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**Behaviour Policy and Principles Statement**

In caring about excellence and each other, and in promoting enjoyment and happiness through fulfilment, the members of Longton Primary School community believe in

**CARE through respect, support and togetherness**

**GROW through choice, opportunity and imagination**

**SHINE through challenge, achievement and celebration**

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‘Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish’ (Paul Dix 2017)

# Policy Statement

Here at Longton Primary, our behaviour management programmes are shaped around the 98% of learners who arrive every day, keen, focused and ready to learn. Our Longton approach puts positive behaviour at the forefront; meaning there is no need for whole class punishment or punitive sanctions. Learners who regularly go over and above are praised, and those 2% who may struggle with behaviour are given the support they need because we recognise that there are times when behaviour is inappropriate and we consistently address this throughout the school.

Longton Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from a modified behaviour procedure.

# Aims of the Policy

The school has three school rules (Care, Grow, Shine) but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

• To create a culture of exceptionally good behaviour: for learning, for community, for life

• To ensure that all learners are treated fairly, shown respect and to promote good relationships.

• To refuse to give learners attention and importance for poor conduct

• To help learners take control over their behaviour and be responsible for the consequences of it.

• To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.

• To promote community cohesion through improved relationships.

• To ensure that excellent behaviour is a minimum expectation for all.

# Purpose of the policy

The school offers positive recognition towards good behaviour, because we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter unwanted behaviour.

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

• Recognise behavioural norms

• Positively reinforces behavioural norms

• Promote self esteem and self discipline

• Teach appropriate behaviour through positive intervention

# Consistency in practice

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

At Longton Primary School we believe that consistency is key;

• Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.

• Consistent follow up: Ensuring ‘certainty’ at the classroom, and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

• Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

• Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

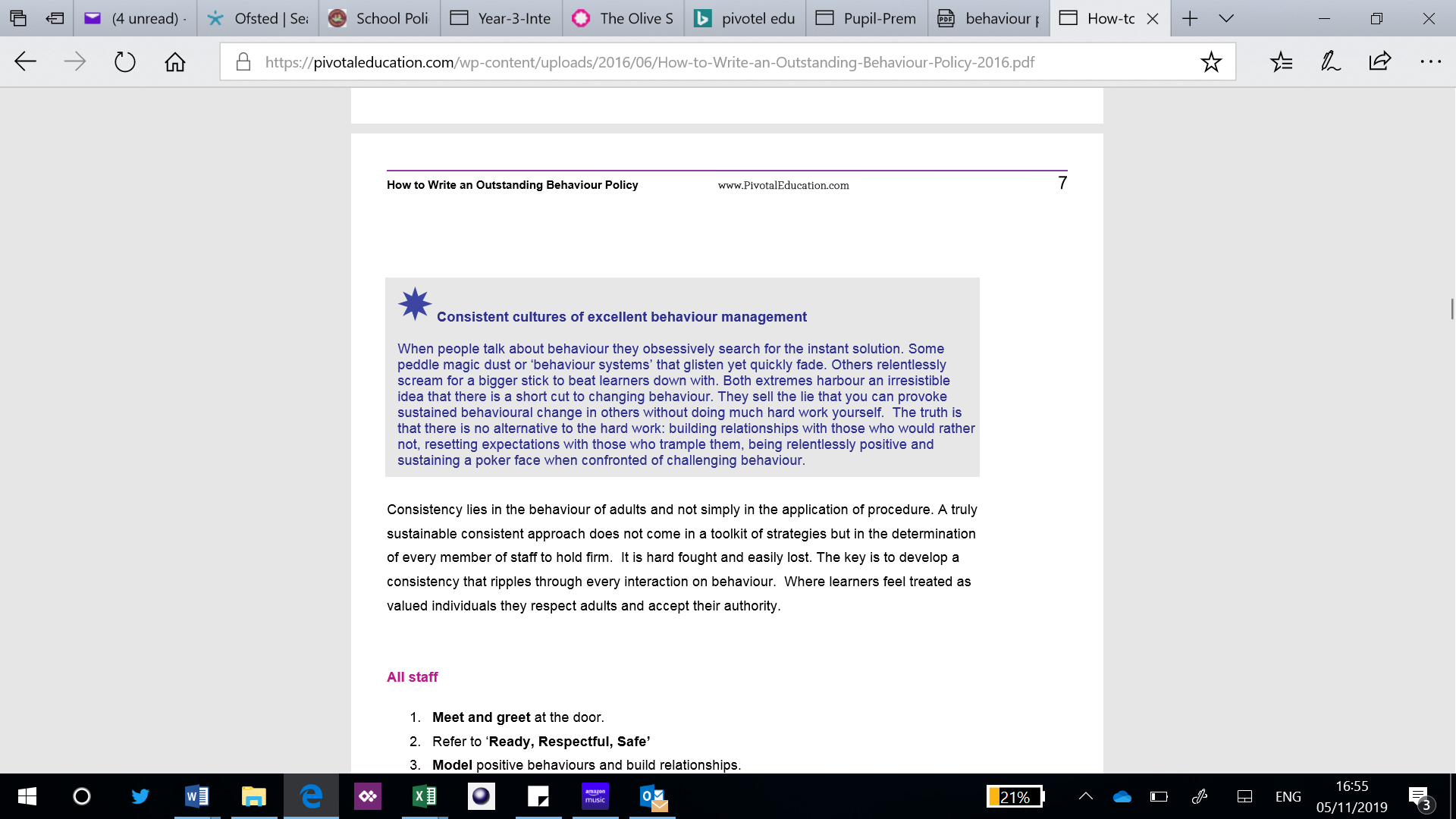
• Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage

