

Behaviour and Regulation Policy



No Limits to Learning!

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Introduction

Wraysbury Primary School is committed to fostering a positive and respectful learning environment for all Pupils, Staff, Parents and Visitors. This applies to all aspects of school life, including in school, on trips, at school and community events and on the way to and from school. This policy outlines our expectations of behaviour and how we respond and support when these expectations are not met. We are proud to be an "Attachment Award School" and we work with **all** children, especially those with Social, Emotional and Mental Health needs (SEMH) to develop positive behaviour and attitudes. We promote an approach where trusting and positive relationships are built so that all children feel safe and secure.

The following policies should be read in conjunction with this policy:

- Anti-Bullying Policy
- Safeguarding Policy
- Exclusion Policy
- SEND Policy
- Positive Handling Policy

At Wraysbury Primary School, we believe Good Behaviour occurs when pupils feel safe, regulated, secure and the work and activities are appropriate. We employ a preventative approach to behaviour where every adult is encouraged to look beyond the behaviour and to consider the needs of the child - remembering that behaviour is communication. We actively teach children to make the right choices. We have a positive and inclusive approach to managing children's emotions and wellbeing, recognising that behaviour is driven by emotions and that children need help in learning how to identify and manage their emotions.

Our Behaviour Principles Statement

- To provide a safe, comfortable and caring environment where children learn to the best of their ability
- To provide a clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach to behaviour
- For all adults to take responsibility for upholding the school's culture and ethos, following up on behaviour consistently, modelling positive conduct and language and ensuring that this policy is implemented.
- Staff are expected to teach and model effective Behaviours for Learning (BfL) providing routines and the opportunities for pupils to develop autonomy in these over time
- To use restorative approaches alongside appropriate consequences
- We acknowledge that different children have different SEMH needs and backgrounds and we support them accordingly
- Parents and carers are expected to support the school in maintaining our positive, safe and caring environment.

The above Principles are encapsulated in our "Wraysbury Way" for Pupils, Staff, Visitors, Parents and Carers.



"The Wraysbury Way"

- Consistent, calm behaviour by all
- Good conduct by all
- Relentless routines
- Scripted intervention
- Appropriate reflection and consequences
- Restorative follow up

Vision and Values


We have three Values; Motivated, Proud, Inclusive and these are on display in all classrooms, in all areas of the school and are on all our internal and external documents, signs and posters. Likewise we have three overarching rules; Ready, Respectful and Safe. These too are on display in all areas of the school and our subsequent school expectations are derived from them.



			
Vision	No Limits to Learning		
Values	Motivated	Proud	Inclusive
Rules	Ready	Respectful	Safe

Good Conduct and Positive Behaviour for Learning

In order to exhibit Good Conduct and Positive Behaviour for Learning these are our expectations:

		
Ready	Respectful	Safe
<ul style="list-style-type: none"> ➤ Come to school regularly and on time ➤ Track - look and listen to the person talking ➤ Follow instructions the first time ➤ Start work straight away ➤ Wear the correct uniform ➤ Line up promptly ➤ Come to school with the correct equipment 	<ul style="list-style-type: none"> ➤ Greet everyone politely at all times ➤ Keep our school tidy ➤ Do things for others ➤ Work to the best of our ability ➤ Notice when others have done something and say "thank you" ➤ Hold doors open and step to the side for adults ➤ Respect other people's opinions ➤ Use good table manners ➤ Use the appropriate voice for where we are ➤ Use kind words 	<ul style="list-style-type: none"> ➤ Move calmly around the school on the left ➤ Use equipment properly ➤ Use kind hands and feet ➤ Be where we are supposed to be ➤ Sit correctly on our chair ➤ Tell adults about any worries or concerns ➤ Follow online safety rules

When there is Good Conduct:

- The school is orderly and runs smoothly
- Everyone is safe and their wellbeing needs are being met
- The environment for learners and staff is calm
- Pupils are learning
- The reputation of the school is good
- Visitors, new staff and new families feel comfortable and acknowledge the purposeful and welcoming environment

Pupils who display Positive Behaviour and a Good Attitude to Learning:

