

# Behaviour Policy



## CAPELLA HOUSE

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Language develops and changes over time. Terms that were once seen as appropriate may not be appropriate today. The neurodivergent-affirming language used throughout this document aligns with research which takes into account the wishes of both the Neurodivergent and more specifically the Autistic community. There are a wealth of ways to be neurodivergent from Autism and ADHD through to acquired brain disorders (Walker, 2021). As such when using neurodiversity affirming language there are times when using direct terms such as Autism, ADHD, dyslexia etc. may be more appropriate.

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## **1. INTRODUCTION**

Teachers have statutory authority to discipline children, whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Section 91 of the Education and Inspectors Act 2006). The power to discipline also applies to all paid staff (unless the head teacher says otherwise) which includes anyone with responsibility for children.

Teachers can discipline pupils anytime the pupil is in school or elsewhere under the control of the teacher, including on school visits in the wider community. They can also discipline pupils for misbehaviour outside the school.

Teachers can confiscate pupil property where necessary which is returned within an agreed timescale to pupil or parent (depending on the item).

All staff working at Capella House School have a duty of care for our pupils.

## **2. BEHAVIOUR PRINCIPLES**

Capella House School's behaviour is underpinned by the following principles which are in line with all the schools within the Auriga Academy Trust, and that are actively promoted by the staff.

These principles have been carefully chosen in an attempt to create the most productive learning environment which will enable all students to have full access to the curriculum and experience positive social development in all aspects of the school day.

### **Behaviour Principles:**

1. Everyone in our school has a right to be listened to and taken seriously (Article 12).
2. Everyone has the right to get on and work, without distraction or disturbance.
3. Everyone has the right to be safe and unafraid (Article 19).
4. Everyone has the right to be treated kindly.
5. Everyone has the right to have an enjoyable break time.
6. Everyone has the right to have their property respected.

These principles are shared with pupils through the **Capella Rights (appendix F)** framework, which sets out the rights and responsibilities of all members of the school community.

### **3. BEHAVIOUR & SAFETY MANAGEMENT**

A consistent approach to behaviour management is an essential prerequisite to a well-ordered school. At Capella House School, all staff commit to the implementation and effectiveness of acceptable codes of conduct. This creates a stable environment in which each pupil knows what is expected of them and in which they can feel secure.

Capella House School, therefore, requires all staff to follow accepted procedures and to recognise that only by their personal example will they gain the respect necessary to effectively maintain good discipline. Behaviour management depends on the fostering of good personal and professional relationships between staff and pupils; it is only through such relationships that conditions can prevail to enable students' productive personal development, excellent educational practice success and self-image to improve.

Positive behaviour management is an integral part of the school curriculum, which teaches appropriate and relevant social skills to all pupils in an attempt to present a positive learning environment and experience for all pupils. Those aptitudes and skills are presented to pupils through our school values, which are embedded and encouraged throughout the school day by the consistent use of Dojos and by reward letters.

There has been a growing awareness that sanctions or punishments may suppress behaviour but the behaviour will often reappear or be replaced by a more challenging behaviour. For young people to accept responsibility for their own actions, wherever possible, they need to be involved in discussions about their own behaviour. To support this we use a reflection book (Appendix E) that aids pupils in understanding why a behaviour may not have been appropriate or acceptable. Reflection tools, including the **Reflection Book and visual regulation resources**, are used to support understanding, emotional regulation, and restorative conversations.

We acknowledge that challenging behaviour is likely to serve a communication function for the pupil and therefore, our pupils need to be supported to develop alternative more appropriate ways of communicating. We have in place a range of communication aids and approaches to meet individual needs. A positive learning environment for the pupils and staff will contribute to more positive behaviour.

Behaviour management takes account of relevant cultural issues. At Capella House School, we cater for children with their own individual needs. Each pupil is unique and a "one rule fits all" policy is not considered to be the most effective method of behaviour management. For example - staff should be aware that a pupil on the autism spectrum

may present challenging behaviour but the reasons for the behaviour may be different to other pupils and the strategies used to manage and resolve them will need to take into account their autism, (Pittman, 2007).

Capella House School recognises that changes in behaviour, repeated incidents, or behaviours of concern may be indicators of unmet need or safeguarding concerns. This may include, but is not limited to, child-on-child abuse, harmful sexual behaviour, self-harm, exploitation, radicalisation, online harm, or emotional distress. Where behaviour gives rise to safeguarding concerns, these will be recorded on CPOMS and managed in line with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education (DfE, 2025).

#### **4. POSITIVE BEHAVIOUR MANAGEMENT**

##### **4.1 The aims of the policy are to:**

1. Promote and recognise the excellent behaviour demonstrated by the majority of our students.
2. Ensure that the impact of inappropriate behaviours on the teaching and learning of other pupils is minimised.
3. Outline the procedures to manage, record, review and reflect upon behaviour throughout the school day.
4. Uphold our school values.
5. Take a holistic view of pupil behaviour.

