and assessment of Risk

Health and safety are fundamental aspects of the behaviour policy.

- Risk assessments are conducted for all lessons and educational visits to ensure the safety of pupils. Individual risk assessments are created for pupils who have specific behavioural or medical needs.

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- Any near-misses must be documented and recorded in the Risk Assessment Folder.

Anti-Bullying (See Anti-Bullying Policy)

Child-on-Child:

child-on-child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in **child-on-child** abuse is under the age of 18.

Any reports of bullying/ **child-on-child** abuse are taken very seriously and written reports are taken from the parties concerned and witness/es accounts are logged. Apologies are taken, parents informed of any serious concerns for both parties. If an act of **child-on-child** r abuse including bullying, is continuous and/or there is a serious physical threat or act of violence, a fixed term exclusion will be made. All pupils and their parents will be made aware of this sanction.

Positive Behaviour Strategies

A positive climate is created, and pupils have many opportunities to **reflect and** 'come back to the right way' and are rewarded **for their efforts**.

For pupils whose positive behaviour for learning is evident in their attitude and effort to learning and their approach to their work, including curiosity, growth and resilience **are praised. This includes**, showing pride in themselves, respect to others, pride in their work and their school surroundings is acknowledged and praised through the school reward system of house points. Staff are able to celebrate positive behaviour using our electronic behaviour logging system; Behaviour Watch. **Acts of kindness are recognised by displaying pupils' names on the "Kindness Tree."**

Teaching Positive Behaviour

We expect all children to behave in a manner that is 'ready to learn', and that supports their learning and helps them develop as lifelong learners. We encourage children to build their Learning Powers. In order to do this, we have four animals who exhibit excellent learning behaviours. They are: Resourceful Octopus, Reflective Owl, Reciprocal Bear and the Resilient Elephant.

Rules and Routines

Class rules are consistent across the school, from Nursery to Year 6. These rules are positive **clear and focused on encouraging desirable behaviours that contribute to a productive learning environment**. They are displayed in each classroom and include language based on the UNCRC's Rights of the Child and each class has a class charter. Members of our school community are expected to be support our school ethos and provide a clear set of boundaries to ensure that pupils work cooperatively, in a safe, happy and supportive learning environment.

Circle Time

Circle Time is a daily session focused on emotional awareness and understanding. It encourages openness and **provides a supportive space for pupils to share their thoughts.** (See Jenny Mosely Circle Time materials/ www.NDCS.com for useful materials).

Our Key Changes for a Trauma-Informed Behaviour System:

We have weaved Trauma-Informed principles into the behaviour system, therefore shifting the focus from managing behaviour to supporting and empowering pupils, particularly those who have experienced trauma, in ways that build their self-esteem, emotional intelligence, and overall resilience.

Emotional Safety and Support- Calm Space

Staff will ensure pupils feel emotionally safe. For example, if a pupil exhibits challenging behaviour, offer them a calm space to reflect and regulate their emotions. This allows the pupil to regain composure without feeling singled out or shamed. Staff should use positive language to address behaviour, focusing on what happened and how the pupil can improve rather than labelling them as "naughty." The goal is to make the pupil feel safe and understood. Words such as; frustrated, dysregulated, anxious, scared, upset etc can be used to explain the dysregulation.

Providing Choice and Empowerment; Club Time/Breaks/Class Dojo Points

A trauma-informed system offers pupils a sense of control and ownership over their actions. In the revised system, Club Time allows pupils to choose from a range of activities for half a term. This gives them a chance to engage in something they enjoy while encouraging positive behaviour.

Playtime and Lunchtime: A pupil who consistently demonstrates positive behaviour throughout the day can enjoy their break or lunchtime and may also earn Class Dojo points to recognise and celebrate their efforts. These points can contribute towards rewards or privileges, helping to motivate pupils and reinforce positive choices. However, if a pupil is struggling with their behaviour, the focus will be on offering support and guidance to help them regulate their emotions and behaviour. They will be encouraged to reflect on their actions and have the opportunity to regain their social time once they feel ready.