- Listen and participate positively in lessons, events and activities
- Manage their learning well (including doing homework and being punctual)
- Complete tasks and present and organise their work to the best of their ability
- Welcome and respond positively to feedback
- Support others in their work and learning
- Make and maintain positive relationships
- Take responsibility for their own behaviour and attitudes

- Show they can work individually, in pairs and in groups
- Rise to challenges and are resilient

Behaviour Guidelines to Support Learning

The School Rules are explained to the children in assemblies and in PSHE lessons and are reinforced regularly. Our aim is to be proactive rather than reactive (see our strategies for promoting Positive Behaviour). We recognise that a consistent approach is essential and where a child has made an inappropriate behaviour choice; we will ensure (at an appropriate point) that the child engages in reflection, discussion and a plan to move forward.

All Teaching Staff monitor Behaviour for Learning and Positive Behaviour is celebrated in class and in assemblies. In cases where a child requires support and their behaviour is very challenging, a Senior Teacher or Phase Leader will be involved and the Senior Leadership Team (SLT) informed. An experienced/specialist Teaching Assistant may be assigned to support the child and the parents will be involved. Further actions will be taken, tailored to the needs of the child, these could involve the SENDCo putting into place a targeted programme to support the child in improving their behaviour.

At Playtimes we aim to ensure that pupils have good provision in terms of resources and activities. We have a good ratio of adults to children and the majority of lunchtime supervision is undertaken by our own classroom teaching assistants.

We recognise that communication is essential and the lunchtime staff always fill in the Behaviour Form and hand it to the class teacher if a child has had difficulties.

Parents in Partnership

Parents and Carers are encouraged by the school to fully share the responsibility of managing their child or children's behaviour throughout their time in the school. We ask parents to contribute fully to consultations and attend meetings with professionals, where required. We ask parents to engage with outside agencies where necessary to enable their child or children to better engage with learning and social behaviour. Parents and visitors are expected to show calm respectful behaviour when on the school site or when engaging with school staff, other adults or children.

Our School Systems and Procedures

We have a proactive approach to encourage Good Conduct and Positive Behaviour for Learning.

Proactive Approach - Classroom Environment

- Carefully considered seating plan
- Recognition Board

- Rewards poster displayed
- Class generated expectations clearly displayed
- School Vision, Values and Rules clearly displayed
- High expectations for all
- Children are encouraged to use respectful positive language which will be rewarded by staff.
- Staff reflecting on a child's needs
- Engaging learning that is relevant to pupils' abilities and includes challenge
- Visual timetable, individual visual timetables and support plans (as appropriate and consistent in format across the school)
- A safe place for calming, thinking, reflection time
- Zones of Regulation Chart (Zones of Regulation is an approach used to support the development of self-regulation in children with regards to identifying their behaviour and what can trigger them.)

Our Rewards (Strategies to promote Good Conduct and Positive Behaviour)



No limits to Learning!

Ready Respectful Safe

- | | |
|---|---|
| <ul style="list-style-type: none"> • Class Rewards | <p>Marbles
 Extra Playtime for the class with the best attendance and a non uniform day for a class with 100% attendance</p> |
| <ul style="list-style-type: none"> • Individual Rewards | <p>Focused Praise
 Postcard or note home
 Phone call home
 Raffle Tickets
 Stickers/Stamps</p> |
| <ul style="list-style-type: none"> • House Points | |
| <ul style="list-style-type: none"> • Assembly Awards | <p>Star of the week badge
 Certificates
 Football Trophy
 TT Rockstars and Numbots Trophies
 Hot chocolate/Ice Cream Friday with the Headteacher</p> |

Each class collects 50 marbles for their class jar and then the class vote on a special treat for when the jar is full. The treat lasts 30 minutes.

The class which has the best attendance each week has an extra 15 minutes playtime. A class which has 100% attendance across the week gets a non-uniform day.

Every child belongs to a House Colour. The children earn house points for work and behaviour and they are collected each week. The winning house is announced in assembly and ribbons are tied on the House Cup.

Teachers may choose a Star of the Week who gets a special badge presented to them in assembly. It is given in recognition of Good Behaviour for Learning or Good Conduct and the reason is written on a tessellating shape and put up on the Superhero Board in the Hall.

TT Rockstars and Numbots is a trophy awarded to a child getting the most points on the programme that week.

