

Positive Behaviour Policy

Staff covered by this procedure:	All Staff
Approved By:	Longwill Governing Body
Date:	June 2026
Next Review Date:	June 2027

Signed



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Date: 01.06.2026

(Chair of Governors)

Signed:



Date: 01.06.2026

(Headteacher)



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Longwill School Positive Behaviour Policy

Rights Respecting and Trauma-Informed Statement

Longwill School is proud to be a Gold Aware Rights Respecting School, fully committed to upholding the United Nations Convention on the Rights of the Child (CRC). Our mission is to create a safe, nurturing, and inclusive environment where all pupils feel respected, valued, and supported throughout their learning journey. Our curriculum and policies are firmly grounded in a trauma-informed approach, recognising each pupil's diverse needs while promoting emotional and social well-being alongside academic growth.

Our behaviour policy is underpinned by several key principles, including:

- 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.
- Article 14: Duty bearers (parents and government) must assist children in making 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 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 alignment with current statutory and legal frameworks. The policy should be read in conjunction with the following regulations and documents:

- 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, outlining a school's duty to safeguard and promote pupils' welfare
- 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
- DfE guidance specifying that maintained schools must publish their behaviour policy online

The policy should additionally be referenced alongside:

- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy (updated annually)
- Health & Safety Policy
- 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, through a Trauma-Informed and Attachment-Aware approach.
- Promote and maintain high standards of behaviour that reflect our school values and ensure that children's rights are respected.
- Provide a clear structure for encouraging positive behaviours and addressing inappropriate behaviours.
- Foster a positive and inclusive school environment where every child's emotional, social, and educational development is supported.

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- Empower children to make positive choices, taking into account their unique experiences and needs.
 - Summarise the roles and responsibilities of various individuals in the school community regarding behaviour management.
 - Outline our system of rewards and sanctions.

At Longwill School for Deaf Children, our ethos is built on mutual trust, respect, and principles aligned with the CRC. By fostering an inclusive environment, we aim to ensure that all children feel valued and supported, ultimately reducing negative behaviours.

Furthermore, we strive to:

- Facilitate provisions that meet the needs of profoundly deaf pupils, enabling them to learn safely and positively contribute to the school and wider community.
- Establish a calm, purposeful, and happy working atmosphere within our school.
- Encourage independence, self-discipline, and personal responsibility in every pupil.
- Maintain a consistent and fair approach to behaviour and learning throughout the school, with support from parents.
- Promote self-esteem and confidence, empowering our pupils as young Deaf individuals.
- Set clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- Provide an environment conducive to learning, free from any form of bullying, discrimination, or other forms of victimisation.
- Deliver a creative and visually engaging curriculum that motivates pupils in their learning.
- Encourage engagement using British Sign Language and English through Sign Bilingual Practice, ensuring that communication is tailored to individual needs.
- Foster a sense of community and purpose among children, staff, parents, and governors.
- Prevent child-on-child abuse, including bullying (refer to our separate Anti-Bullying Policy).
- Encourage pupils to strive for excellence and maintain a positive attitude towards learning and school.
- Promote good conduct, manners, and responsibility during both structured and unstructured school times.
- Provide opportunities for pupils to share their concerns and ensure they feel heard and supported.

Expectations

At Longwill, we actively promote positive attitudes towards behaviour, fostering collaboration among our pupils. Expectations include:

- **Respect:** Respecting our rights and those of others.
- **Resilience:** Building self-esteem and developing self-discipline to take responsibility for our actions.
- **Relationships:** Cultivating positive relationships with others and reflecting on our actions, including learning how to make amends.

All members of the school community are expected to act considerately towards each other, demonstrating and modelling positive behaviours that uphold our school ethos. These principles must be applied consistently and fairly, with a strong collective responsibility to promote high standards of behaviour at all times.

We recognise that children exhibiting inappropriate behaviour often have unmet needs and that it is our responsibility to strive to address these needs through personalised approaches. Furthermore, we maintain a zero-tolerance stance on any form of child-on-child abuse, including bullying in any form. Discoveries of bullying or intimidation will prompt immediate intervention, adhering to our established reporting system.