Staff are encouraged to make pupils part of the decision-making process, offering them opportunities to reflect on their behaviour in a supportive and non-judgemental way. This approach empowers pupils by helping them understand the link between their actions and their access to privileges, while ensuring they feel valued, heard, and respected. Instead of focusing solely on consequences, this system encourages a growth mindset where pupils are supported to learn and improve over time, reinforcing the connection between self-regulation, responsibility, and positive rewards.

Building Trusting Relationships

For pupils, particularly those with trauma, trust in adults can be challenging. Therefore, building strong, supportive relationships is key. Staff should regularly check in with pupils to understand their needs and provide emotional support. A teacher might ask, "How are you feeling today?" or "Is there anything you need help with?" These small gestures show pupils that their emotional well-being matters, helping them feel valued and understood. The Head Teacher personally welcomes every child into school and staff welcome pupils into the classroom.

Growth and Restorative Practice

Rather than focusing on punishment, the system should promote restorative practices. If a pupil loses access to some of their break or lunchtime or the weekly Mini Celebratory Event due to behaviour, they should have the opportunity to earn back their privilege by demonstrating positive behaviour over time. For example, if a pupil loses 5 or 10 minutes at break, they can rejoin after showing improvement and demonstrating self-regulation. This teaches pupils that their actions can lead to positive change and growth.

Mini Celebratory Events

At the end of each week, hold Mini Celebratory Events to acknowledge and celebrate positive behaviour. These events could include sharing achievements or participating in group games that

promote teamwork and connection. These events celebrate the positive behaviours that reflect the school's ethos of kindness, respect, and resilience.

Social Emotional Aspects of Learning (SEAL) programme

This programme taught in school (since September 2006) expands the personal social training programme in class time and offers some good opportunities to teach about emotions and dealing with personal responses to life events.

The Taking Control Book

For some pupils who **struggle to self-regulate** in class or in the taxi, a Taking Control Book **may be used**. **This tool helps pupils track their progress in regulating their behaviour:**

- 1 = Not satisfactory control
- 2 = OK...just
- 3 = Satisfactory
- 4 = Good
- 5 = Brilliant, well done!

The pupils are encouraged to take responsibility for the **Taking Control** book and ask **staff to record their progress**.

The aim is for pupils to consistently achieve scores of 3 and above. The class teacher, DHT, or HT will sign the book each evening. Parents are encouraged to use the book to reinforce positive behaviour and reward progress.

- **BLP (Behaviour for Learning) certificates awarded during whole-school assemblies.**
- **Informing parents of positive achievements.**
- **Recognising acts of kindness with a name on the Kindness Tree.**
- **Awarding points towards house team totals.**

Rewards and Reinforcements

At Longwill pupils are encouraged to **demonstrate positive behaviour** and work hard. Positive behaviour is praised and rewarded in various ways. It may be possible to see any of the following:

- Praise pupils to recognise and reinforce desired behaviours.
- Encouraged pupils to praise peers.
- Reward good behaviour with notes home; half termly treats e.g. sports afternoon etc
- Visit to Senior Leader for praise
- Staff award stickers, **Class Dojo points** and **award mini prizes for positive** behaviour.
- Headteacher Praise Postcards given
- Use circle time to show appreciation of each other and congratulate each other.
- Ensure that praise is equally given
- Display good work or celebrate a behaviour
- Award a special achievement certificate for **positive** behaviour at Achievement Assemblies.
- Proximal praise to encourage pupils to display desired behaviours.
- Names put into the Golden Book weekly.
- **Offering additional rewards, such as house points or extra time for selected activities**
- BLP Certificates for behaviours for learning to be given out during whole school assembly
- Recognise and catch positive behaviours
- Name added to the kindness tree for kind acts

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- Points given to pupils for positive behaviour
 - Gold coins given toward house team points

House Teams:

- This is a powerful whole school praise and incentive system to foster collaboration and healthy competition, including teaching children how to lose sportingly and to be resilient and not give up.
- There are four House Teams: Red (Fonseca House), Yellow (Hughes House), Green (Breeze House), and Blue (Fletcher House). House points are collected weekly, with totals announced during assembly. At the end of each half term, the House Team with the most points wins the Longwill Behaviour Trophy, and the House Flag is displayed.