##### **4.2 Staff are expected to:**

- Establish and maintain clear and consistent expectations and boundaries;
- Show respect and promote positive behaviour and achievement;
- Discuss with children, their behaviour;
- Encourage self-discipline and independence;
- Celebrate children's efforts and achievements;
- Maintain a well organised learning environment and provide appropriately challenging or supportive learning opportunities;
- Listen to the pupils' views without discrimination;
- Model high standards of presentation, respect and behaviour;
- Implement the anti-bullying, behaviour and discipline procedures;
- Implement the behaviour support plans;
- Ensure that individual pupils are able to experience success;

- Ensure that individual pupils are able to feel happy and safe in their school environment.
- Document behaviours contemporaneously with objective detail in order to monitor and support behaviours.
- Follow agreed behaviour and sensory strategies as outlined in individual BSPs and the **“What Strategy Do I Choose?” guidance**.

#### **4.3 Pupils are expected to:**

- Be polite and kind to all;
- Show respect to staff;
- Listen to all adults and follow instructions;
- Attend regularly and on time for the start of the school day and for every lesson;
- Develop and sustain positive attitudes to learning;
- Live a healthy lifestyle with regard to sleep, diet and exercise;
- Follow the school’s Uniform Policy;
- Under no circumstances hit, kick or hurt other pupils or staff;
- Stay in class as agreed and engage in learning (stay on task) throughout the day;
- Represent The Trust and the school positively at all times, including on visits and when travelling to and from school;
- Follow this Behaviour and Safety policy at all times.

#### **4.4 Parents are expected to:**

- Support their child/children in celebrating positive behaviour and learning success;
- Keep the school informed about any issues that arise at home that might affect their child’s ability to work or their behaviour;
- Encourage respect for the child’s school, staff and their classmates;
- Support the school’s behaviour and anti-bullying policies;
- Liaise and act jointly with the school to address any issues.
- Ensure that their child is ready for learning at school, by supporting the school’s uniform and homework policies<sup>1</sup> and by ensuring their child has had their basic needs covered, such as food and sleep.

#### **4.5 Rewards:**

At Capella House School pupils are given positive recognition for good behaviour.

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<sup>1</sup> Please see above. Equally, at Capella House School homework is only given for individual pupils where applicable.

Every day is a new day and in that way, we try to ensure that pupils' self-esteem is preserved.

Rewards for appropriate behaviour need to be immediate and relevant to the pupil. All classes use a day-to-day reward system that they implement alongside Dojos.

Positive management strategies may vary from phase to phase within the same school and include a variety of strategies agreed by all school staff and senior leaders.

## **5. MANAGING THE CHALLENGING BEHAVIOUR OF NEURODIVERGENT PUPILS:**

For all children but particularly neurodivergent pupils, behaviour is a form of communication and it is unlikely for the behaviour to be deliberate or personal.

Staff are guided by the **“What Strategy Do I Choose?” framework** to support consistent, proportionate, and preventative responses to behaviour, aligned with individual BSPs and pupil needs.

### **5.1 Preventive strategies:**

- Visual structure and manipulation of the environment are the prime strategies for managing behaviour.
- Every child is unique (get to know their characteristics, special interests and triggers; read their pupil passport).
- Be calm.
- Avoid creating situations or making them more serious (Think about body language, tone of voice and the words you use e.g. Approach slowly, stand in a relaxed pose, speak clearly and slowly, lower your pitch and volume).

### **5.2 Social interaction**

Neurodivergent pupils are unlikely to just pick up the behaviour rules of a classroom and hence lack the knowledge of what is acceptable behaviour. They are unlikely to be inhibited by the reaction of others to their behaviour.

- Do not get into a confrontation.
- Offer a compromise.
- Redirect to what they should be doing.

### **5.3 Social communication**

Language used in schools can be confusing for neurodivergent pupils and this can lead to challenging behaviour. All permanent staff have had neurodivergence-specific training or experience and are expected to:

- Use a calm voice, and minimal language, repeat the same instruction and/or use AAC as when needed.
- Tell them/ show them what you want them to do (instead of telling them to stop what they are doing).

#### **5.4 Flexibility of thought and behaviour**

Some neurodivergent pupils like routine and structure to make their day predictable; confusion can cause challenging behaviour. Pupils can also find transition and unstructured times difficult. Allow pupils to:

- Use visual timetables and schedules to make the school environment predictable. (Explain changes in advance whenever possible.)
- Use the environment creatively to provide greater clarity.
- Where necessary, leave class early to avoid the busy transition times, or be given choices of activity for less structured times.

#### **5.5 Sensory needs**

Neurodivergent pupils can have sensory needs that can cause discomfort, pain and anxiety. It is important for staff to identify the needs of the pupils they are working with and make changes to the school environment that can reduce the daily stress and anxiety experienced by many pupils. Some pupils will need a safe place to go to if they are beginning to get anxious or overwhelmed.

These spaces are intended to support self-regulation and emotional safety and are not used as seclusion or punishment. Pupils are supported and supervised appropriately in line with their individual needs and risk assessments.