• Consistent respect from the adults: Even in the face of disrespectful learners!

• Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners

• Consistently reinforced rituals and routines for behaviour around the school: In classrooms, around the school, at reception.

• Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans



**All staff**

1. Meet and greet at the door.

2. Refer to ‘Care, Grow, Shine’

3. Model positive behaviours and build relationships.

4. Plan lessons that engage, challenge and meet the needs of all learners.

5. Use a visible recognition mechanism throughout every lesson.

6. Be calm and give ‘take up time’ when going through the steps. Prevent before sanctions.

7. Follow up every time, retain ownership and engage in reflective dialogue with learners.

8. Never ignore or walk past learners who are behaving badly.

**Senior Leaders**

SLT are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the leaners.

* Meet and greet learners at the beginning of the day
* Be a visible presence around school, at all times of the day, to encourage appropriate conduct
* Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
* Regularly celebrate staff and learners whose efforts go above and beyond expectations
* Encourage use of Positive Notes and Positive Phone Calls
* Ensure staff training needs are identified and targeted
* Use behaviour data to target and assess interventions
* Make sure that the ‘buck stops here’

**Headteacher and Deputy Headteacher**

Headteacher and Deputy Headteacher are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the leaners.

• Meet and greet learners at the beginning of the day

• Be a visible presence around the school and especially at break time

• Celebrate staff, leaders and learners whose effort goes above and beyond expectations

• Regularly share good practice

• Support SLT in managing learners with more complex or entrenched negative behaviours

• Use behaviour data to target and assess school wide behaviour policy and practice

