



## St Ignatius Catholic Primary School

*“Achieving our best by learning together and serving one another with Christ by our side”*

# Behaviour Policy for Pupils with Special Education Needs and/or Disabilities (SEND)

*“Go set the world on fire.”*

Governors’ committee responsible	Children & Learning
Staff member	H Murphy
Review period	Annually
Date policy accepted by Governing Body	Autumn 2025
Date for review	Autumn 2026

## **1. Policy Statement**

Our school is committed to creating a safe, inclusive, and respectful learning environment for all pupils, including those with Special Educational Needs and/or Disabilities (SEND). We believe that all children, regardless of their needs or disabilities, are entitled to high standards of behaviour, consistency and the support necessary to thrive both academically and socially.

We recognise that some behaviours may be linked to specific SEND needs and that behaviour should not be viewed in isolation but understood in the wider context of each child's profile. Therefore, this policy sets out how we approach behaviour in a way that is inclusive, supportive and legally compliant.

## **2. Aims**

- To promote a positive whole-school culture where high standards of behaviour are expected from all pupils.
- To ensure reasonable adjustments are made to meet the needs of pupils with SEND.
- To implement consistent, fair and proportionate behaviour responses.
- To work collaboratively with pupils, families and external agencies.
- To ensure that all behaviour support is rooted in understanding the individual needs of each pupil.

## **3. Legal Framework**

This policy is underpinned by the following legislation and statutory guidance:

- **Equality Act 2010**
- **Children and Families Act 2014**
- **SEND Code of Practice (0 to 25 years)**
- **Education and Inspections Act 2006**
- **Keeping Children Safe in Education**
- **Mental Health and Behaviour in Schools Guidance**

These require schools to:

- Avoid substantial disadvantage to disabled pupils (Equality Act 2010).
- Use their 'best endeavours' to meet the needs of pupils with SEND (Children and Families Act 2014).
- Deliver the provisions outlined in Education, Health and Care (EHC) plans.
- Make reasonable adjustments to policies and practices where needed.

## **4. Whole-School Approach to Behaviour and Inclusion**

At St Ignatius, we believe that all children, including those with Special Educational Needs and/or Disabilities (SEND) are entitled to a learning environment where positive behaviour is encouraged, taught and nurtured.

Every adult in our school community has a crucial role in building this environment, where behaviour expectations are consistent, supportive and rooted in compassion and understanding.

We recognise that some children may face additional barriers to self-regulation and behavioural control due to their specific needs. Therefore, our approach combines high expectations with a deep understanding of individual needs, underpinned by our Catholic values and inclusive ethos.

## **5. Guiding Principles for Promoting Positive Behaviour:**

- All staff are expected to support positive behaviour through the following shared principles:

- **We are a Catholic community where love, respect and compassion guide us.**

Our values are rooted in scripture and influence every interaction:

“Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.” – Ephesians 4:31–32

These values are especially important when responding to pupils who may struggle with behaviour due to their SEND.

- **Adult behaviour sets the tone.**

We do not allow learner behaviour to disrupt adult conduct. Staff are trained to respond with calmness, emotional regulation and consistency, providing a stable and safe framework for all pupils.

- **Recognise and reinforce the positive.**

We proactively notice and celebrate positive behaviour, using praise, encouragement, and recognition to build self-esteem and motivation -particularly important for children who may experience frequent challenges.

- **Make success accessible for every child.**

Expectations, routines, and learning environments are adapted to reflect pupils' individual needs. Visual prompts, non-verbal cues, predictable routines, and structured support reduce anxiety and create clarity, especially for those with communication or sensory needs.

- **Consistency through ‘relentless routines’.**

All adults use consistent, inclusive language and shared behavioural routines. We model and reinforce the message: “This is how we do things.” This consistency is vital for children who rely on structure and repetition to feel secure.

- **Use shared scripts for challenging interactions.**

Staff are supported in using pre-agreed scripts and de-escalation strategies for managing incidents calmly and effectively. This ensures that children experience familiar responses and adults feel confident in their interactions - critical for pupils with emotional or behavioural difficulties.

- **Restorative conversations and repair.**

We believe all children deserve the chance to repair and restore relationships. After incidents, staff facilitate restorative conversations to help pupils reflect, rebuild trust, and move forward, promoting social and emotional development.