The Hot Chocolate with the Headteacher or Ice Cream Friday Award is given to a pupil who has been an outstanding role model. They have hot chocolate or ice cream with the Headteacher on a Friday and are given a certificate and a mug to keep in recognition of their achievement.

A Toolbox of Behaviour Management Strategies

These non-confrontational strategies are used widely in classrooms to get children on task and are used with positive language and praise as the focus. They are used prior to following any of the procedures for negative behaviour.

Strategy	How it Works
Use praise	Child is praised for showing Good behaviour or Conduct. "Thank you for using such good manners" Praise the behaviours you want to see. When pupils are praised their brains release dopamine - they will want to do it again and again
Giving positive direction	We use positive instructional language. Instead of "Stop speaking when I am speaking" we use "Face the front, silent voice, thanks" Instead of "Stop running!" we use "Walking quietly on the left, thanks."
Use of students making good choices	We praise the pupils making the right choices using specific praise just for them.
We consider the best way to praise children	Some thrive on public praise but some prefer a more subtle approach like a smile, a nod or a thumbs up.
We expect compliance and act with confidence	We move around the classroom as we speak and give instructions, using "thank you". We then may break eye contact and praise someone who is following the instruction.
We switch off the spotlight	Sometimes if a child feels they are in a threatening situation their fight or flight response will kick in so if we feel a situation is

	escalating we may take a breath and give a pause, making it look like we're moving on to the next thing
We allow take up time	We give a child time, without focusing on them or standing over them. Often they will then follow the instruction and we can then praise them
We repeat instructions privately	We approach a child quietly and calmly praising them for something, we repeat the instruction quietly with a thank you and then praise them as soon as they are making the right choice.
We use proximity praise	When a child needs bringing on task we choose a neighbouring child to praise. The other child often then copies and we praise the right choice.
We refocus a question	If a child or group are off task we slowly approach - praising as we go. We then offer help and if they are OK, we say we'll be back in a minute to check how they got on.

Our Recognition Chart

Every class displays a recognition chart. Wraysbury Primary School has high expectations for ALL pupils to display positive Behaviour for Learning (BfL). We look to praise good behaviour and to nurture pupil's ability to make good choices

How our Chart Works:

All pupils start on green at the beginning of the session/day (or after a consequence has been served). If the pupil is showing positive Behaviour for Learning, they are praised for what they are doing well and are moved up the chart, if they are not then they are moved down. If a pupil is on Yellow they need to reflect on their behaviour and the teacher will support them and guide them as to what they want to see to move them back to green. The teacher uses positive language, "I am looking forward to moving you up when I see you ..." As soon as the positive Behaviour for Learning is seen they are moved up. Pupils move up and down the chart throughout the day. At the end of the day, any child on gold receives a positive note home. Parents are spoken to if a pupil is repeatedly being moved to Yellow and may be moved onto a Behaviour Support Card.

Gold	GREAT Behaviour for Learning	If on Gold then a special certificate/note home
Silver	Very Good Behaviour for Learning	For the student to feel determined to get to Gold
Green	Good Behaviour for Learning	Start here

Yellow	Reflection	Aim is for the pupil to recognise their poor choice and improve or a consequence is issued
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Our Proactive Approach to Improve Poor Conduct or Poor Behaviour for Learning

The acronym TIME can be used alongside the Recognition Board when a pupil is moving between Green and Yellow. The acronym TIME is a helpful reminder to staff of options to use to de-escalate

Think

Improve

Move

Exit

T hink	Give the pupil time to consider their behaviour and improve - Yellow
I mprove	Give praise for the improvement and move to Green
M ove	Give the pupil an opportunity to move seats/move away - a positive olive branch
E xit	Exit - where a child is becoming disruptive or de-regulated they may be asked to move to another class. Speak to them later when they are calm.

Our Responses to Negative Behaviour for Learning Flow Chart

This is a stepped process for responding to negative behaviour. After each box, the pupil can revert back to the start if behaviour improves.