We ensure every child arrives at a safe and welcoming school environment. Regular systems and programmes are in place to encourage children to communicate if they feel unfairly treated. This creates a safe and supportive environment where every child's voice is valued.

- A proactive and focused School Council enables pupil voice to be integral in school decision-making.
- Home-school agreements, signed by pupils, parents, and the school, promote shared responsibility in upholding our values.
- Each classroom maintains a Rights Respecting Class Charter, which is consistently referred to.
- Our diverse curriculum promotes mutual respect, a positive attitude towards others, inclusivity, and understanding.
- Assemblies and acts of Collective Worship reinforce these values.
- The Relationships, Personal, Social, Health, and Economic Education (RPSHE) programme supports pupils in developing positive relationships and emotional literacy, decision making skills and a sense of community.
- A positive rewards and sanctions system acknowledges pupils for their commendable behaviours while fairly addressing any negative behaviour.

We are committed to an inclusive and trauma-sensitive approach, ensuring that any behaviour management strategies account for potential underlying needs influenced by trauma or attachment difficulties. Recognising that pupils learn through experience, we uphold that sanctions alone are insufficient to modify behaviour; instead, restorative practices underpin our approach, emphasising the importance of empathy and support.

Children are educated about the detrimental impacts of aggressive, unkind, or bullying behaviours, along with learning to vocalise their disapproval of bullying. Definitions and understandings of bullying are regularly communicated to pupils and parents, clarifying that bullying involves systematic and repeated harmful acts directed towards individuals or groups.

Addressing behaviour through a trauma-informed lens involves considering individual pupil needs. We take into account medical conditions, home life challenges, and difficulties in social understanding and communication when determining appropriate responses. By assessing the whole child, we strive to create a compassionate and fair environment that supports understanding and correcting behaviour while fostering empathy and growth.

Rights and Roles

Pupils have the right to:

- An education that nurtures their personality, talents, and abilities to the fullest (Article 28, 29).

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- Freedom from discrimination of any kind (Article 2).
 - Access reliable information safely (Article 17).
 - Express their thoughts and opinions freely (Article 13, 14).
 - Optimal health through healthy food choices (Article 24).

Pupils will uphold these rights by:

- Behaving in an orderly and self-controlled manner.
- Demonstrating respect and consideration towards adults and peers.
- Working diligently to enable all pupils to learn.
- Moving appropriately around the school premises.
- Taking proper care of the environment and property.
- Wearing the correct uniform at all times.
- Adhering to the school's rules as outlined in the Rights Respecting Class Charter.
- Accepting sanctions when necessary.
- Consistently representing Longwill positively, including behaviour outside of the school environment.

Teachers' Entitlements and Responsibilities

Teachers are entitled to:

- Enjoy teaching in an environment free from unacceptable pupil behaviour.
- Access ongoing training on effective behaviour strategies, particularly for profoundly Deaf pupils.
- Utilise a defined range of behavioural measures, sanctions, and rewards.
- Receive clear guidelines for managing crisis situations, including physical intervention and behaviour recording methods.
- Contribute to the development of behaviour policies tailored to promote positive classroom management.
- Work in a supportive environment that reinforces strong leadership on behavioural matters.
- Have a safe and conducive teaching environment, with regard to Health and Safety.

Teachers bear the responsibility to:

- Respect the children they teach.
- Engage with high expectations of their pupils.
- Encourage positive behaviour and mutual respect.
- Prevent and address all forms of bullying.
- Ensure the safety of their pupils.
- Seek guidance and support related to positive behaviour promotion.
- Maintain regular communication with parents regarding educational and social progress.

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- Document conversations with parents through the Behaviour Watch system.
 - Collaborate effectively within teams comprising of teachers, teaching assistants, Deaf colleagues, and Learning Mentors.

Teaching Assistants' Responsibilities

Teaching Assistants must:

- Ensure fair and consistent enforcement of the school's rules.
- Address minor incidents independently, according to established procedures.
- Report all incidents and behaviours to the relevant class teacher for further action, if required.
- Log all concerns in the Behaviour Watch system.

Teaching Assistants are entitled to enjoy a fulfilling role in supporting the education quality of all Deaf pupils, alongside expected positive behaviour from all pupils.