## **6. The Zones of Regulation**

To support pupils in understanding and managing their emotions, we use the **Zones of Regulation** framework throughout the school. This approach is particularly beneficial for children with SEND, especially those with difficulties in:

- emotional regulation,
- sensory processing,
- communication and interaction,
- or attention and executive function.

The **Zones of Regulation** provide a visual and structured way for children to:

- **Identify and label emotions** in themselves and others,
- Understand how different emotions affect their behaviour and thinking,
- **Develop a toolkit of strategies** to self-regulate, manage impulses, and return to a calm, ready-to-learn state.

We teach these skills explicitly through PSHE lessons, individual support sessions, and classroom integration. Staff use the Zones language consistently across the school to provide a common emotional vocabulary and predictable support system for all children.

## **7. Understanding Behaviour in the Context of SEND**

We recognise that:

- Some behaviours are more likely to be associated with particular types of SEND.
- A child with communication difficulties may struggle to follow verbal instructions.
- Emotional regulation difficulties may lead to unexpected or challenging behaviour.

**However, not all misbehaviour is automatically attributed to a child's SEND. Each incident is assessed individually, and professional judgment is used to determine contributing factors.**

## **8. Preventative Measures and Reasonable Adjustments**

To proactively support pupils with SEND, we take steps to anticipate triggers and adjust environments or expectations, including (but not limited to):

- Providing short, planned movement breaks for pupils who find it difficult to sit still.
- Adjusting seating arrangements for visual or hearing impairments.
- Allowing alternative uniform options for sensory sensitivities.
- Offering clear, visual schedules and instructions.
- Using quiet areas or sensory spaces to support emotional regulation.
- Staff training on autism, ADHD, SEMH and other relevant conditions.

These preventative measures are tailored to the specific needs and circumstances of each pupil and may form part of an Individual Behaviour Plan (IBP), SEND Support Plan or an EHCP.

## **8. Responding to Behaviour**

### **8.1 Positive Reinforcement**

We prioritise acknowledging and rewarding positive behaviour. Examples include:

- Verbal praise and encouragement.
- Praise postcards, phone calls or messages home.
- Stickers, certificates, or special assemblies.
- Giving pupils responsibilities or leadership roles.
- Class or group rewards to promote collective responsibility.

### **8.2 Responding to Misbehaviour**

When behaviour falls below expectations, responses are:

- **Predictable** – pupils understand the consequences.
- **Proportionate** – taking into account the individual's needs.
- **Restorative** – helping the pupil reflect, repair and re-engage.
- **Supportive** – aiming to improve behaviour long-term, not just punish.

Staff use de-escalation techniques and pre-agreed scripts where appropriate to maintain a calm, safe atmosphere. We aim to restore relationships and promote learning after incidents.

## 9. Sanctions and Reasonable Adjustments

Sanctions may include:

- Verbal warnings or reminders.
- Time-out or reflection periods.
- Loss of privileges.
- Behaviour monitoring or report cards.
- Internal isolation or withdrawal from class.
- In rare cases, suspension or permanent exclusion (with appropriate notice and consideration of SEND).

Before applying sanctions, staff consider:

- The child's age, SEND status, mental health, and any mitigating circumstances.
- Whether reasonable adjustments to the sanction are necessary.
- Whether a supportive or safeguarding response is more appropriate.

Where behaviour is a result of unmet SEND needs, disciplinary action and support must be balanced, not mutually exclusive. (See **Appendix 1** for further details and examples)

## 10. Supporting Pupils After Sanctions

Following any significant behaviour incident or sanction, the following actions may be taken:

- A reflective conversation between staff and the pupil.
- Parental contact or meetings.
- Review of the pupil's SEND provision or behaviour plan.
- Additional assessments (e.g. for mental health, speech and language).
- Referral to internal pastoral staff or external agencies.
- Safeguarding checks where appropriate.

## 11. Suspensions, Exclusion and SEND Considerations

Suspensions and permanent exclusions are serious actions that schools may take when a child's behaviour is putting themselves or others at risk, or when other support has not helped improve their behaviour. Before making this decision, the school carefully checks if the child has any Special Educational Needs or Disabilities (SEND) that could affect how they behave. We know that some behaviours may be linked to a child's SEND, such as difficulties with communicating, understanding rules, or managing emotions.

If a child with SEND might be suspended or excluded, the school will look closely at their individual support plans and think about whether changes or extra help could stop the exclusion from happening. The law says schools must make reasonable adjustments to support pupils with SEND, so any discipline is fair and balanced.