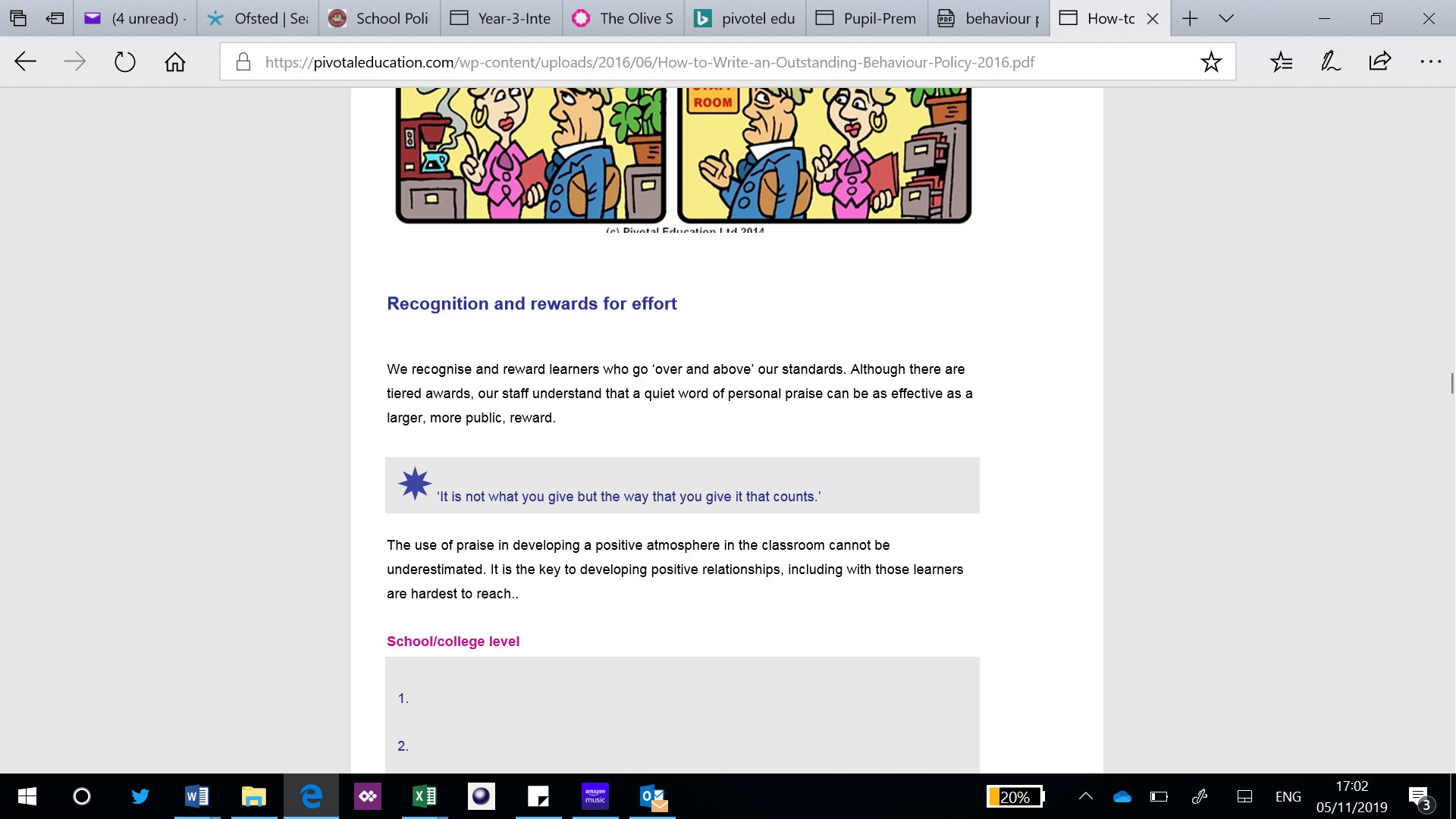
• Regularly review provision for learners who fall beyond the range of written policies

• Be a daily visible presence around the corridors and the school, particularly at times of mass movement.

• Take time to speak with learners throughout the day.

# Recognition and Rewards for effort

We recognise and reward learners who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.



The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

|  |  |
| --- | --- |
| School level | |
| 1. | Achievement Certificate |
| 2. | Celebration assembly |
| 3. | Class compliment |
| 4. | Phone call home |
| 5. | Silver Star |
| 6. | Snack and Chat |
| 7. | Star letter home |
| 8. | Verbal Praise |
| 9. | Record of achievement |

|  |  |
| --- | --- |
| Class level | |
| 1. | Phone call home |
| 2. | Raffle Ticket |
| 3. | Recognition Board |
| 4. | Silver Star |
| 5. | Team Points |
| 6. | Verbal Praise |
| 7. | Instant note home |

# Managing Behaviours

At Longton we spend time getting to know our learners so that everyone is invested together. We start by setting high expectations for learners in terms of behaviour by simplifying the rules and routines. We model the behaviour we expect to see. We find that by consistently reinforcing these and leading by example, learners can regulate their behaviour and understand that actions have consequences. This sets the foundation for great learning to take place. We are focused on getting it right because this promotes a positive classroom environment, establishes trust and creates a safe space.

For those who need reminding of the rules and routines, sanctions help to reset those boundaries and teach what is meant by acceptable behaviour. We use sanctions to demonstrate fairness and equality, restore the balance between student and teacher, and have those necessary conversations in a consistent way:

*A planned, private five minute conversation can have a more positive impact on the child than more punitive measures. If sanctions are really just retribution then the effect on the child is likely to be negative. How many children spend their time in ‘Timeout’ thinking about how they are going to change their behaviour? How many spend their time planning the weekend or planning revenge on another child?”*

**Avoid ‘Them and Us’** Blanketed or unnecessary punishments reinforce a ‘them and us’ culture. We are mindful to ask ourselves the question; is the behaviour of the whole class down purely to a select few?