Parents' Entitlements and Responsibilities

Parents are entitled to:

- Receive high-quality education for their Deaf child, with clear communication about their progress.
- Participate in consultations regarding the school's behaviour policies.
- Gain insight into how the school promotes positive behaviour and how they can support this at home.
- Access facilities to discuss and resolve concerns.

Parents must support their children by:

- Encouraging a commitment to education and learning.
- Backing behaviour policies, rewards, and sanctions systems.
- Instilling respect for staff and peers in their children.
- Preparing their children for school through appropriate rest and nutrition.
- Contributing positively to the school ethos that fosters pupil learning.
- Enhancing their own sign language skills to communicate effectively with their child.
- Ensuring compliance with the school uniform policy.
- Supporting home learning initiatives.
- Encouraging respectful treatment of all staff members and school environments.

The School Governors

The School Governors are responsible for:

- Monitoring the effectiveness of behaviour management processes strategically.
- Adhering to the guidelines concerning standards of discipline and behaviour.
- Overseeing policy implementation and related staff training, focusing on pupil safety and well-being.

The School Community

The broader school community has the right to understand and be involved with the Positive Behaviour Policy, ensuring it is applied fairly and consistently among all pupils, staff, parents, and visitors.

Role of Other Adults in School

Occasionally, other adults (including visitors, student teachers, and volunteers) work with pupils within school. During these interactions, the same behavioural standards must be upheld. Adequate supervision by school staff is essential, and all visitors should refer to school staff for compliance with the Positive Behaviour Policy.

Role of Lunchtime Supervisors (LTS)

Pupils are expected to maintain high standards of behaviour at lunchtime, as they do at all other times.

Lunchtime Supervisors serve as role models for respect, kindness, and fairness, ensuring pupils feel safe and valued. Supervisors should reward positive behaviour through praise and reward systems while adhering to the school's behaviour policy.

Role of Senior Management Team

The Senior Management Team actively supports teachers in cultivating positive behaviours, providing each pupil with necessary strategies for success. They must ensure staff log all behaviour incidents in the Behaviour Watch system, address concerns in collaboration with the Behaviour Lead, and support pupils with specific behaviour or Personal Support Plans (PSP).

Role of Behaviour Lead

The Behaviour Lead is responsible for:

- Monitoring the Positive Behaviour Policy's effectiveness across the school and providing regular reports to the Head Teacher and Governors.
- Supporting staff in adhering to policy procedures and offering guidance when necessary.
- Maintaining accurate records of significant behavioural incidents via the Behaviour Watch system.
- Analysing patterns of behaviour through the Frequency Behaviour Register and acting upon recurring concerns.
- Liaising with external agencies for necessary pupil support when required.
- Coordinating regular evaluations of behaviour programmes with Learning Mentors, ensuring targeted interventions are in place.
- Facilitating short-term Pupil Support Plans when needed to aid emotional regulation.

Role of the Head Teacher

The Head Teacher holds the overall responsibility for the consistent implementation of the school behaviour policy. They ensure pupil health, safety, and welfare while providing ongoing support in policy enforcement. The Head Teacher has the authority to implement fixed-term exclusions when necessary, in accordance with the relevant guidelines.

Safeguarding

Refer to the Safeguarding and Child Protection Policy for comprehensive details regarding safeguarding procedures and responsibilities.

Safety Rules and Risk Assessment

Health and safety are paramount within the behaviour policy. Risk assessments are conducted for all lessons and educational visits to safeguard pupils, and individual risk assessments are created for pupils with specific behavioural or medical needs. All near misses will be documented in the Risk Assessment Folder.

Anti-Bullying

Child-on-child abuse occurs when a young person is exploited, bullied, or harmed by peers of the same or similar age. Reports of bullying or child-on-child abuse will be dealt with seriously, involving comprehensive documentation of all accounts. Should bullying be found to be continuous or violent, appropriate measures, including fixed-term exclusion, will be enforced. All involved pupils and their parents will be made aware of any sanctions imposed.