A variety of sanctions exist- **Addressing Behaviour with Understanding and Support**

We believe in fostering positive behaviours by creating a supportive environment where pupils can learn and grow. When a pupil struggles to follow school rules, it's important to approach the situation with empathy and understanding. Consequences should be viewed as a natural response to behaviour, not as a personal punishment. Each pupil is unique, so consequences will always be fair, but tailored to meet individual needs, ensuring that everyone is treated with respect.

- Ignoring of attention-seeking behaviour
- Use of **time out i.e. allowing the pupil to step away from an activity or**, move to a different table or space.
- **Temporarily limiting playtime as a way to help the pupil regulate and refocus.**
- Carrying out school- improvement work at lunch-times and playtimes.
- Moving the pupil to work with senior staff in a quieter space, if needed. (Phase Lead)
- Supporting child to self-regulate using a Personal Support Plan that is regularly reviewed or given a 'Taking Control' book that is shared between pupil/parent and teacher.
- **In cases of serious incidents or continued non-cooperation, students may be sent to the Deputy Headteacher or Headteacher to discuss next steps.**

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others and themselves, the adult stops the activity and prevents the child from taking part for the rest of that session.

Logging inappropriate behaviour on Behaviour Watch

- All pupils are expected to show exemplary behaviour and respect the rights of others and behave in an appropriate way.
- Behaviours are logged according to the severity of danger/risk they pose to themselves or others
- Level 1: There is no intentionality or social awareness associated with the behaviour. The child usually engages in the behaviour because they like the sensation/its effect.
- Level 2: The behaviour is more frequent and is usually a way of gaining attention or a way of communicating(indirectly) with someone albeit inappropriately.

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- Level 3: The behaviour has some elements of intentionality and may include poor social awareness. It may be away of seeking attention or avoiding an activity. Whilst unpleasant and anti-social there is little danger associated with the behaviour.
 - Level 4: The behaviour is anti-social and offensive, there is a degree of physical danger associated with the behaviour.
 - Level 5: The behaviour poses a severe risk of harm to themselves, others or the good order of school.
 - **Level 6:** The behaviour poses a severe risk of harm to themselves, others or the good order of school and **physical intervention** has been used.

The STEPS Procedure

The STEPS Procedure (Support, Time-out, Early Intervention, Positive handling, and Specialised strategies) is used for managing challenging behaviours in a way that is both proactive and sensitive to each child's individual needs. The focus is on de-escalating situations and supporting children to regain control of their emotions.

Step 1: Tactical Ignoring and Proximal Praise

- **Example:** A pupil begins banging the table during a writing activity.
- **Action:** Use **proximal praise** and positive reinforcement by quietly acknowledging a nearby pupil who is following the expected behaviour. For example, "I see you're staying on task, great work!" This reinforces the desired behaviour.
- Apply tactical ignoring by not giving attention to the disruptive behaviour, allowing the pupil to naturally adjust and refocus without the reinforcement of attention.

Step 2: Be Explicit About What Behaviour You Would Like to See

- **Example:** The pupil continues to disrupt the class by banging the table loudly.
- **Action:** Approach the pupil and clearly state what you expect. Say/sign, "I can see you're feeling frustrated. It's hard to focus with the noise. How about we try some writing now, and we can talk more if you need support?" You are clear and direct in your communication about the desired behaviour, using positive language. This would also be a good point to offer sensory toys, if appropriate.

Step 3: Offer a Timed Session in the Calm Space

- **Example:** The pupil is becoming more frustrated, and their behaviour is escalating.
- **Action:** If the pupil continues to struggle with regulation, sign, "It seems like you're upset. Would you like to take a break in the calm space for a few minutes to feel better?" Offer them the option of a safe space to regulate, providing them with the chance to reset, Use sensory toys where necessary.