- Modify the environment and make sure the demands made on the pupil are appropriate.

Please be aware that some pupils may be highly sensitive to touch; therefore, physical restraint must only be used when necessary, proportionate, and where there is no safer alternative, in order to preserve the safety of the pupil, other pupils, and staff.

Sensory regulation strategies are implemented in line with the **“What Strategy Do I Choose? – Sensory” guidance** and individual sensory plans.

#### **5.6 Teaching Acceptable Behaviour**

Neurodivergent pupils are unlikely to understand expected and unexpected behaviour without the support and intervention of the adults who work with them. Staff will model expected behaviour to students in different settings and will use AAC systems to support students' understanding, where necessary.

In line with the Equality Act 2010, reasonable adjustments will always be considered and applied for pupils with SEND or disabilities. Behaviour responses will take account of a pupil's individual needs, communication profile, sensory differences, and emotional regulation skills. Pupils will not be unfairly penalised for behaviours arising directly from their disability where reasonable adjustments have not yet been implemented.

## **6. SANCTIONS**

Sanctions will be only used in the event of a child behaving in such a manner that staff require them to reinforce expectations and acceptable behaviour. Sanctions are intended to be educational, restorative, and proportionate, supporting pupils to understand expectations, repair harm, and develop more appropriate ways of managing their behaviour.

Sanctions, where necessary, must take into account all mitigating circumstances and be explained to the pupils. Where possible, they should be adapted to suit the incident and hopefully promote a positive outcome without loss of self-esteem for the student. This could also lead to a referral for an additional intervention if required which may include outside agency support – for example, ELSA, Primary Mental Health Team, CAMHS, Counselling, Play/Art Therapies, and Educational Psychology Service. Where sanctions are used they must be followed through consistently to ensure clear boundaries are set.

### **6.1 Internal and External Exclusions:**

In certain circumstances, we may internally exclude a pupil for an agreed period of time whilst an investigation is carried out or in response to the outcome or the behaviour.

In exceptional circumstances, the Headteacher and the Head of Site (in the absence of the Headteacher) within Capella have the authority to exclude a pupil for either a limited (fixed) period or permanently. These measures would be regarded as a last resort and would only be considered when every other sanction has failed or when the Health & Safety of others are at risk, either through verbal or physically threatening behaviour.

Prior to exclusion, the school will consider whether a pupil's behaviour is linked to unmet SEND, mental health, or safeguarding needs, and whether additional support, reasonable adjustments, or multi-agency involvement can be implemented. Exclusion is used only as a last resort, where necessary to protect the safety and well-being of pupils and staff.

These circumstances include, but are not limited to:

- Assaulting another student or any member of staff;
- Threatening another student or any member of staff;
- Having an offensive weapon;
- Committing a criminal offence, including criminal damage to property;
- Refusing to accept the authority of the school.
- Changes in needs/ mental health/medical needs mean that the school is no longer able to meet needs safely (environmental problem)

When a pupil is excluded, an appropriate work schedule should be organised by the teacher, the completion of which should be supported by the parent/carer or other professionals.

## **6.2 Restrictive Interventions, Reasonable Force and Seclusion**

Capella House School is committed to proactively minimising the need for restrictive interventions through positive relationships, early support, reasonable adjustments, sensory regulation, communication support, and de-escalation strategies.

Staff authorised by the Headteacher may use reasonable force in accordance with Section 93 of the Education and Inspections Act 2006 where necessary to prevent a pupil from:

- causing injury to themselves or others;
- committing a criminal offence;
- causing serious damage to property;
- seriously disrupting good order and discipline.

Restrictive interventions are used only as a last resort, where necessary, proportionate, lawful, and in the best interests of maintaining the safety and well-being of pupils, staff, and others.

Restrictive interventions may include:

- reasonable force;
- physical restraint;

- guiding or escorting;
- blocking a pupil's path;
- seclusion;
- preventing access to items or spaces where there is an immediate risk of harm.

Force must never be used as a punishment, to cause pain, humiliation or distress, or solely to secure compliance.

Any intervention must:

- use the minimum force necessary;
- be applied for the shortest possible time;
- maintain the dignity and safety of the pupil;
- take account of the pupil's SEND, communication profile, sensory needs, trauma history, and emotional regulation needs;
- avoid techniques that restrict breathing, circulation, communication, or cause pain.

The school does not permit:

- prone restraint;
- any restriction of breathing;
- the intentional use of pain-inducing techniques;
- restraint as a punishment;
- seclusion as a disciplinary sanction.

Seclusion will only ever be used as a protective safety measure where a pupil presents an immediate risk of serious harm to themselves or others and where alternative strategies have been unsuccessful. Any seclusion must:

- be continuously monitored by staff;
- last only for the shortest time necessary;
- end as soon as the risk has reduced;
- be recorded and reported in line with statutory guidance.

A pupil choosing to access a calm space, sensory room, regulation area, or low arousal environment independently as part of an agreed support strategy does not constitute seclusion.