Positive Behaviour Strategies

We strive to create a positive atmosphere where pupils have opportunities to reflect on their behaviour and receive recognition for their efforts. Praise is given for positive attitudes towards learning, curiosity, and resilience, complemented by our house points and kindness tree recognition system.

Teaching Positive Behaviour

All children are expected to demonstrate readiness to learn, promoting behaviours that contribute to lifelong learning. We encourage the development of Learning Powers, represented by four animal symbols that showcase excellent learning behaviours: the Resourceful Octopus, Reflective Owl, Reciprocal Bear, and Resilient Elephant.

Rules and Routines

Our classroom rules, extending from Nursery to Year 6, are consistent across the school and focus on encouraging desirable behaviours that foster a productive learning environment. Each classroom displays rules informed by the UN CRC and includes a class charter that supports our school ethos.

Circle Time

Daily Circle Time sessions promote emotional awareness and openness, enabling pupils to share thoughts in a supportive environment.

Key Changes for a Trauma-Informed Behaviour System

We integrate trauma-informed principles to shift focus from behaviour management to pupil support and empowerment, particularly for those who have experienced trauma, building self-esteem and emotional resilience.

Emotional Safety and Support - Calm Space

Staff are dedicated to ensuring pupils feel emotionally safe. For instance, when supporting challenging behaviour, staff should facilitate a calm space for pupils to reflect and self-regulate while using positive and non-labelling language to address behavioural issues.

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

The trauma-informed system empowers pupils to take responsibility for their actions and make positive choices. During Club Time, they can choose activities for half a term, promoting enjoyment and positive behaviours. Furthermore, exhibiting positive behaviour during break and lunchtime can earn rewards and privileges through Class Dojo points.

The trauma-informed system empowers pupils to reflect on their behaviour and regulate themselves, enabling social interaction at their own pace.

Building Trusting Relationships

Building supportive relationships is vital, particularly for pupils who have experienced trauma. Staff should regularly check in with pupils to ascertain their needs and provide emotional support through informal conversations and gestures.

Growth and Restorative Practice

The focus on restorative practices promotes the opportunity to earn back privileges lost due to negative behaviour, fostering a culture of change and growth.

Mini Celebratory Events

Weekly Mini Celebratory Events are held to acknowledge and promote positive behaviours, enhancing teamwork and school ethos.

Social Emotional Aspects of Learning (SEAL) Programme

This long-standing programme aids pupils in understanding emotions and navigating personal responses to life events.

The Taking Control Book

For pupils who struggle with self-regulation, the Taking Control Book serves as a tool for tracking behaviour progress. The goal is for pupils to achieve satisfactory scores through teacher, Deputy Head, or Head Teacher sign-off each evening, reinforcing positive behaviour and shared communication with parents.

Rewards and Reinforcements

Pupils are encouraged and rewarded for their positive behaviours in various ways, including praise, notes home, half-termly treats, and special recognition during assemblies. Concrete measures such as house points, certificates, and recognition through the Kindness Tree ensure a high standard of encouragement.

House Teams

Our House Teams system encourages collaboration and healthy competition. Each week, house points are collected, with totals announced in assembly. The top-performing team is awarded the Longwill Behaviour Trophy every half term, reinforcing positive collaborations among pupils.

Naturally Occurring Consequences

To support positive behaviour, we provide a nurturing environment where pupils can learn from their mistakes. We help pupils understand the natural consequences of their actions and their impact on learning and relationships. Where needed, consequences are restorative, proportionate, and tailored to individual needs, supporting reflection, repair, and positive future choices..

- Attention-seeking behaviours may be tactically ignored.

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- Time out may permit pupils to step away from an activity to regain focus.
 - Temporary measures, such as limiting playtime, entail helping pupils to self-regulate.
 - Missed learning time may require completion later e.g. during break time
 - Pupils may carry out school-improvement tasks during unstructured times if necessary.
 - Pupils may work with senior staff in quieter settings as needed.
 - Personal Support Plans or Taking Control Books will be utilised to assist pupils in self-regulation.
 - Serious incidents may necessitate discussions with the Deputy Headteacher or Headteacher for further action.