**What can be done in the classroom to support the 2%?** The 2% need everything that all other children need – they just need it a little bit more, or sometimes a little bit more privately. We avoid giving the 2% a special place and status in the school by giving them public castigations or throwing them out of class in a dramatic fashion. We deal with their behaviour discretely. If they arrive late, we manage them into the classroom subtlety. We do everything we can to take away their feeling of importance for behaving badly. We make extra effort to catch them being good despite potential resentment from them but don’t publicise it. We triangulate recognition and praise with other adults who have a bond or connection with the Learner. We don’t over-egg punishment –it doesn’t work! a minute spent behind with the teacher or having lunch with an adult is so much more effective than a distant punishment. The length of ‘time out’ does not mean a better outcome. We strive to persuade the learner who is struggling to leave their baggage at the door. We point out the various support mechanisms which exist but make sure they know this is learning time.

**Classroom/teaching space**

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of the lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. We praise the behaviour we want to see. We do not pander to attention seekers. All learners must be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

|  |  |
| --- | --- |
| **Language deemed not to be in line with our values** | Any language that is not in line with our values will be addressed by staff. Children’s language needs to be kind and caring at all points. Any swearing/abusive language or any language deemed to cause offense, insult or come across as aggressive will **result in 15 minutes with a senior leader. If this continues to a second occasion, then an hour out of class with a member of the senior leadership team will take place and a letter sent home. Also logged on the Behaviour Data Platform** |
| Physical contact (hitting, kicking etc) | Staff (playground and in class) will make a judgement that if any physical contact is intended to cause hurt to someone else it **will result in 15 minutes if it is a first time offence and second time onwards is an hour out of class or lunch/playtime to spend with a senior member of staff**. A phone call will also be made home to inform parents.  Also logged on the Behaviour Data Platform |
| Racism, sexism, homophobia and any other derogatory comments | Any intentional racism/sexism/homophobia will be investigated by a member of SLT and if the child who has been racist/sexist/homophobic understood what they were saying and it was intentional, parents will be called in for a meeting and appropriate next steps decided as a group**.** Records are kept and sent to the LA. Also logged on the Behaviour Data Platform |

**School level support**

|  |  |
| --- | --- |
| Steps | Actions |
| 1 | Look for and acknowledge ‘Over and above’ behaviour. |
| 2 | Redirection |
| 3 | The reminder |
| 4 | The caution |
| 5 | The time-out |
| 6 | Restore |
| 7 | Partnership Stage |
| 8 | Restorative Conference |

REVIEW

The Governing Body reviews this policy annually. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