Step 4: Offer a Different Face- Helping Hand

- **Example:** The pupil continues to display signs of distress or frustration even after a time in the calm space.

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- **Action:** "It looks like you might need some extra support right now. Would you like to speak with someone from your Helping Hand? By offering a different person we are providing the pupil with the chance to connect in a way that feels safe and supportive."

Step 5: Offer Learning Mentor

- **Example:** The pupil still struggles with calming down and engaging with the class.
- **Action:** Say/sign, "Would you like to spend some time with the Learning Mentor? I wonder if that would help you?" Offering time with a Learning Mentor provides an opportunity for the pupil to express themselves, get support, and work on emotional regulation in a more individualised setting.

Step 6: Offer Time with the Deputy Head

- **Example:** Despite the offered support, the pupil's behaviour continues to escalate and becomes more disruptive.
- **Action:** Say/sign, "It seems like today might be a bit challenging. Let's go to the Deputy Head to talk things through. They can help us figure out how to support you better." This step offers a space where the pupil can reflect and talk with senior staff who are trained to provide support and further assess the situation.

Step 7: Inform Headteacher

- **Example:** The pupil's behaviour persists, and they continue to be highly dysregulated.
- **Action:** Say/sign, "Today has been difficult for you. Let's see if (Headteacher) can help us sort things out." The Headteacher will assess the situation and discuss with the pupil, their family, and the staff involved, focusing on finding the right strategies to support the pupil long-term.

Fixed-term and Permanent exclusions.

At Longwill, we aim to avoid exclusion, but in rare cases, it may be necessary. Only the Headteacher (or Deputy Headteacher) can exclude a pupil, either for a fixed term (up to 45 days per year) or permanently in exceptional cases. A fixed-term exclusion may occur if there is intentional violence or aggression towards others. Exclusion is always a last resort, used only after exploring the underlying causes of the behaviour. If used, we ensure that the pupil's rights, needs, and well-being are prioritised, providing support during the exclusion and reintegration process.

Involvement of Parents:

We work closely with parents to ensure that any behavioural difficulties are addressed in a holistic manner. Regular communication is maintained to share progress, strategies, and concerns. Parents are encouraged to engage with the school's efforts to provide support for their child, particularly where trauma or attachment issues are involved.

Parents will always be involved and pupils will be informed that this is the consequence of such an action.

The parents of the aggrieved child will also be informed that such an action has been taken. Apologies and redress will be sought to make full use of the learning that will hopefully have taken place.

- If the head teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents

or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

- The head teacher informs the governors of any FTE on a termly basis.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.
- The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

The use of other roles in school:

Planned programmes by the Learning Mentors

Learning Mentor time is available for any pupils experiencing problems at home, in the taxi, at school or in need of some special individual time. There are opportunities in school time given, for individuals or small groups or pairs of pupils to work through an agreed programme instigated by the Pastoral leader or class teacher and given by the Deaf or Hearing Learning Mentors. Parents sign a consent form and are given a Learning Mentor Information/Pamphlet

What do Learning Mentors do in Longwill?

Learning Mentors focus on the specific aim of raising achievement through working with identified pupils to identify and address their barriers to learning. Their work reflects the needs of our school and individual pupils and work is supervised by the SENCO. It could involve some or all of the following:

- One to one and group support.
- Before school clubs/lunchtime drop ins.
- Help pupils address non-attendance. Group work, one-to-one sessions, telephone follow-up to parents, etc. - all with the consent of the pupil.
- Classroom observation – gathering info about how an individual or group of individuals operates in class
- Breakfast/pre-school meetings. A chance for pupils to meet informally and prepare for the school day. Really helps to focus deaf pupils and improves concentration levels during the day.
- Anti-bullying programmes. These whole school initiatives promote positive behaviour and help to address what is often a major barrier to learning (see Anti-bullying policy).
- Peer mentoring programmes. Recruiting, training and supporting pupils to provide help to colleagues in relation to learning and progression.
- Supporting pupils through transition phases to secondary school or any in school transition (see Transition Policy)
- Classroom support – on occasions, to help mentee with specific issues.
- Acting as an advocate for mentees.