During this process, the school works closely with parents, carers, and specialists to make sure the child's needs are understood and met. Permanent exclusion is only used as a last option, when all other support has been tried and the safety and well-being of the child or others cannot be ensured.

Our goal is always to help every child learn, grow, and succeed within our school community.

## **12. Initial Intervention and Escalation**

Where pupils display persistent or escalating behaviours, we implement early and tailored interventions. These may include:

- Increased home-school communication.
- Mentoring or coaching programmes.
- Individual risk assessments and behaviour plans.
- Involvement of the SENCO or behaviour lead.
- Use of the graduated approach: assess – plan – do – review.
- Referral to pupil support units or external services (e.g. CAMHS, Mindworks, speech and language therapy).

For pupils with EHCPs, the local authority will be contacted, and an emergency review may be called if the current provision is no longer meeting the pupil's needs.

## **13. Safeguarding and Wider Factors**

All staff are trained to consider **underlying causes of behaviour**, such as:

- Bereavement or trauma.
- Bullying or peer conflict.
- Abuse, neglect, or criminal exploitation.
- Emerging or diagnosed mental health needs.

Where behaviour raises safeguarding concerns, staff will follow the Child Protection Policy and involve the Designated Safeguarding Lead (DSL) immediately.

## **14. Monitoring, Training and Review**

- Behaviour incidents involving pupils with SEND are monitored by the SENDCo and SLT.
- Staff receive regular training on understanding SEND-related behaviours and the legal duties around them.
- The Behaviour Policy is reviewed annually, with feedback from staff, parents, pupils, and governors.

## **15. Final Notes**

We are committed to ensuring that:

- All pupils feel safe, respected, and valued.
- Expectations are high, fair, and consistent for every child.
- Behaviour support reflects the individual needs of each pupil.
- Our approach empowers pupils with SEND to fully access their education and reach their full potential.

## Appendix 1 – Behaviour Response Framework

At each stage, examples of behaviour are provided (not exhaustive). Consistent with our inclusive ethos, this framework recognises the importance of supporting all pupils, including those with SEND.

Behaviour Stage	What Behaviours Might We See?	What Actions Will We Take?	Who Takes Action?
Stage 0 – Foundations for Behaviour	<ul style="list-style-type: none"> <li>● Low-level disruption (e.g. chatting in class, lack of focus)</li> <li>● Age-typical, undesirable behaviour</li> </ul>	<ul style="list-style-type: none"> <li>● Notice and praise ready, respectful and safe behaviour</li> <li>● Staff self-reflection prompts:               <ul style="list-style-type: none"> <li>– Have we planned for success?</li> <li>– Have we modelled expected behaviour clearly?</li> <li>– Are routines consistent and developmentally appropriate?</li> <li>– Are visual prompts/timetables/supports in place for SEND learners?</li> </ul> </li> <li>● Share strategies with colleagues/SENDCo as needed</li> </ul>	All staff
Stage 1 – Early Intervention & Support	<ul style="list-style-type: none"> <li>● Repeated low-level disruption</li> <li>● Behaviour that interrupts learning but is not dangerous</li> </ul>	<ul style="list-style-type: none"> <li>● Use 30-second micro-script privately and calmly:               <ol style="list-style-type: none"> <li>a. "I noticed you are..."</li> <li>b. "You're not following the rule about being..."</li> <li>c. "Do you remember when you...?"</li> <li>d. "That's what I need to see now. Thank you."</li> <li>e. Walk away and give take-up time</li> </ol> </li> <li>● Praise others showing positive behaviour</li> </ul> <p>If behaviour repeats:</p> <ol style="list-style-type: none"> <li>1. Adult names the rule being broken</li> <li>2. Restore and Reflect</li> <li>3. Offer brief, supportive conversation:               <ul style="list-style-type: none"> <li>– Explore triggers or communication needs</li> <li>– Offer appropriate adjustments (e.g. visual prompts, movement break)</li> </ul> </li> <li>3. Jointly agree a reasonable consequence and positive next step</li> <li>4. Record on CPOMS including any agreed support or adaptations</li> </ol>	All staff