# Appendices

We take practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct

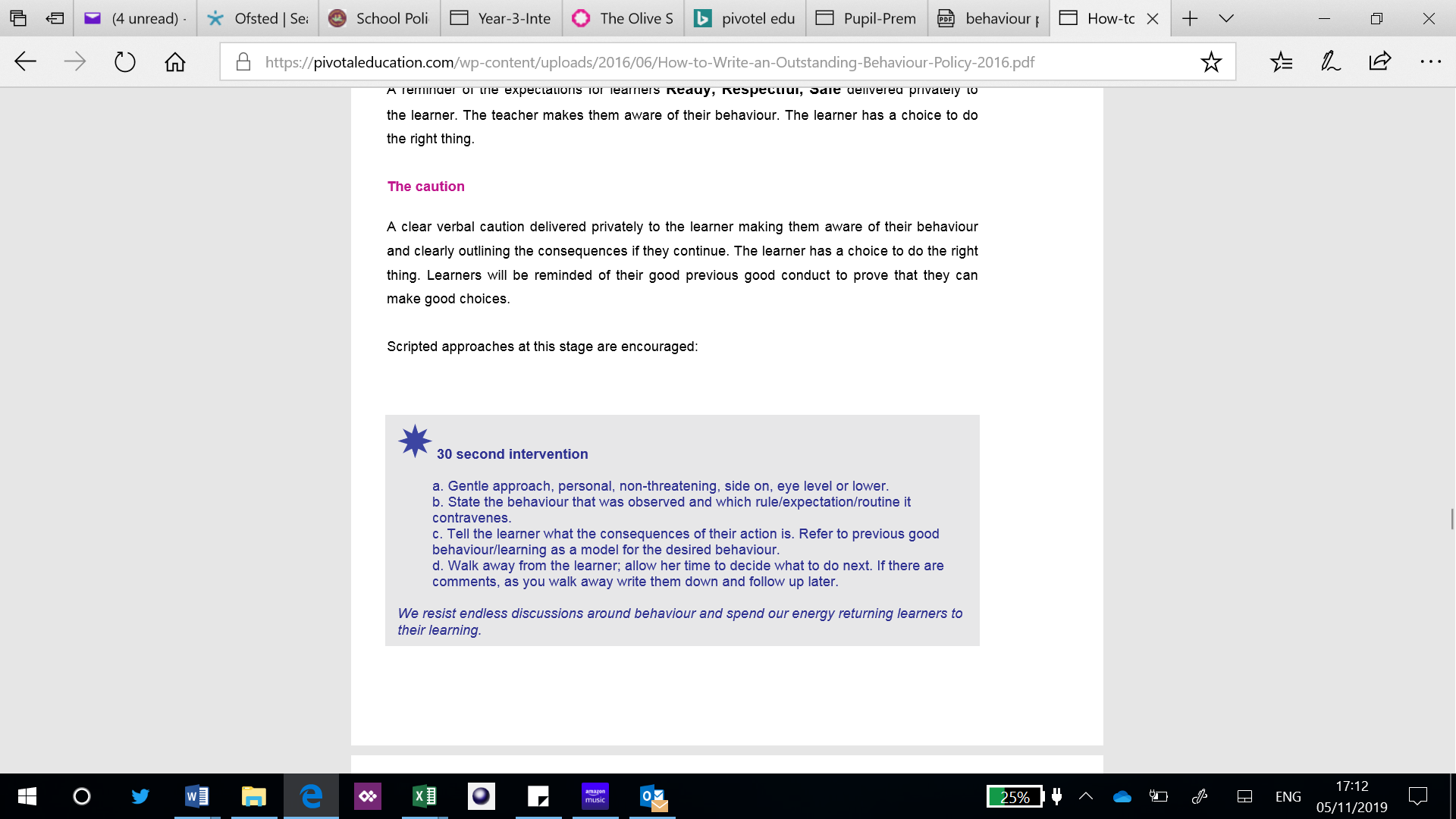
**The reminder**

A reminder of the expectations for learners Care, Grow, Shine delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

**The caution**

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged:



**The time-out**

• The learner is asked to speak to the teacher away from others

• Boundaries are reset

• Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.

• Learner is given a final opportunity to reengage with the learning / follow instructions

Learners shouldn’t be sent out of a classroom. Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member will escort the learner to a workspace outside the teaching room.

Staff will always deliver sanctions calmly and with care. It is in nobody’s interest to confront poor behaviour with anger.

**Restore**

Reparation meetings at Longton Primary are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:

What's happened?

What was each party thinking?

Who feels harmed and why?

What have each party thought since?

What behaviours will each of us show next time?

Reaffirm your commitment to building a trusting relationship.

Staff at will take responsibility for leading Reparation meetings, SLT will support when requested.

Learner’s may have their behaviour monitored by teachers to show progress towards agreed targets. At Longton Primary we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

**Internal referral**

At this point the learner will be referred internally to another room for the remainder of the lesson. All internal referrals must be recorded on the Behaviour Data Platform

**Partnership Stage**

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will be allocated a Personal Learning Coach (PLC) who will:

• Support and if necessary facilitate the Reparation Meeting between the member of staff and learner.

• Develop an appropriate action plan with the learner

• Monitor and review and mentor using the action plan

• Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves

• If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the Headteacher or Deputy Headteacher

• Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning

All of these matters will be confirmed in writing and recorded on our Behaviour Data platform.

**Restorative Conference**

• A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include the PLC, Teacher, Learner, Learner advocate (if requested), Parent/Guardian, Governor representative (for schools) and a member of the Senior Team. The meeting will address the learner’s: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation.

• There may be an element of ‘payback’ in the action plan from this meeting. Learners may be asked to positively contribute time back to school as part of the process of repairing the damage they have caused.

• Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage.

• Every effort will be made to encourage and support a change in the learner’s behaviour

• If the learner refuses to attend or engage with the Restorative Conference then the process moves to the final stage.

# Behaviour for excellent teaching and learning –summary (staff handbook)

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The Code of Conduct, Care, Grow, Shine must be displayed in each learning space and referred to in conversations around conduct.

Good behaviour is actively sought by each member of the school.  Our chances of success and happiness, both in school and in the future, depend considerably upon the ability to demonstrate self-control and to make responsible choices regarding behaviour.  From a very early age we all make choices about our behaviour, understanding the differences between right and wrong.  People can, and usually do, choose to behave well.  However, when they do misbehave they are making a conscious decision to do so.