Multi- Agency Working

- As part of our behaviour management we collaborate with other agencies e.g. Deaf CAMHS, Learning Disability Team, Educational Psychologists, Social Care Team and the Behaviour

Support Service, for a small number of pupils who experience specific and regular behaviour difficulties.

- Longwill also employs a Forest School Practitioner to work with pupils in a strategic way.
- The system of support used is in line with the SEND Code of Practice and is used to address individual pupil's needs. Referrals can be made in discussion with parents and school led by the SENCO. A meeting with parents and the class teacher to look at ways of addressing the child's needs will be offered.

Personal Support Plans

At Longwill, individual behaviour plans are referred to as **Personal Support Plans (PSP)**

At Longwill, individual behaviour plans are referred to as **Personal Support Plans (PSP)**, designed to support pupils in managing their behaviour in a compassionate and thoughtful way.

- If a pupil is finding it difficult to regulate their behaviour and it is causing concern, the teacher will discuss the situation with the SENCO and phase leader. This may result in the development of a Personal Support Plan (PSP), which is regularly reviewed in partnership with the pupil and their family to ensure it provides the appropriate support.
- A Personal Support Plan is typically reviewed every half term to assess progress and adjust the plan if needed. After consultation with parents, PSP is drawn up and agreed with the child, parents and class teacher and runs for approximately a term. At the end of this period (or earlier if necessary) another meeting will be held to review progress and to determine whether another plan needs to be written, or support needs to be sought from outside agencies such as the Educational Psychology Service or Behaviour Support Service
- If there are concerns around Social Emotional and Mental Health (SEMH), a referral to Deaf CAMHS or Forward-Thinking Birmingham may be made in partnership with the pupil's family.
- In some cases, support may also be sought from an Educational Psychologist to better understand the pupil's individual needs and to provide appropriate guidance.
- If families are facing challenges or further support is needed, referrals may be made to Children's Services or Local Authority teams to ensure the best possible care and resources are available.

Positive Handling

At Longwill, staff are continuously trained to approach behaviour with care and mindfulness, focusing on positive and safe handling techniques. We utilise the Team Teach model to support our efforts, and it is firmly integrated into our school culture.

- Staff engage in a two full day training session, which is reviewed annually with a one-day refresher session by trained Team Teach trainers. This ensures that our approach remains up-to-date and effective.
- In the event of any physical intervention, it is important to us that the situation is handled with transparency and accountability. Any incident involving physical contact is promptly reported to parents, following local guidance, and is logged using a special proforma on our Behaviour Watch system. This ensures communication with families remains open and clear.
- The goal is always to approach every situation with understanding and compassion, ensuring that all students receive the support they need in a safe and respectful environment.

Review of Policy: The policy will be reviewed every three years by the Behaviour Lead and shared with Headteacher, staff and Governors. Practices will be regularly reviewed in staff meetings and a Keeping Up sessions at least annually.

Appendices

Appendix 1 - School Rules

Appendix 2 – Individual Risk Assessment

Appendix 3 – Steps Procedure

Appendix 4– Frequency Behaviour Chart

Appendix 5 – Risk Reduction Plan

Appendix 6- Taking Control Book

Appendix 7– Home School Agreement

Appendix 8- Levels of Severity and Action

Appendix 9 – Playground Charter

Appendix 1 Code of Conduct ‘The Golden Rules’

**Longwill School Rules
Rights and Responsibilities**

Everyone has a right to...	We will respect this by ...
Be Safe	<ul style="list-style-type: none"> • Walking safely • Bullying? NO! • Telling