Seclusion occurs when a pupil is prevented from leaving a space due to an immediate risk of serious harm to themselves or others.

Where seclusion is used as an emergency safety response, it must:

- be proportionate and necessary;
- be continuously monitored by staff;
- last for the shortest possible time;

- cease as soon as the risk has reduced;
- be recorded and reported to parents/carers in line with this policy.

Staff will follow Team Teach principles and any agreed Behaviour Support Plans (BSPs), risk assessments, and positive handling plans.

## **7. REPORTING/ RECORDING CHALLENGING BEHAVIOUR**

Capella House School, like the other schools from the Auriga Academy Trust, uses the Team Teach Philosophy and Principles; The majority of interventions focus on de-escalation and preventative approaches. On occasions, a pupil's behaviour may present a level of risk that requires physical intervention.

All permanent staff are expected to undertake Team Teach training at the first available opportunity. The Team Teach Philosophy and Principles, including de-escalation and least restrictive practice, are expected to be upheld in all interventions. Refer to the training booklets and the Trust Positive Handling Policy.

Some incidents will be new, unforeseen or at an increased level of risk. On these occasions, the most senior member of staff at the scene of the incident will assume responsibility for dynamically assessing the risks and deciding upon a course of action. The entire incident will be reviewed by SLT.

### **7.1 Recording Incidents:**

Behaviours and incidents are recorded using a behaviour log (the online recording system). Entries should be made at the earliest convenience and are categorised to facilitate the analysis. All significant incidents involving restrictive intervention, restraint, reasonable force, or seclusion will be recorded as soon as practicable and, wherever possible, on the same day.

Records will include:

- the pupil(s) and staff involved;
- date, time, duration and location;
- antecedents/triggers;
- de-escalation strategies attempted;
- the reason the intervention was necessary;
- the type of intervention used;
- any injuries or medical concerns, including where first aid or medical attention has been sought;
- follow-up support and restorative actions;
- communication with parents/carers.

Parents/carers will be informed of significant incidents involving restrictive intervention or seclusion as soon as reasonably practicable and, wherever possible, on the same day.

Senior Leaders will use the data provided to monitor and discuss individual pupils/classes weekly and will do appropriate training with staff at least once termly. The aim is to ensure that there is an appropriate follow-up, interventions are agreed and implemented, and outcomes are met. Additional guidance is provided during induction and is available in printed form as an appendix to this policy.

Following any significant restrictive intervention incident, an appropriate debrief and reflection process will take place for:

- the pupil;
- staff involved;
- witnesses where appropriate.

This process will support emotional well-being, reflection, repair of relationships, review of triggers, and identification of preventative strategies to reduce future incidents.

Behaviour Support Plans and risk assessments will be reviewed following significant incidents or patterns of behaviour.

## **7.2 Homophobic, Racist and Sexualised Incidents Recording:**

Both homophobic and racist incidents are to be recorded using our behaviour spreadsheet under Major Incidents as well as completing the appropriate form. In both cases, the victim and perpetrator must be identified – these incidents must be referred directly to the Headteacher or Head of Centre at the relevant site, who will then communicate the incident to the Headteacher.

## **7.3 Reporting, Analysis & Monitoring:**

Entries on the behaviour spreadsheets are analysed on a regular basis by the Senior Leadership Team. The analysis is also monitored termly by the appropriate sub-committee of the Local Governing Body of each school.

The Senior Leadership Team and Governing Body will monitor patterns and trends relating to restrictive interventions, including:

- frequency;
- duration;
- pupils involved;
- staff involved;
- any disproportionate impact on pupils with protected characteristics or SEND;

- effectiveness of preventative strategies.

This analysis will inform staff training, policy review, risk assessment, and proactive behaviour support planning. Repeated or serious incidents will trigger review of provision, environmental factors, communication support, sensory needs, staffing approaches, and multi-agency involvement where appropriate.

Information obtained from the data helps to inform teachers and leaders of the types of behaviours evidenced across the school and the difficulties for individual pupils. Discussions then follow regarding behaviour modification and the development of self-regulated behaviours.

We have access to the following supportive interventions:

- Pupil Focussed (via ELSA/MHST)
- Pastoral group interventions
- Behaviour Support Plans
- Student Profile – Behaviour Targets
- EHCP Outcome Reviews
- Educational Psychology support

#### **7.4 Child-on-Child Abuse**

The school recognises that some behaviour incidents may constitute child-on-child abuse, as defined in Keeping Children Safe in Education (DfE, 2025). This includes physical abuse, sexual violence or sexual harassment, harmful sexual behaviour, bullying, coercive or controlling behaviour, and online abuse.

All incidents of suspected or confirmed child-on-child abuse are treated as safeguarding concerns, recorded on CPOMS, and responded to in line with statutory guidance and the school's Safeguarding and Child Protection Policy. Victims are always supported, and responses will take into account the needs, vulnerabilities, and safeguarding risks of all pupils involved.