Step	Action		
1.	Whole class or group reminders of expectations perhaps using proximity praise or other non-confrontational strategies as detailed above.	GREEN	
2.	Quiet verbal private reminder. Related to Ready Respectful Safe. What the pupil needs to do to stay on Green.	GREEN	
3.	Quiet verbal warning and discussion about inappropriate behaviour/the poor choice and what the consequence will be if it continues. Reminder of the positive behaviour want to see. "I am giving you the chance to move seats so that you can" "Or you can choose to do your work with me at playtime" Thank you for and making the right choice	YELLOW	Think Improve Move

4.	Consequence. Consequence Map for some children with a visual. <i>"You are disrupting my teaching and the other children's learning so I need you to leave the class so that you can calm down and they can get on with their learning"</i> <i>"I will speak to you at Break time"</i> (Level 1 and 2 Behaviour Log)		Exit
5a.	Discussion with pupil during non-teaching time (Break). Restorative reminder of Positive Behaviour for Learning. Possible use of Consequence Map/visuals. See Restorative Conversations below.		Back to Green after the consequence.
5b.	Repeated or more serious incidents. Involve a Senior Teacher or Assistant Headteacher/Phase Leader, moved out of the class. Ring parents and arrange a meeting/conversation. (Behaviour Log on CPOMS)		Think Improve Move Exit
6.	Repetition and no improvement. Arrange a Behaviour Support Contract Meeting with the Assistant Headteacher/Phase Leader and Parents. (Behaviour Log on CPOMS)		Think Improve Move Exit
7.	Review Behaviour Plan with Phase Leader and Parents (runs over 2-3 weeks)	Advice from SEMH team RBWM Alternative provision, Reduced timetable, specialist advice team. Planned move.	
8.	Support from SENDCO and Outside Agencies		
9.	Internal intervention with Specific Teaching Assistant		
10.	Fixed Term Exclusion		
11.	Permanent Exclusion		

Consequences

The developmental age and specific needs of the child will be considered when deciding the appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a "one size fits all" approach is not appropriate for our children and this should be kept in mind when deciding on an appropriate logical consequence. Where a consequence is deemed necessary, these will be given and supported by an emotionally regulated adult, where possible the adult who was with the child when the behaviour occurred, the class teacher, a Senior Teacher or the Assistant Head/Phase Leader.

Consequences will only follow when the child is regulated and able to reflect upon their behaviour and take part in a restorative conversation. Ideally this will be during the same day as the behaviour occurred. Consequences will never involve taking away a previously earned privilege or support time (such as their ELSA time/1:1 time with a TA). Staff will avoid any consequences which lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the child's self-esteem and wellbeing. That said, where a child's consequence is Internal/External Seclusion they will miss privileges/celebrations/rewards planned during the seclusion time.

A supportive/restorative conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, moving to discuss how the other child/person may have felt. This will be supported by the adult and may include use of visuals particularly if the child has ASC traits. If the context is repeatedly problematic (Eg, Break time, Music, PE) the child will work with an adult or have a bespoke plan during these times to ensure that the session can be successful (Eg, reduced time, supervision, not taking part in the activity). This is a proactive strategy rather than a punitive one and should be communicated to the child and appropriate adults.

Logical consequences will be:

- **Related** - consequences will be related to the behaviour
- **Respectful** - consequences must not name, shame or cause pain and should be firmly but fairly enforced.
- **Reasonable** - the consequence should be explained to the child, showing the reasons for the consequence
- **Helpful** - the consequence should be helpful to improving choices in the future

After a pupil completes the consequence the adult should praise the child's behaviour at the first opportunity in order to move away from the inappropriate behaviour. The adult should make clear to the pupil that the consequence is done and draw a line under the incident and move on.

Restorative Conversation following a Consequence:

What happened?

What were you thinking about at the time?

What have your thoughts been since the incident?

Who do you think has been affected by your actions?

In what way were they affected?

What do you do now to make things right?