	<ul style="list-style-type: none"> • Not hurting • Not saying bad things
Be Happy	<ul style="list-style-type: none"> • Being kind • Being a good friend
Be respected	<ul style="list-style-type: none"> • Good signing • Respecting adults • Respecting other children • Never stealing or damaging
Learn	<ul style="list-style-type: none"> • Watching • Not ignoring
Learn in a clean place	<ul style="list-style-type: none"> • Being tidy • Being clean • Not dropping litter
Know things	<ul style="list-style-type: none"> • Don't know? ASK!
Be Proud	<ul style="list-style-type: none"> • Being proud to be Deaf • Smiling at people • Behaving well in the taxi • Behaving well on trips • Wear my uniform

Appendix 2: Risk Assessment for Specific Pupils working in school (groups or individuals)

Risk Assessment

Hazards identified	Person at risk	Risk Identified	Control Measures	Action Points	Confirm that it is in place Y N

Risk Assessor: _____ **Date:** _____

Risk Manager: _____ **Date:** _____

Reviewed September 2024 or when needs change

Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education

The STEPS Procedure

The STEPS Procedure (Support, Time-out, Early Intervention, Positive handling, and Specialised strategies) is used for managing challenging behaviours in a way that is both proactive and sensitive to each child's individual needs. The focus is on de-escalating situations and supporting children to regain control of their emotions.

Step 1: Tactical Ignoring and Proximal Praise

- **Example:** A pupil begins banging the table during a writing activity.
- **Action:** Use **proximal praise** and positive reinforcement by quietly acknowledging a nearby pupil who is following the expected behaviour. For example, "I see you're staying on task, great work!" This reinforces the desired behaviour.
- Apply tactical ignoring by not giving attention to the disruptive behaviour, allowing the pupil to naturally adjust and refocus without the reinforcement of attention.

Step 2: Be Explicit About What Behaviour You Would Like to See

- **Example:** The pupil continues to disrupt the class by banging the table loudly.
- **Action:** Approach the pupil and clearly state what you expect. Say/sign, "I can see you're feeling frustrated. It's hard to focus with the noise. How about we try some writing now, and we can talk more if you need support?" You are clear and direct in your communication about the desired behaviour, using positive language. This would also be a good point to offer sensory toys, if appropriate.

Step 3: Offer a Timed Session in the Calm Space

- **Example:** The pupil is becoming more frustrated, and their behaviour is escalating.
- **Action:** If the pupil continues to struggle with regulation, sign, "It seems like you're upset. Would you like to take a break in the calm space for a few minutes to feel better?" Offer them the option of a safe space to regulate, providing them with the chance to reset, Use sensory toys where necessary.

Step 4: Offer a Different Face- Helping Hand

- **Example:** The pupil continues to display signs of distress or frustration even after a time in the calm space.
- **Action:** "It looks like you might need some extra support right now. Would you like to speak with someone from your Helping Hand? By offering a different person we are providing the pupil with the chance to connect in a way that feels safe and supportive.

Step 5: Offer Learning Mentor

- **Example:** The pupil still struggles with calming down and engaging with the class.
- **Action:** Say/sign, "Would you like to spend some time with the Learning Mentor? I wonder if that would help you?" Offering time with a Learning Mentor provides an opportunity for the pupil to express themselves, get support, and work on emotional regulation in a more individualised setting.

Step 6: Offer Time with the Deputy Head

- **Example:** Despite the offered support, the pupil's behaviour continues to escalate and becomes more disruptive.
- **Action:** Say/sign, "It seems like today might be a bit challenging. Let's go to the Deputy Head to talk things through. They can help us figure out how to support you better." This step offers a space where the pupil can reflect and talk with senior staff who are trained to provide support and further assess the situation.

Step 7: Inform Headteacher

- **Example:** The pupil's behaviour persists, and they continue to be highly dysregulated.
- **Action:** Say/sign, "Today has been difficult for you. Let's see if (Headteacher) can help us sort things out." The Headteacher will assess the situation and discuss with the pupil, their family, and the staff involved, focusing on finding the right strategies to support the pupil long-term.