#### **8. INCIDENTS OUT OF SCHOOL**

Pupils are expected to behave appropriately outside school and many visits are undertaken each term to support and enhance the curriculum and pupils' opportunities for learning in the community. Behaviour issues should be dealt with along the lines of this policy out of school and incidents recorded on our online recording system.

Behaviour expectations apply equally to online activity and the use of technology. This includes incidents that occur outside of school, online or off-site, where they impact the safety, wellbeing, or learning of pupils or staff. Online behaviour concerns are managed

in line with the school's Online Safety Policy and Safeguarding and Child Protection Policy.

A Risk Assessment will need to be undertaken before any visits out of school (advice can be given by the person responsible for Health & Safety in each school) and approved by the Headship Team. Refer to the 'Procedures for Educational Visits'.

It is not unusual for members of the public to show concern or alarm when witnessing an incident which may contain an element of positive handling of challenging behaviour. In this event, a card is provided to give to members of the public and to avoid their intervention in the situation. (Staff should always carry these cards when out of school on a visit or journey.)

An example of the wording on the card is as follows:

*Capella House School  
Egerton Road  
Twickenham  
TW2 7SL Tel: 020 31469887*

*If you would like to discuss this incident please contact the school.  
Head Teacher: Dominic Sunderland*

## **9. STAFF TRAINING**

New staff will be introduced to the principles of the School's Behaviour and Safety Policy as part of their induction/mentoring process. Team Teach training will be planned and given. Refresher training and updates relating to restrictive intervention, de-escalation, and positive handling will be provided regularly in line with current guidance and risk.

Other in-service training needs on behaviour management will be identified through the school improvement plan, surveys and performance management interviews with senior leaders. Staff can also request peer observations to promote the sharing of knowledge and expertise.

## **10. STAFF SUPPORT**

The stress for staff dealing with pupils who present challenging behaviour is recognised. In order to protect other children, staff can become at risk themselves. We need to support staff physically and emotionally.

All staff will:-

- Be given the opportunity to undertake INSET on behaviour management;
- Contribute to planning behaviour support plans;
- Support colleagues dealing with stressful situations;

- Be supported in their work with challenging behaviour incidents – with someone to take over when needed;
- Not attach blame regarding pupil's behaviour;
- Give time for de-briefing to colleagues after a major incident.
- Have access to confidential counselling;
- Access to the employee assistance programme.

## **APPENDIX A – REWARDING PUPILS at CAPELLA HOUSE SCHOOL**

### **REWARDS at the PRIMARY CENTRE**

Individual classes and indeed individual staff have their own systems of progressive incentives, including:

- Praise and social recognition
- Dojo points- different achievements involve different rewards
- Work on display
- Responsibility within the class/school, e.g. a job/responsibility
- Use of homeschool book
- Showing of work to the Head of Centre, Headteacher, or other chosen teacher
- Weekly postcards home to share pupils' achievements with parents/carers.
- Stickers
- End of term diplomas

### **REWARDS at the SECONDARY CENTRE**

- Praise and social recognition
- DOJOS
- Weekly rewards
- Letters Home
- Positive reinforcements
- Jack Petchey Nominations and Awards
- CHS citizens

## **APPENDIX B - RESPONSES TO INAPPROPRIATE BEHAVIOUR**

On occasion, when it becomes necessary to respond to challenging behaviour, there is a wide range of practices which can be considered appropriate. In applying these, there should be a consideration of the individual pupil, their needs and circumstances as well as being informed by the School Charter. Sanctions applied should have meaning for the pupil.

A list of inappropriate behaviours and possible staff actions (sanctions) follow:

<b>Level</b>	<b>Specific behaviours</b>	<b>Level</b>	<b>Specific Actions</b>
Low level singular incidents	<ul style="list-style-type: none"> <li>● Gum chewing/eating in Class</li> <li>● Equipment/Diary</li> <li>● Disruption</li> <li>● Off Task</li> <li>● Wrong place / wrong time</li> <li>● Use of inappropriate language</li> <li>● Failure to do Homework</li> <li>● Appearance/Uniform</li> <li>● Excessive Jewellery</li> <li>● Excessive Make-up</li> <li>● Mobile/MP3</li> <li>● Electronic device in use without permission</li> <li>● Play Fighting</li> </ul>	<b>Actions by staff at class/ playground level</b>	<ul style="list-style-type: none"> <li>● Stop &amp; Think/Reminders</li> <li>● Reward points not given</li> <li>● Reflection during Break</li> <li>● Reflection during Lunch</li> <li>● Time Out</li> <li>● Work out of class</li> <li>● Removal of Privilege</li> <li>● Removal of Make-up</li> <li>● Removal of Mobile Phone</li> <li>● Removal of Jewellery</li> <li>● Written communication home</li> <li>● Discussion – Staff</li> <li>● Phone Call Home - Staff</li> </ul>