A cornerstone of success is the manner in which we are all involved in ensuring the right choices are available and supported.  To ensure a positive learning environment, we recognise that all members of the school; must accept responsibility for their own behaviour and for correcting misbehaviour.  For this to work, there has to be cooperation, communication and consistency between students, parents, staff and governors.

**Consistencies**

1 Meet and greet at the door.

2 Model positive behaviours and build relationships.

3 Plan lessons that engage, challenge and meet the needs of all learners.

4 A mechanism for positive recognition is used in each classroom throughout the lesson.

5 Refer to ‘Care, Grow, Shine’ in all conversations about behaviour.

6 Be calm and give ‘take up time’ when going through the steps. Prevent before sanctions.

7 Follow up every time, retain ownership and engage in reflective dialogue with learners.

8 Never ignore or walk past learners who are behaving badly.

**Steps Actions**

|  |  |
| --- | --- |
| Steps | Actions |
| 1 | Look for and acknowledge ‘Over and above’ behaviour. |
| 2 | Redirection |
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| 7 | Internal Referral |
| 8 | Restore |
| 7 | Partnership Stage |
| 8 | Restorative Conference |

1)Redirection

Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness

2) Reminder

A reminder of the expectations Care, Grow, Shine delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

3) Caution

A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

4) Time Out

Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.

5) Internal referral

At this point the learner will be referred internally to another room for the remainder of the lesson. All internal referrals must be recorded on the Behaviour Data Platform

6) Restore

A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from a member of SLT who will support the reparation process.

7) Formal Meeting / Restorative conference

A meeting with the teacher, learner and SLT member, recorded on Behaviour Data Platform with agreed targets that will be monitored over the course of two weeks.

A Serious Breach is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, include community service and payback.

**The Role of the Parent**

In the school home-school agreement, expectations are clearly outlined to the parents of prospective learners prior to admission to the school.

* We are specific about the need for a collective approach in developing self-discipline in the children attending the school.  Co-operation and support from parents is sought and is vital if we are to be successful
* We expect that parents/carers will support the school’s Behaviour Policy
* We expect that parents/carers will support their child by agreeing to discuss any problems that arise
* We expect that parents/carers will celebrate with us their children’s successes

**The Role of the Staff**

Staff have an important responsibility to model high standards of behaviour when dealing with students and each other. They:

* Create a positive climate with realistic expectations
* Emphasise the importance of being valued as an individual
* Promote, through example, honesty and courtesy
* Provide a caring and effective learning environment
* Encourage relationships based on respect and understanding the needs of others
* Ensure fair treatment for all, according to the framework of our Equal Opportunities policy
* Provide guidance on improving standards of academic and behavioural performance
* Repair and rebuild relationships that have temporarily broken down
* Respond positively to efforts made by students when they are genuinely trying to effect a change in their behaviour
* Show appreciation of the efforts and contributions of all

An appropriately structured curriculum is essential to promoting positive behaviour.  We provide this through:

* The active involvement of learners in their own learning
* Providing lessons that have clear objectives, understood by the learners and differentiated to meet their specific needs
* Using marking and record keeping as a supportive activity, providing positive feedback to the learners on their efforts and achievements, signalling that these are valued and that progress matters

All learners and staff have the right to work to potential, free from disruption, abuse or threat.  Therefore, it is the responsibility of all school staff to ensure there is a consistent approach to managing learners behaviour and that disruptive incidents are effectively prevented and, when necessary, dealt with.

The school promotes an ethos of positive behaviour management.  Staff treat learners with respect and dignity, no matter how trying the circumstances.  Whilst dealing with problems, staff should be asking themselves the question, “How would I feel if someone were dealing with me in this way?”  If the answer is embarrassed, put down, uncomfortable or angry, then they need to re-evaluate their approach. They could also speak as if the parent is stood right behind them. If they would speak differently then they should change their tact. The cornerstone of good discipline is sound working relationships between staff and learners.  Like anything else worthwhile, relationships have to be worked at and both parties need to exert themselves whilst striving for the goal of developing mutual respect.