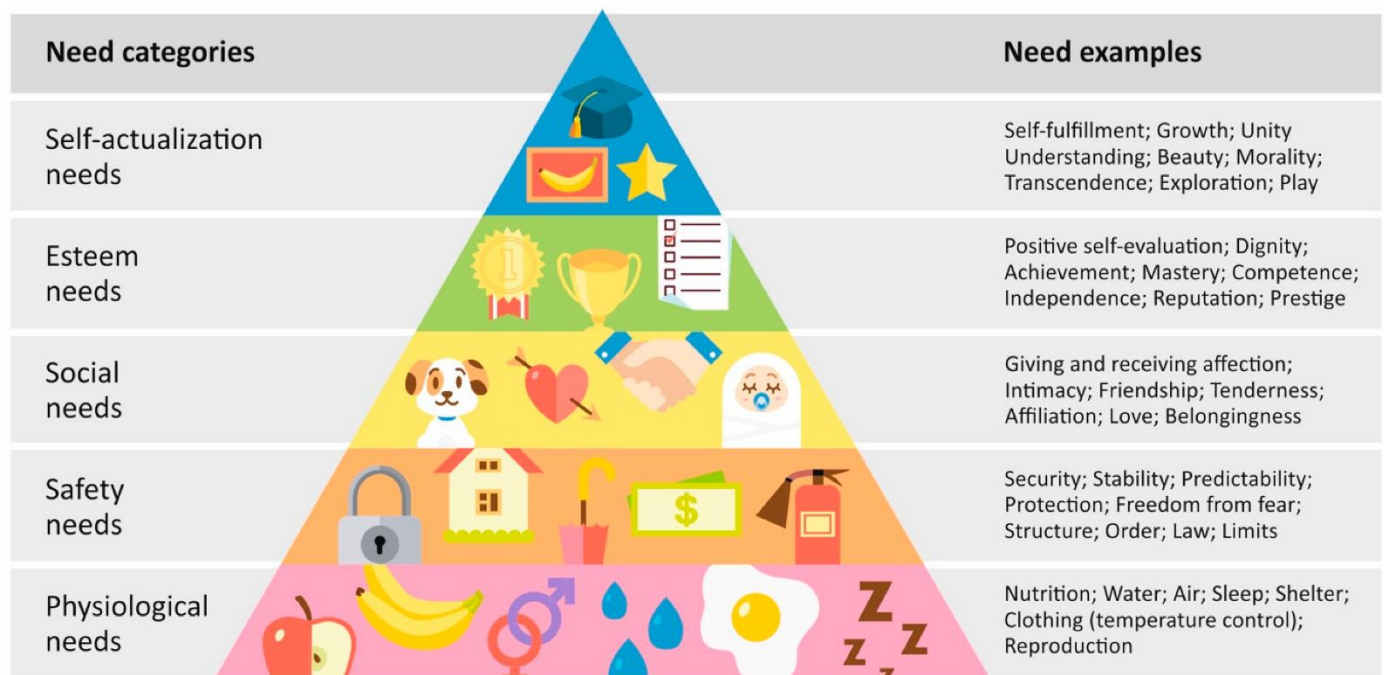
A proforma is completed with the child addressing these points and is shared with their parents/teacher and kept in their file.

Children with Significant Needs

Maslow's Hierarchy of Needs:

For a child to be successful in school they need to be well fed, sleeping well, feeling safe at home, and have confidence in themselves. Maslow's Hierarchy of Needs is a popular theory which focuses on a series of needs to be successful. According to Maslow there are 5 needs - physiological, safety, love, esteem and self-actualisation and he put them in a shape of a pyramid. Pupils may be distracted and dis-regulated if they have other considerations running through their minds, such as things going on at home, friendships or physical distractions like hunger or tiredness.

Maslow placed these needs in order from one to be realised for the next to happen. Beginning with the fundamental aspects of the basic needs - physiological and safety and eventually reaching the top of the pyramid with self-actualisation which is when a person reaches their fullest potential as a human being. Learners are less likely to be successful if their basic needs are not met. Maslow's hierarchy of needs can help focus on what children need and to identify where there are gaps, for example having breakfast before coming to school.



Zones of Regulation

All children are taught how to identify and manage a range of emotions through the Zones of Regulation programme. The Zones of Regulation teaches regulation by categorizing all the different ways we feel and states of alertness into the four concrete coloured zones. It also teaches the pupils and adults to recognise the feelings and emotions in others, so that they can have empathy with and understanding of how others are feeling and can help and support accordingly.





The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation or terror when in the **Red Zone**.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however, one has more control when they are in the **Yellow Zone**. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles or nervousness when in the **Yellow Zone**.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content or ready to learn when in the **Green Zone**. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when feeling sad, tired sick or bored.