Appendix 4 Behaviour Record

LONGWILL SCHOOL FREQUENCY BEHAVIOUR RECORD is recorded electronically using Behaviour Watch

Longwill Behaviour Frequency Chart

	Running Off	Rudeness	Throwing/Up Ending	Falling to Floor	Non-Compliance	Disruption	Impulsive Behaviour	Self-Harm	Hurting Adults	Hurting Children	Vandalism	Spitting	Safe Space	Safe Space Time	Comments
● After School															
● Before School															
● Assembly															
● Lesson 4															
● Lesson 3															
● Lunch															
● Lesson 2															
● Break															
● Lesson 1															

Pupil Personal Support Plan

PHOTO

Pupil Name		Year Group		Assessor		Date of RRP:	Review of RRP:	Review no:
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Priority Behaviours:					
1. In Taxi <ul style="list-style-type: none"> When guide speaks to him about his behaviour he tries to slap out at them 		2. In class <ul style="list-style-type: none"> Retaliates to other pupils and staff with extreme aggression Damage to property- throwing objects across the classroom 		3. Outside <ul style="list-style-type: none"> Running off and wandering around the school grounds when he has had an argument with a friend at playtimes 	
Target Behaviour	What Pupil's behaviour looks like:	Triggers	Proactive Strategies	Reactive Strategies	
Preferred Handling Strategies:	(Describe the preferred holds; standing, sitting, ground, stating numbers of staff, what 'get outs' can be used when holding, etc) <ul style="list-style-type: none"> Pupil really dislikes the wrap and does not respond well or calm quickly when used. 				
What has been done so far to remove or reduce these risks?					
Universal Response <ul style="list-style-type: none"> Giving clear explanation of the consequences of his/her chosen behaviour before it takes place Let pupil know that it is our duty to keep them safe and that could mean holding him in a TT hold Whole school staff meetings to make all staff aware of strategies Class routines well established. Staff skills have been appropriately matched to meet his needs Inform parents via phone call or home-school book 			Proactive Response <ul style="list-style-type: none"> Level of staffing in the classroom has been raised Referral to Deaf CAMHS Maintaining consistency with staff approach to his non-compliance or aggressive behaviour Putting him in positions of being a positive role model Circle times e.g. understanding the temperature/feelings of anger Learning mentor 		
Re-active Response <ul style="list-style-type: none"> Team Teach hold administered Social stories Mentor time to discuss his response to situations 			What further action is required to reduce the risk further? <ul style="list-style-type: none"> Deaf CAMHS need to be involved Learning Mentor re-instated Ensure staffing ratio is optimised when on educational visits to safeguard Pupil and other pupils. 		
WHAT Pupil is going to do to improve his behaviour:			Communication with home:		Achieved Y/N
Agreement to be signed by all involved:					
Name :			Signature		Date
Pupil:					
Parent:					
Class Teacher:					
HeadTeacher /SENCO	Alison Carter				

Appendix 6 Taking Control Book

Taking Control Book for : _____

	Mon	Tues	Wed	Thurs	Fri
Taxi					
Lesson 1					
Break					
Lesson 2					
Lunch					
Lesson 3					
Lesson 4					
Taxi					
Comments					


Positive behaviour seen



Some positive behaviour seen



Challenging behaviour seen



Date: _____



LONGWILL SCHOOL HOME – SCHOOL AGREEMENT

CHILDREN

To help me do well at school, I will do my best to:

- always try my best and take responsibility for my learning and actions
- work hard at my literacy and numeracy targets
- talk at home about what I learn at school
- do all my home learning and hand it in on time
- not to miss school
- wear my school uniform with pride
- be kind to others
- behave well and obey the school rules
- be polite and helpful to other pupils and grown ups
- to enjoy school and help other children to do the same.

If I am unhappy or need help, I will talk to my teacher.

Signed

(pupil).....

PARENTS

To help my child at school, I will do my best to:

- give my child every help with his/her schooling
- learn to sign with my deaf child
- see that my child is ready for school each morning
- inform the school by letter, email, telephone or through the guide escort when and why my child is ever absent from school
- work with the school to ensure my child behaves well
- to make sure that my child wears his/her school uniform
- attend Parents' Evenings and annual review meetings about my child's progress at school
- support my child with his/her home activities
- talk to the school if my child is worried about attending school or if something happens to affect my child's learning
- reply to any school correspondence e.g. texts, letters, Class Dojo etc.