<b>Level</b>	<b>Specific behaviours</b>	<b>Level</b>	<b>Specific Actions</b>
Persistent Low Level	<ul style="list-style-type: none"> <li>● See above list but now persistent and staff action at class level not effective.</li> <li>● Rudeness</li> <li>● Swearing</li> <li>● Inappropriate Touch Self</li> <li>● Persistent Non-Compliance</li> <li>● Persistent Disruption</li> <li>● Absconding</li> <li>● Bullying</li> <li>● Intimidation</li> <li>● Spitting in general</li> </ul>	<b>Logged on online programme &amp; referred to SLT or Head of Site</b>	<ul style="list-style-type: none"> <li>● Reflection during Break</li> <li>● Reflection during Lunch Time</li> <li>● Removal of Privilege</li> <li>● Removal from Lesson</li> <li>● Parent/Carer invited to Meeting - SLT</li> <li>● Work out of class</li> <li>● Phone Call Home - SLT</li> <li>● Letter sent home - SLT</li> <li>● Removal of Make-up</li> <li>● Removal of Mobile Phone</li> <li>● Removal of Jewellery</li> <li>● Verbal Warning</li> <li>● Discussion - SLT</li> </ul>

<b>Level</b>	<b>Specific behaviours</b>	<b>Level</b>	<b>Specific Actions</b>
High level or incident	<ul style="list-style-type: none"> <li>● Verbal Aggression directed at Staff</li> <li>● Verbal Aggression to Peer</li> <li>● Physical Aggression to Staff</li> <li>● Physical Aggression to Peer</li> <li>● Smoking</li> <li>● Fighting</li> <li>● Damage to Property</li> <li>● Graffiti</li> <li>● Swearing at Staff</li> <li>● Bullying</li> <li>● Sexualised Behaviour to Staff</li> <li>● Sexualised Behaviour to Peer</li> <li>● Spitting at staff</li> <li>● Spitting at peers</li> <li>● Repeated Play Fighting</li> <li>● Absconding from school site</li> <li>● Repeated Persistent Disruption</li> </ul>	<b>Logged on online programme and referred to SLT or Head of Site</b>	<ul style="list-style-type: none"> <li>● Work out of class</li> <li>● Reflection during Break</li> <li>● Reflection during Lunch Time</li> <li>● Internal Exclusion</li> <li>● Removal of Privilege</li> <li>● Withdrawal from trip/visit</li> <li>● Removal from Lesson</li> <li>● Removal of Make-up</li> <li>● Removal of Mobile Phone</li> <li>● Removal of Jewellery</li> <li>● Verbal Warning</li> <li>● Discussion - SLT</li> <li>● Phone Call Home SLT</li> <li>● Parent/Carer invited to Meeting - SLT</li> <li>● Letter sent home - SLT</li> <li>● Parent/Carer Onsite Support</li> <li>● Incident Review</li> <li>● Fixed Period Exclusion</li> <li>● Reintegration Interview</li> <li>● Permanent Exclusion</li> </ul>

<b>Level</b>	<b>Specific behaviours</b>	<b>Level</b>	<b>Specific Actions</b>
Incidents which may lead to physical intervention	<ul style="list-style-type: none"> <li>● Fighting</li> <li>● Damage to Property</li> <li>● Injury to Self</li> <li>● Injury To Staff</li> <li>● Injury to Peer</li> <li>● Criminal Behaviour</li> <li>● Substance misuse</li> <li>● Possession of a weapon</li> </ul>	<b>Physical interventions will only be undertaken by appropriately trained staff using approved Team Teach approaches in line with the Trust's Positive Handling Policy, individual risk</b>	<ul style="list-style-type: none"> <li>● Team Teach approved techniques</li> </ul>

		assessments, and current training guidance.	
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Level	Specific behaviours	Level	Specific Actions
<b>Racist &amp; Homophobic</b>	<ul style="list-style-type: none"> <li>● Name calling</li> <li>● Abuse of family/origin</li> <li>● Jokes</li> <li>● Ridiculing differences</li> <li>● Graffiti</li> <li>● Refusal to sit next to/talk to</li> <li>● Comments during lessons</li> <li>● Abuse of personal property</li> <li>● Jostling/pushing</li> <li>● Punching/Kicking</li> <li>● Use of weapon</li> <li>● Incitement of others</li> <li>● Bringing in of racist material</li> <li>● Wearing of racist badges/insignia</li> </ul>	<b>Reported on online system and referred directly to the Headteacher</b>	<ul style="list-style-type: none"> <li>● Incident – discussion</li> <li>● Incident - School sanction</li> <li>● Incident - Internal exclusion</li> <li>● Incident – Referral for external agency involvement</li> <li>● Incident – Referral to SPA</li> <li>● Parental/carer involvement – victim</li> <li>● Parental/carer involvement - perp</li> <li>● Incident - Fixed term exclusion</li> <li>● Incident – Permanent Exclusion.</li> </ul>

### **Withdrawal of Privilege**

Great care is needed to ensure that a privilege is not, in fact, a right which cannot be ethically withdrawn. An example of a sanction may be the loss of playtime to carry out a reflection activity. When keeping a student during their break or lunchtime, staff should ensure that they supervise the student in their classroom or gain support from the Senior Leadership Team if required.