<p>Stage 2 – Targeted Support</p>	<ul style="list-style-type: none"> <li>● Ongoing behaviour despite earlier support</li> <li>● Repeated impact on others' learning or safety</li> </ul>	<ol style="list-style-type: none"> <li>1. Adult informs pupil they will have Restore &amp; Reflect time with a Key Stage Leader during play or lunch</li> <li>2. Provide pupil with brief explanation of purpose and opportunity for preparation (especially for SEND pupils)</li> <li>3. KS Leader facilitates Restore &amp; Reflect: <ul style="list-style-type: none"> <li>– Discuss what happened in a calm, supportive way</li> <li>– Co-create a simple plan for success next time</li> <li>– Reaffirm expectations with compassion</li> </ul> </li> <li>4. Class Teacher contacts parents privately (not in playground) to discuss: <ul style="list-style-type: none"> <li>– Behaviour and context</li> <li>– Ask if there are any home circumstances or neurodevelopmental factors at play</li> <li>– Share strategies already tried</li> </ul> </li> <li>5. Log all actions on CPOMS including parent contact and SEND considerations</li> </ol>	<p>Class Teacher KS Leader (for Restore &amp; Reflect)</p>
<p>If Stage 2 Behaviours Continue Over Time</p>	<ul style="list-style-type: none"> <li>● Persistent issues despite support and adjustments</li> </ul>	<ol style="list-style-type: none"> <li>1. KS Leader arranges parent meeting (include Class Teacher and, where needed, SENDCo): <ul style="list-style-type: none"> <li>– Explore possible SEND needs or triggers</li> <li>– Discuss short-term adjustments or further referrals (e.g. external support, Early Help)</li> </ul> </li> <li>2. Clear communication that future behaviours will be managed under Stage 3 procedures</li> <li>3. Record outcome, plan and follow-up on CPOMS</li> </ol>	<p>KS Leader/ SENDCo (as needed)</p>
<p>Stage 3 – SLT: Inappropriate &amp; Unacceptable Behaviour</p>	<ul style="list-style-type: none"> <li>● Physical aggression (e.g. hitting, spitting, kicking, biting)</li> <li>● Swearing, racist/homophobic language</li> <li>● Serious property damage</li> <li>● Unsafe absconding from school site</li> <li>● Sexualised behaviour</li> <li>● Persistently unsafe or defiant behaviour</li> </ul>	<ol style="list-style-type: none"> <li>1. Pupil is removed from the situation (if safe) by SLT</li> <li>2. If child refuses to leave, remove others to keep everyone safe</li> <li>3. SLT supports with de-escalation and offers quiet, low-stimulus space to co-regulate</li> </ol>	<p>SLT (SENDCo informed and involved where appropriate)</p>

	<ul style="list-style-type: none"> <li>● Behaviour that can affect other pupils ability to learn and where other pupils safety is at risk</li> </ul>	<ol style="list-style-type: none"> <li>4. Significant time out with SLT (e.g. rest of the day) and structured Reflect &amp; Restore conversation later</li> <li>5. Parents contacted for meeting/phone/Zoom <ul style="list-style-type: none"> <li>- Clear explanation of incident</li> <li>- Review of existing supports and behaviour plan</li> <li>- SEND needs and further assessments if appropriate</li> <li>- Possible Early Help/CSPA referral discussed sensitively</li> </ul> </li> <li>6. Explain that repeat of this behaviour may lead to fixed-term suspension</li> <li>7. All actions recorded on CPOMS</li> <li>8. A safety plan will be created for the child</li> <li>9. Relevant agencies will be contacted in light of the behaviour and possible concerns for safeguarding of both the child and all peers</li> </ol>	
Fixed-Term Suspension and permanent exclusion	<ul style="list-style-type: none"> <li>● Serious or repeated unsafe behaviour despite previous support</li> <li>● Incident resulting in significant harm or danger</li> </ul>	<ol style="list-style-type: none"> <li>1. SLT removes pupil if needed</li> <li>2. If not possible, remove peers from the space</li> <li>3. Headteacher (or DHT) determines length and terms of fixed-term suspension</li> <li>4. Reintegration meeting includes: <ul style="list-style-type: none"> <li>- Behaviour plan review</li> <li>- Re-entry strategy for success</li> <li>- Additional SEND or pastoral support as required</li> </ul> </li> </ol>	Headteacher / DHT only (Only the Headteacher can authorise suspensions or exclusions)

### Key SEND Considerations Throughout All Stages:

- Use of visual prompts and now/next boards
- Adjustments to expectations as needed for diagnosed or suspected needs
- Time-in/co-regulation before discussing consequences
- Regular check-ins for children on behaviour or support plans
- Collaboration with SENDCo at all stages when appropriate