If you have concerns, please speak your child's teacher, Mrs Carter or Mrs Jackson

Signed

(parent).....

SCHOOL

The school will do it's best to:

- look after your child's safety
- deliver a rich, varied and enjoyable curriculum which meets with the needs of your child and the requirements of the National Curriculum
- contact you if we have worries about your child's work, health, well-being or behaviour
- set appropriate and relevant home-learning that meet the needs of your child
- contact you if we are concerned about your child's attendance
- set challenging targets for your child, irrespective of their gender, race, beliefs, social background or abilities
- provide a range of activities designed to enrich your child's experience
- deal **supportively** with **dysregulated** behaviour and/or bullying
- celebrate and praise efforts and success
- create a happy school by establishing a clear framework of school rules and promoting high standards of behaviour
- maintain close links with the Deaf Cultural Centre and wider Deaf community
- welcome you into the life of the school and keep you informed on the work that is planned for your child and their progress.

Signed

(Teacher).....

We recognise that the education of your children is a venture shared between you, the parents, and us the staff of the school.

We each have our part to play. We welcome your support, value your involvement and are always pleased to see you in school.

Levels of Severity and Action

3	4	5	6
<p>Isolated incident and breach of CRC charter</p> <ul style="list-style-type: none"> • Low level physical or verbal aggression to another pupil, • Misbehaviour or insolence to adult • Refusal to work/ low level disruption • Preventing the learning of others • Some other low level incident 	<p>Isolated incident and breach of CRC charter</p> <ul style="list-style-type: none"> • Physical or verbal aggression to another pupil or adult, • Misbehaviour or insolence to adult • Disrupting the good order of school • Frequent disruption of g the learning of others • Some other low level incident 	<p>Significant or risk of ongoing incidents:</p> <ul style="list-style-type: none"> • Physical aggression to another pupil or staff • Serious misbehaviour or insolence to an adult, • Serious damage to property, or breach of the good order of school • Peer on peer abuse, bullying, racism or other serious unacceptable behaviours towards pupil or staff • Preventing the learning or risking the safety and/or wellbeing of others • Safe Space used • Some other serious incident 	<p>Significant or risk of ongoing incidents:</p> <ul style="list-style-type: none"> • Physical aggression to another pupil or staff • Serious misbehaviour or insolence to an adult, • Serious damage to property, or breach of the good order of school • Peer on peer abuse, bullying, racism or other serious unacceptable behaviours towards pupil or staff • Preventing the learning or risking the safety and/or wellbeing of others • Safe Space used <ul style="list-style-type: none"> • Some other serious incident • Team Teach hold used

Report on Behaviour Watch and monitor	Report on Behaviour Watch Taking Control Book Risk Reduction Plan Behavioural Support	SENCO/SLT Support Involvement with parents Risk Reduction Plan is developed and reviewed Formal behaviour letter issued Involvement of external agencies Report on Behaviour Watch	Possible Fixed Term Exclusion Report on Behaviour Watch
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Longwill Playground Charter

A Right to Play

Adults will teach us games that help us to play with each other and get along.

We will play by the rules and allow others to join our games.

A Right to be Safe

Adults will ensure we are safe when playing or using equipment

We will use equipment sensibly and treat friends well

A Right to be Heard

Adults will help children to respect each other and sort out their differences

We will be honest, listen to and respect the views of others.

A Right to Medical Care

Adults will help us when we are hurt

Adults will help us to follow routines and instructions

We will play sensibly and accept help from others

A Right to Join Groups

Adults will run lunch time clubs for us

We will respect those in the group and welcome all newcomers



Longwill Playground Behaviour Charter

Article 31:

Adults will help us when we are hurt

Adults will ensure we are safe

Adults will help children to respect each other and sort out their differences

Adults will help us to follow routines and instructions

Adults will teach us games that help us