# EARLHAM PRIMARY SCHOOL BEHAVIOUR POLICY

**Our Vision:**

At Earlham Primary School, we strive to foster a nurturing, inclusive environment where every child and member of the school community feels valued, safe and respected.

Our approach, centred on positive relationships, provides a clear and consistent framework for supporting emotional regulation and developing meaningful connections. We prioritise the emotional and psychological needs of all children, recognising the impact of trauma and attachment issues on behaviour and learning. By employing strategies that promote safety, trust, and connection, and equipping staff with the necessary skills, we support children in developing positive social behaviours and emotional resilience.

We believe that behaviour is a form of communication, reflecting underlying needs, emotions or feelings, and recognise that children's emotional development varies. By promoting positive relationships and teaching children to communicate their thoughts and feelings effectively, we aim to help them become independent, self-regulated, and resilient learners.

Our policy ensures that we meet the unique needs of every child, ensuring that all children within our school community can thrive academically, emotionally, and socially. Through collaboration and shared responsibility, we work towards a supportive and reflective school culture that encourages all children to achieve their best and develop into happy, motivated, and fulfilled individuals.

**Aims**

We are committed to:

- Providing a happy, safe, supportive and inclusive learning environment in which learning can flourish and every child can experience and celebrate success.
- Developing the potential of every learner and encouraging all members of the school community to be the best they can be.
- Developing understanding of and respect for a wide range of religious values, languages and cultural traditions and different ways of life
- Improving outcomes for all pupils, particularly disadvantaged pupils and the most vulnerable.
- Helping all individuals regardless of their race, gender or disability to acquire the skills and knowledge needed to achieve their full potential in a rapidly changing world
- Promoting excellence, equality and high aspirations for all learners.
- Encouraging our pupils to be honest about their behaviour and take responsibility for their actions Supporting ambition and generating optimism for the future.
- Preparing learners academically, socially and emotionally for their next steps of education and equipping them with skills for lifelong learning.
- To encourage positive parental and community involvement.

**Rationale**

At Earlham we know that good behaviour is an essential factor in achieving successful teaching and learning. We all have vital roles to play in modelling, encouraging and supporting good behaviour. Good behaviour in the whole school community enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility. For a positive behaviour system to be successful there needs to be consistency in the approach. This policy sets out that approach and all staff are expected to consistently implement. The children will be given the tools to be successful in managing their own behaviour and be clear about the consequence.

The learning environment is the shared responsibility of all staff of the School. A whole school approach to promoting positive behaviour is fundamental to the ethos of the school. All staff should be consistent in their approach and act as good role models for the children.

**EQUAL OPPORTUNITIES AND INCLUSION**

It is the right of **all** children, regardless of their gender, ethnicity, religion, physical disability, ability, linguistic, cultural or home background, to have high quality learning experiences in a stimulating and supportive environment where prejudice and stereotypes are challenged and where there are high expectations of achievement for each individual. We recognise that certain groups and individuals may be discriminated against and therefore are strongly committed to positive action to remove and challenge discrimination in all aspects of the school and its work.
Through the promotion of positive behaviour we will:

- progress and promote achievement, both academically and socially;
- develop independent individuals who can make decisions and choices about their behaviour and moderate their behaviour as appropriate;
- enable children to develop self-esteem, respect of others, tolerance and compassion;
- promote an atmosphere of politeness, trust, honesty and fairness both within the whole community;
- provide a calm and stimulating curriculum so that children can engage, be interested and thrive;
- encourage all members of the school community to take responsibility for the care and safety of others, their property and the environment;
- help children understand the sense of right and wrong and the ability to accept responsibility as well as assert one's rights;
- help all members of the school community to accept and abide by our agreed rules and develop a sense of self-control;
- Celebrate and rewards achievements and success

We will provide:

- a calm, safe and secure environment for learning
- on-going positive learning experiences for all the children
- learning that is meaningful, memorable and which meets the needs of all the pupils
- Positive role models for children. We will provide support, intervention, direction and time

**At Earlham Primary School we will not tolerate**:

- Bullying, whether verbal, physical or emotional
- Racism, whether by word, action or attitude
- Homophobic behaviour
- Fighting or hurting others
- Swearing
- Antisocial behaviour

**RIGHTS AND RESPONSIBILITIES**

**Rights**

- To be able to work or play without disruption
- To be proud of our achievements
- To be treated fairly and with respect
- To express our views respectfully and be listened to
- To feel happy and safe
- To tell a member of staff if there is a problem