**Guidelines:**

The emphasis is on positive action (recognition and reward) rather than negative action (punishment).  Problems which occur should be dealt with constructively.  Four kinds of discipline are needed to implement this positive approach:

**Preventative Discipline:**

* The school values discussed with the children at the start of each lesson
* Clear expectations about work
* Attractive classrooms and general surroundings
* Well planned seating plan, access to equipment, clear labelling, room to move
* Plenty of equipment
* Careful catering for mixed ability
* Setting aside an area for ‘time out’

**Corrective Discipline:**

* What to say when a child isn’t working or is disruptive
* Deliberately ignoring some behaviours
* Casual or direct questioning
* A simple warning
* Defusing potential conflict
* Re-stating school values
* Giving simple choices (do this now or we will have to talk about it at break)
* Taking a child aside from the group
* Using ‘time out’
* The use of logical consequence (the behaviour and the outcome are related)

**Supportive Discipline:**

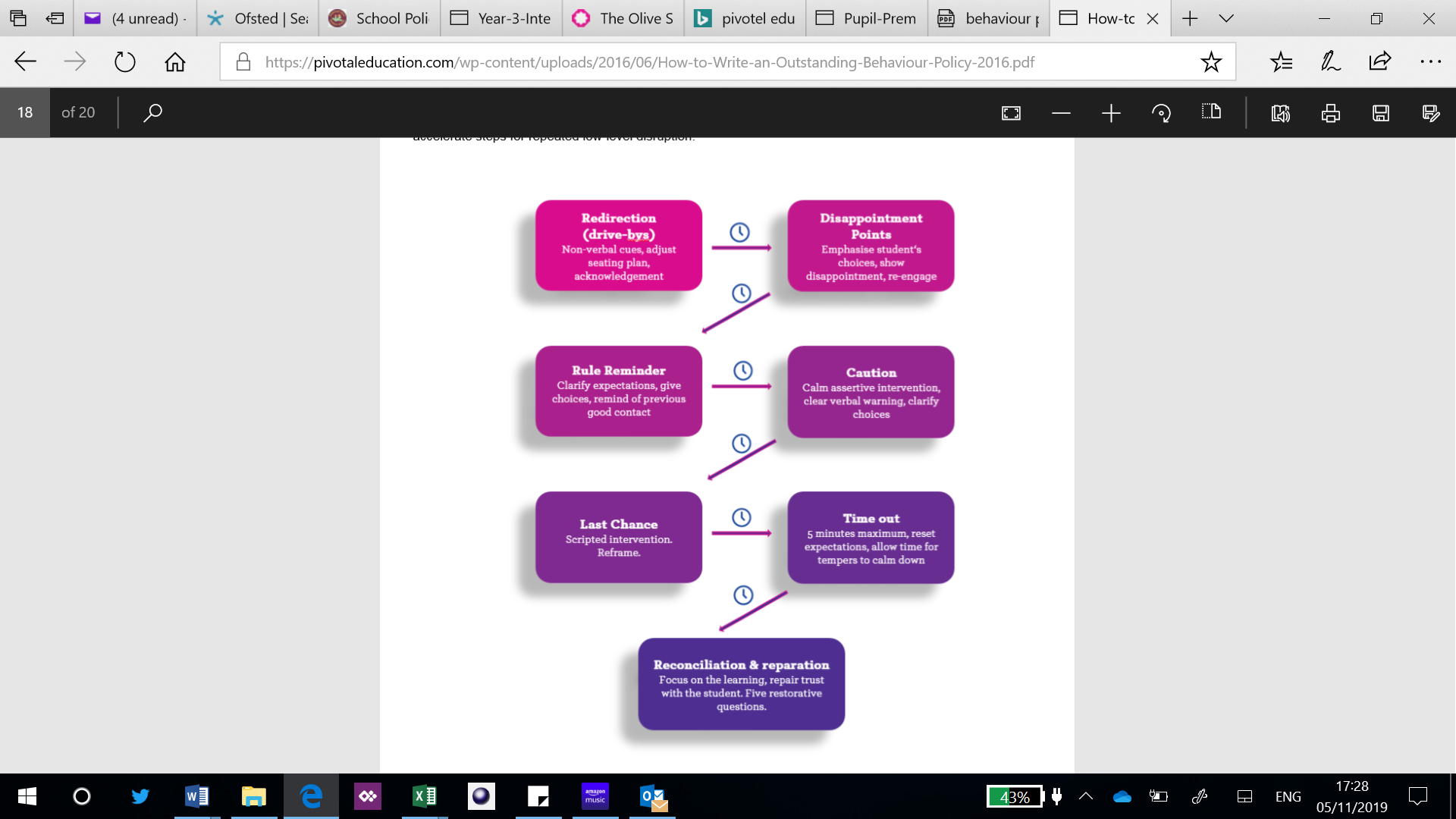
* Following up a disruption later when the ‘heat’ has subsided
* Encouraging children whenever possible
* Re-establishing a relationship after correcting a child
* Developing a behaviour ‘contract’ with a child
* Developing a climate of respect
* Building a positive classroom tone
* Applying a ‘team’ approach

**Self-Discipline:**

* Students taking responsibility for their own actions
* Community service and other sanctions which reinforce collective responsibility or the need for reparation or compensation
* Students managing peer behaviour, through responsibilities, e.g. technician, librarian, sky dining area duties
* Through 1:1 and individualised learning plan (ILP) setting own targets for improved behaviour

# Behaviour and Learning Management

All learners must be given ‘take up time’ in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.