The ZONES of Regulation®

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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The zones can be compared to traffic lights. When given a green light or in the **Green Zone** one is "good to go". A yellow sign means to be aware or take caution, which applies to the **Yellow Zone**. A red light or stop sign means stop, and when one is in the **Red Zone** this often is the case. The **Blue Zone** can be compared to the rest area signs where one goes to rest or re-energise. All of the zones are natural to experience, but the framework focuses on teaching children and adults on how to recognise them and manage the zone based on the environment and its demands and the people around them.

At Wraysbury Primary all children and adults are taught about the different zones through PSHE lessons, regular assemblies related to emotions and mental health. Visuals are used to support children to identify their emotional state and are displayed in every classroom. The zones are revisited regularly, especially in September and at a start of the term and adults

regularly model to children how to use the zones to describe and regulate their behaviour emotions. The school is fortunate to have trained Emotional Literacy Support Assistants (ELSAs) and a Mental Health Support Practitioner and is taking part in Attachment Aware Schools activities within the Borough. Children can access this support individually or in groups and sometimes sessions are held as a whole class, particularly when nearing transitions. Support is also provided by the Windsor Schools Sports Partnership (WSSP) through their Healthy Minds Programme which is a 6 week package delivered once a week to a particular year group, connecting Healthy Mind and Body.

Significant Incidents

This policy recognises that all pupils and staff have the right to feel safe and respected. Occurrences of behaviour which directly contradicts this, will result in the involvement of a Phase Leader and/or Senior Leader. Parents will be informed and invited to meet with staff to discuss the next steps, including consequences and plans to support their child, and to prevent further occurrences of this behaviour. Significant behaviour incidents may include:

- Physical aggression towards staff
- Serious or repeated aggression towards another child
- Fighting
- Bullying
- Racism or homophobia
- Vandalism and damage to property

(This list is not exhaustive see Appendix 1 for Behaviour Levels and Consequences)

Positive Handling

Where a child is in an extreme state of dysregulation a member of staff may have to use Positive Handling techniques to keep the child safe and others safe. We have members of staff who are trained in these techniques and a separate policy for Positive Handling.

Recording of Incidents

Serious Behaviour Incidents that are Level 3 or above are recorded on CPOMS and copies of Behaviour plans/contracts are uploaded accordingly. Class teachers keep records of lower level behaviours.

Professional Learning and Monitoring

Behaviour is an item for monitoring on all Phase and Leadership Team agendas and is monitored by the Curriculum and Pupil Wellbeing Governors. There is also a Governor with specific responsibility for Safeguarding which includes Behaviour and Pupil Wellbeing. Phase Leaders are responsible for supporting their team with strategies to positively manage behaviour and will undertake monitoring of behaviour in their Phases through learning walks and discussion with pupils and staff. The Professional Learning Programme is managed by the

Deputy Headteacher and includes regular training for all staff across the area of Behaviour delivered both internally and through external professionals. The SENDCO has responsibility for supporting with SEND needs related to behaviour and emotions (SEMH needs). A member of the Senior Leadership Team will hold external higher level qualifications in Behaviour and Attitudes for Learning.

The Behaviour Management at Wraysbury Primary School is underpinned by all staff following the "Wraysbury Way". There are posters and visuals all around our school which remind adults and pupils of our Vision, Values, Rules, Expectations, Rewards and "The Wraysbury Way". We expect all adults and pupils to uphold them as part of the Home School Agreement and Staff Code of Conduct.

Appendix 1

Conduct Levels

Level 1 Low Level Behaviours	Consequence - the most appropriate to be used depending on the age of the child, whether there have been previous incidents
<ul style="list-style-type: none"> A) Name calling B) Unacceptable classroom conduct - calling out, off task, eating in class, silly behaviour C) Unacceptable classwork D) Unacceptable conduct outside of lesson E) Other minor incidents 	<p><u>Class Teacher Level</u></p> <p>Warning, Conversation, reflection and restorative work</p> <p>TIME strategy</p> <p>Short consequence 5-10 minutes (CT)</p>
Home linked: Uniform, jewellery, not having equipment	<ul style="list-style-type: none"> 1.Verbal conversation with child 2.Verbal conversation or phone call/note in Reading Record/Communication book 3.Letter home from class teacher 4.Phase Leader involvement 5.SLT
Level 2 More significant low level behaviours	Consequence - the most appropriate to be used depending on the age of the child, whether there have been previous incidents
<ul style="list-style-type: none"> A) Persistent Level 1 behaviours B) Entering out of bounds area C) Poor table manners D) Disruptive in lessons E) Disruptive outside of lessons F) Insolence/rudeness towards staff 	<p>Conversation, reflection and restorative work (CT)</p> <p>TIME strategy</p> <p>Longer consequence 15 minutes (CT)</p> <p>Investigation into worries/concerns (CT/TA)</p> <p>Relationship building work/ELSA</p> <p>Working/sitting elsewhere</p>