## **APPENDIX C – CPOMS**

CPOMS is a Safeguarding software and is an online database which can be used to record safeguarding concerns and monitor/analyse patterns as well as to identify safeguarding issues. It is accessed online via <https://capellahousesch.cpoms.net>. All staff should have access to Capella. Log in details can be made available from the Trust Administrator.

There is only one step to logging an incident in CPOMS

After logging into CPOMS, click on 'Add Incident' and complete the online concern form

The screenshot shows the 'Add Incident' form in the CPOMS system. The interface includes a top navigation bar with links for 'CPOMS Website', 'CPOMS User Guide', 'Contact Support', and 'CPOMS FAQ'. Below this is a secondary navigation bar with 'Dashboard', 'Planner', 'Admin', 'Account Settings', and 'CPOMS Staff'. The main form area is titled 'Add Incident' and contains several sections: 'Student' (a search box), 'Incident' (a large text area), 'Categories' (checkboxes for Attendance, Cause for Concern, Child Contact, Child Protection, Communication, Concern Category, Home Issues / Parenting Issues, Medical Issues, Safeguarding, and Verbal & Aggressive Incidents), 'Linked student(s)' (a search box with a note to type a student's name to link them), 'Body map' (a dropdown menu), 'Date/Time' (fields for date and time), 'Alert Staff Members' (a search box with a note to type a colleague's name to alert them), and a 'When should I start?' field.

Dashboard Planner Admin Account Settings CPOMS Staff Add Incident LOGOUT

Body map

Front Back

Date/Time Wed 19 December 2018 2:03PM

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Dashboard Planner Admin Account Settings CPOMS Staff Add Incident LOGOUT

Front Back

Date/Time Wed 19 December 2018 2:03PM

Alert Staff Members

Begin typing a staff member's name

Type a colleague's name to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Who should I alert?

Files

Click to browse or drag a file to upload

Agency Involved

Add Incident

CPOMS © 2018, CPOMS Systems Limited. v5.12.2 | View our cookie policy |

Add a category by choosing from the category options.  
 You will only need to complete a body map form if the concern is related to a  
 bruise/mark or other.

## **APPENDIX D- Behaviour recording online programme**

At Capella House School, behaviour is recorded on a system created by our current headteacher. Incidents are categorised under two groups; minor and major incidents. It also provides an overview of each students' incidents that updates every time a new incident is logged in.

CHS Behaviour Recording Primary - Term 2 ☆ Saved to Drive  
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100% £ % .0 .00 123 Arial 11 B I A

	A	B	C	D	E	F	G	H	I	J	K	L	
1	Date	Pupil	Year Group	Staff member	Subject	Location	Avoidance	Disruption	Rudeness	Defiance	Physical Minor	Damage Minor	
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
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CHS Behaviour Recording Primary - Term 2 ☆ @ ☁

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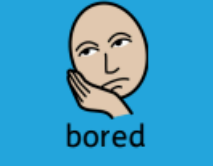
	A	B	C	D	E	F	G	H	I	J	K	
1	Date	Pupil	Year Group	Staff member	Subject	Location	Bullying	Racism	Homophobia	Aggression/ Physical Major	Sexual	
2												
3												
4												
5												
6												
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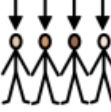


+ Minor Major Data Analysis







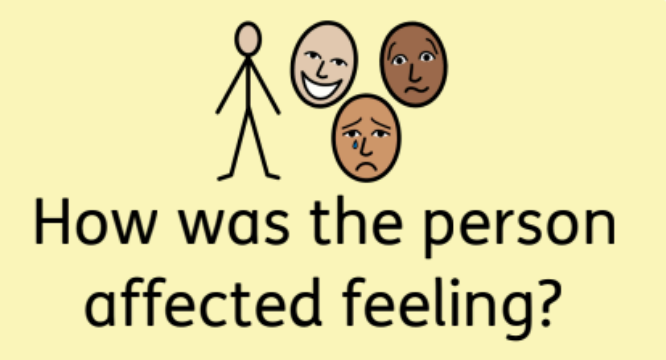








**Reflection Book and Visual Regulation Tools**



 broke something	 scribbled on something	 hurt an adult	 hurt a child	 being unsafe
 ignoring someone	 <b>What happened?</b>			 not being respectful
 using unkind language				 being disruptive
 not listening				 threw something