# Definitions

We consider the following types of behaviour to be unacceptable:

* Hurting others: physical acts of aggression such as hitting, kicking, pushing, biting or threatening physically
* Refusing to follow instructions: defiance, rudeness to adults, answering back, refusing to cooperate with guidance and rules, refusing to listen
* Unkindness
* Disruption: frequent interruptions during learning, noise, affecting the ability of others to learn
* Putting others at risk of harm
* Discriminatory behaviour: racism, homophobia, sexism
* Bullying: the repetitive, intentional harming of one person or group where the relationship involves an imbalance of power.
* Speaking inappropriately: name calling, verbal disruption or abuse, rudeness, swearing
* Misusing computers: cyber bullying, misuse of the internet
* Damaging school property: wilful destruction of property of others and the school, stealing
* Repeated milder misbehaviours that are not responsive to guidance
* Possession of prohibited items: knives, drugs, cigarettes, pornographic images, stolen items.
* Sexual assault: any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

The senior leadership team must always be informed as soon as possible when there are incidents of unacceptable behaviour which involve putting themselves or others at harm, when incidents are discriminatory or bullying in nature and when unacceptable behaviours are persistent despite intervention. They will then decide with the member of staff what the next steps should be according to this policy. Incidents of unacceptable behaviour will always be recorded in the behaviour log as soon as possible after the incident.

**Bullying**

At Longton we are vigilant to the fact that bullying can take place at any time to anyone. We have a firm stance that we will not tolerate bullying. Bullying is defined as the repetitive, intentional harming of one person or group where the relationship involves an imbalance of power. Bullying is therefore:

• Deliberately hurtful;

• Repeated or over a period of time

• Difficult to defend against

**Bullying can include:**

• Emotional: excluding, tormenting, ignoring

• Physical: hitting, kicking, pushing, violence, grabbing

• Racial: taunts, words, graffiti, gestures

• Sexual: sexual remarks, showing sexual material, sexual gestures, unwanted physical attention, comments, inappropriate touching

• Direct or indirect verbal: name calling, sarcasm, spreading rumours, teasing

• Cyber Bullying: online bullying through social networking sites, messaging apps, gaming sites

Details of the approach to preventing and addressing bullying is set out in the Anti-Bullying Policy.

**Special Educational Needs/Mental Health Needs/ Inclusion lead**

In certain cases, a child may present challenging behaviour as a result of special educational or mental health needs. Children’s behaviour is often a way of sending a message to adults and peers about unmet needs and significant issues or even trauma. For a variety of reasons, they may find it difficult to cooperate with rules, instructions or guidance. In cases where inappropriate behaviour is clearly related to special educational and mental health needs, relevant accommodations and an individual behaviour support plan will be agreed by staff, parents, relevant professionals and shared with the child and all relevant staff. Staff will use their professional judgement and experience working with the teacher and other relevant experts and agencies (Educational Psychologist, therapists, etc) to make decisions about accommodations and support. There will be clear and appropriate rewards and sanctions for the individual agreed with the class teacher, parents/carers, the Senior Leadership Team and, if appropriate, outside agencies.

It is also important that all children are provided with opportunities to understand when a child has Special Educational Needs resulting in accommodations being made. At Longton we teach about behaviour to include all pupils. Children are taught to manage, work with, understand and support all children including those experiencing difficulties, e.g. by understanding alternative ways of dealing with behaviour, ignoring certain behaviours, reporting to staff as appropriate. It is also made clear to children which behaviours are unacceptable and they are given opportunities to express their thoughts and feelings about incidents or concerns. This enables children to gain the empathy, greater understanding and resilience important in many circumstances in the next stages of their education and life generally.

**Safeguarding**

All staff should be aware that poor behaviours or changes in behaviour can be associated with factors impacting the child outside the school. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or other safeguarding concerns and whether this may be leading to behaviour challenges. A holistic picture of each child should be taken into account when responding to behaviour difficulties.