<p>G) Minor physical incident (pushing shoving) H) Not following instructions, I) Walking out of lessons</p>	<p>Possible involvement of Phase Leader/Senior Teacher</p>
<p>Level 3 Behaviour</p>	<p>Consequence - the most appropriate to be used depending on the age of the child, whether there have been previous incidents.</p> <p>Serious Behaviour incident and consequence logged on CPOMS</p>
<p>a) Persistent Level 2 Behaviours b) Breach of acceptable use of Internet/Technology Agreement c) Bullying d) Damage to property/Vandalism e) Defiance of staff f) Fighting g) Harassment h) Possession of inappropriate items i) Racist behaviour j) Reckless or dangerous behaviour k) Serious physical incident (hitting/kicking) l) Significant insolence to staff m) Being in possession of vapes n) Teasing o) Theft p) Unacceptable conduct outside of school q) Walking out r) Foul or offensive language s) Other serious incidents</p>	<p><u>Senior Teacher/Phase Leader involved</u> Time out/detention with Phase Leader Full detention Break and Lunch with formal letter (PL) Parents contacted/meeting and Behaviour Support Plan considered (Class Teacher to complete, supported by Phase Leader or Senior Teacher)</p> <p><u>SLT Involved</u> Time out/detention with SLT Internal seclusion</p>
<p>Level 4 Behaviour</p>	<p>Consequence - the most appropriate to be used depending on the age of the child, whether there have been previous incidents.</p> <p>Serious Behaviour incident and consequence logged on CPOMS</p>
<p>a) Bringing school into disrepute b) Defiance of staff which jeopardises safety c) Discrimination of a protected group under the Equality Act d) Failing to comply with Time Out or an internal seclusion, alternative provision or a bespoke programme/plan e) Grooming, sexual exploitation, or criminal exploitation, radicalisation activities f) Malicious accusations</p>	<p><u>SLT</u> Internal seclusion Fixed Term seclusion Planned move to another setting Involvement of RBWM SEMH Team Permanent Exclusion</p>

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| <ul style="list-style-type: none">g) Persistent and/or significant disruptive behaviour incompatible with the safe and efficient education of othersh) Persistent or significant reckless or dangerous behaviouri) Deliberate physical assault of a member of staff or other adultj) Deliberate physical assault of a another pupilk) Possession/use of a dangerous weapon or item that could be perceived as dangerousl) Posting abusive misleading or illegal comments images or other content in emails or on social media sitesm) Refusal to accept the authority of the SLTn) Repeated Bullying of a member of the school communityo) Repeated harassment of a member of the school communityp) Serious damage/vandalism of property belonging to a pupil/staff member/visitor/neighbour or the schoolq) Sexual misconductt) Significant breach of acceptable use of Internet/Technology Agreementr) Significant thefts) Significant threatening or intimidating behaviourt) Significant verbal abuse of a member of staff, visitor or pupil | |
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Appendix 2

SEMH Behaviour Flow Chart

At Wraybury Primary School, we understand that various factors can significantly impact on children's mental health and wellbeing, and this behaviour flow chart outlines our commitment to ensuring we focus on the social, emotional and mental health needs of our pupils to help regulate their behaviour.

Through the successful implementation of this chart we will:

- Promote a positive outlook regarding pupils with SEMH difficulties.
- Eliminate prejudice towards pupils with SEMH difficulties.
- Promote equal opportunities for pupils with SEMH difficulties.
- Ensure all pupils with SEMH difficulties are identified and appropriately supported – minimising the risk of SEMH difficulties.

This chart applies to all members of our school community: children, staff, Governors, families and people within our local community, and should be read in conjunction with our Behaviour Policy and our graduated approach.