Logging Inappropriate Behaviour on Behaviour Watch

All pupils must demonstrate exemplary conduct. Inappropriate behaviours are logged according to severity:

- Level 1: Non-purposeful behaviour lacking social awareness.
- Level 2: Frequent attention-seeking behaviour inappropriate but less harmful.
- Level 3: Behaviour including elements of intentionality but minimal danger.
- Level 4: Antisocial behaviour leading to potential physical risks.
- Level 5: Severe risk behaviour impacting safety and school order.
- Level 6: Severe risk with instances of required physical intervention.

7 STEPS Procedure

The 7 STEPS Procedure (Support, Time-out, Early Intervention, Positive Handling, Specialised Strategies) is employed to manage challenging behaviours sensitively, focused on de-escalation and emotional regulation reinforcement.

Fixed-Term and Permanent Exclusions

Longwill aims to mitigate exclusions, utilising them only as a last resort. Only the Headteacher (or Deputy Headteacher) can enforce exclusions, either fixed-term or permanent, in line with suitable guidelines following violent or aggressive behaviour.

Involvement of Parents

The collaboration with parents is crucial to addressing behavioural difficulties comprehensively. Regular communication fosters a partnership that enhances support, particularly concerning trauma or attachment-related issues.

Parents will be informed of any exclusions applied, with transparency allowing parents the right to appeal against decisions made by the governing body.

The Use of Other Roles in School

Learning Mentors offer focused support to pupils facing challenges at home or school. Their engagement may include one-to-one assistance or group work tailored to individual needs.

Multi-Agency Working

Our collaboration with external agencies assists pupils faced with specific and recurring behaviour difficulties. This system of support aligns with the SEND Code of Practice and addresses the diverse needs of our pupils.

Personal Support Plans (PSP)

These plans are established to provide compassionate support when a pupil struggles to self-regulate their behaviour. They are regularly reviewed in collaboration with families and the wider support team.

Positive Handling

Positive handling techniques are continually reinforced among staff through Team Teach training. Every effort is made to ensure any instances of physical intervention are recorded transparently, ensuring effective communication with parents.

Review of Policy

The policy shall be reviewed annually unless otherwise appropriate.

APPENDICES

<u>Appendices</u>	
Appendix 1 - School Rules	Appendix 2 – Individual Risk Assessment
Appendix 3 – 7 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 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	• Walking safely • Bullying? NO! • Telling • Not hurting • Not saying bad things
Be Happy	• Being kind • Being a good friend
Be respected	• Good signing • Respecting adults • Respecting other children • Never stealing or damaging
Learn	• Watching

	• Not ignoring
Learn in a clean place	• Being tidy • Being clean • Not dropping litter
Know things	• Don't know? ASK!
Be Proud	• 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 _____ **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

Seven 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 to regulate.

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. "Shall 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, say/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:** Sign/say, "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 dysregulated..
- **Action:** Say/sign, "I can see today has been 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 3 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															

PHOTO

Pupil Personal Support Plan

Pupil Name		Year Group		Assessor		Date of RRP:	Review of RRP:	Review no:

Priority Behaviours:				
1. In Taxi When guide speaks to him about his behaviour he tries to slap out at them		2. In class - Retaliates to other pupils and staff with extreme aggression - Damage to property- throwing objects across the classroom		3. Outside 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) - None- he does not like to be held but has needed to be - 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 - 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 - 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 - Team Teach hold administered - Social stories - Mentor time to discuss his response to situations			What further action is required to reduce the risk further? - 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 :	Pupil	Signature		Date
Pupil:				
Parent:				
Class Teacher:				
Head Teacher	Miss Jessica Rosser			

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, 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' Consultations 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

If you have concerns, please speak your child's teacher

Signed

(parent).....

SCHOOL

The school will do it's best to:

- look after your child's safety
- teach your child about their rights to keep them safe
- 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 firmly with poor behaviour and 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 the 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 child 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
Isolated incident and breach of CRC charter • 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	Isolated incident and breach of CRC charter • Physical or verbal aggression to another pupil or adult, • Misbehaviour or insolence to adult • Disrupting the good order of school • Frequent disruption of the learning of others • Some other low level incident	Significant or risk of ongoing incidents: • 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	Significant or risk of ongoing incidents: • 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 • 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