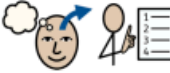

 worried	 fidgety	 confused	 angry	 sad
 excited	 <b>What were you thinking or feeling?</b>			 silly
 annoyed				 embarrassed
 scared				 bored

 me	 a friend	 a teacher	 my class	 my mum
 my dad	 <p>Who has been affected?</p>			 other children
 my family				 my sibling
 people in the community	 animals	 everyone	 another adult	 someone else

 worried	 fidgety	 confused	 angry	 sad
 excited	 <p>How was the person affected feeling?</p>			 silly
 annoyed				 embarrassed
 scared	 bored	 furious	 lonely	 something different

 make a card	 write a letter	 talk to someone	 say sorry	 fix something			
 have thinking time	 <b>What needs to happen to put things right?</b>			 tidy up			
 make a change				 clean something			
 make a plan				 practice	 finish my work	 hug	 something different

 sad	 sorry	 guilty	 annoyed	 embarrassed
 worried	 <b>How do you feel now?</b>			 nervous
 hungry				 tired
 unsure	 calm	 better	 okay	 something different

 move away	 ask for a break	 go to my calm space	 ask for help	 get a fiddle toy
 tell someone how I feel	 <b>Next time I will...</b>			 count to 10
 play with someone				 be respectful
 make a good choice	 take deep breaths	 listen carefully	 remember the rules	 something different



It is a...



small  
problem




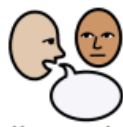





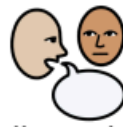





medium  
problem



big problem









 get what I need	 Small problem: I can...			 do a different activity
 walk away				 relax
 tell them to stop				 talk to someone

	 <p><b>Medium problem: I can...</b></p>			
 <p>use a strategy from my toolbox</p>				
 <p>ignore the person</p>	 <p>tell an adult</p>	 <p>ask for help</p>	 <p>get first aid</p>	 <p>something different</p>
	 <p><b>Big problem: I can...</b></p>			
 <p>get first aid</p>	 <p>tell an adult</p>	 <p>shout for help</p>	 <p>evacuate</p>	 <p>something different</p>

**Appendix F: Capella Rights**

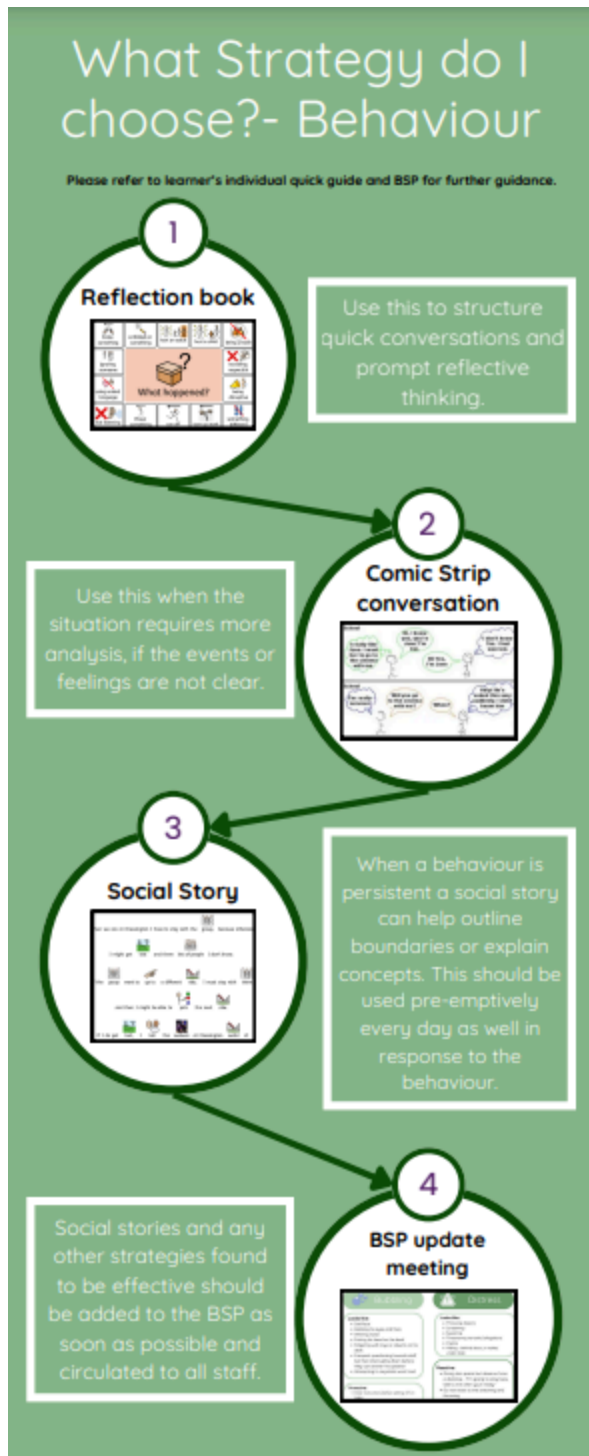


**At Capella House School everyone has the right to:**

- Be listened to and taken seriously. 
- Get on and work, without distraction or disturbance. 
- Be safe and unafraid. 
- Be treated kindly. 
- Have an enjoyable break time. 
- Have their property respected. 
- Have their unique qualities respected. 
- Have a clean and tidy place to work. 

As a school we are committed to teaching all learners to join us in upholding these rights whilst respecting that every person has their own needs.

## Appendix G – What Strategy Do I Choose? – Behaviour



## Appendix H – What Strategy Do I Choose? – Sensory