**Responsibilities**

- To demonstrate the 5 core values in our behaviour
- To let others, get on with their work and play
- To work to the best of our ability
- To try our best in everything we do
- To respect and care for all children, staff and visitors
- To listen and respond appropriately when spoken to
- To be honest and truthful at all times
- To show care and concern for the environment
- To tell a member of staff is you see someone being treated unkindly

We have a very clear approach and strategies which support our children positively to make good choices.
This includes:

- Consistency
- Clear rules and consequences and rewards
- A calm and caring environment
- All staff to build positive relationships with children and each other
- The ability to forgive and move on
- Positive behaviour management
- Praising and rewarding positive behaviour, achievements, effort and success

**STAFF BEHAVIOUR**

- We believe in and practise a policy of **positive behaviour management**.
  We strongly feel that children should be praised for what they have been doing well. Staff must use SMART language to reinforce to children what they have done. For example, *Well done X, you have walked sensibly in the corridor or thank you X, you have helped me to …..'*

  All staff must 'catch children being good' and reward them for this behaviour.
- **We operate a no shouting policy.** Staff do not shout at each other or at the children, unless there is a Health and Safety incident that requires shouting to protect the safety of other people. We ask that families and volunteers also adhere to this no shouting policy within the school.
- **We operate a no sarcasm policy**. Staff do not use sarcasm to rebuke or criticise each other or the other children. We ask that families and volunteers also adhere to this no sarcasm policy within the school.
- **When staff have a professional disagreement, they do not allow any visible conflict to be seen by the child**. Staff conflict is also not brought into the staffroom or to the school office. Staff are expected to resolve professional differences amicably through discussion, compromise and/or negotiation with another member of staff. The Headteacher is always available to assist in resolving any conflict between staff. Staff are expected to put any personal disagreements aside during school working hours and when dealing with any matters concerning the school.
- **Staff do not talk about each other in a negative manner to other members of staff or to parents**. It is recognised and understood that disagreement and conflict may happen. We ask that if a staff member has an issue, they talk directly to the person involved and if the issue is still not resolved, they talk to their line manager and then, if necessary, the Headteacher.
- **Staff must not touch a child or manhandle a child in any way.**
- We avoid behaviour or language that would make a child and/or other staff feel humiliated, especially in front of others. Staff must not write pupils' names on the board for negative reasons.
- We avoid behaviour or language that would make a child and/or other staff feel threatened or intimidated. This includes labelling them as "naughty" or "bad". Staff must identify the behaviour by saying "what you did upset xx because xx."

## Positive Acknowledgement

We believe that positive acknowledgement is essential for building strong relationships. By welcoming each child warmly, greeting them by name, and recognizing them as individuals, we foster a sense of belonging that helps them feel valued and connected within our school community.

**Verbal, positive praise**

Verbal praise is used regularly in the classroom and around school by all staff. Praising children for their efforts and achievements helps build their self-esteem and confidence. It shows them that their actions are valued and appreciated, and it reinforces desirable behaviour by acknowledging and rewarding it. We understand that some children may feel uncomfortable with public praise, so we focus on providing private encouragement and personalised recognition to celebrate their achievements in a way that feels comfortable for them.

**Award Assemblies**

Each week, class teachers award a celebration certificate for two children in their class who have demonstrated the school values. There is also an opportunity to recognise any special achievements or events.

**Headteacher's Award**

At the end of each week, every teacher nominates a pupil to receive a Headteacher's award certificate recognising children who embody our school values at all times.

**House Points**

We follow a whole school reward system of House Points, with all the children assigned to a specific house. Points may be awarded to a child by any member of staff and are recorded online via Class Dojo. Each week the House Points are totaled and shared in the end of week celebration assemblies. These points are recorded on a display in school so all children can monitor the performance of their team. At the end of each term, the team with the most points is announced and the children from this team across the school are given a team treat (e.g an additional non-uniform day).

**Class Dojos**

Class Dojos are used in classrooms to manage behaviour and support positive actions. Children will be rewarded with class dojos for dem

## Behaviour for Learning

Rosenshine's Principles of Instruction is fundamental to our Teaching and Learning approach and is embedded in Walkthrus, which is embedded in Teaching practice throughout the school . The principles of these have been used to create the 'Earlham Teaching and Learning Model', which has secured a shared understanding of the characteristics of effective teaching and enabled teaching staff to apply and develop the principles in the context of each subject (please refer to the Teaching and Learning policy for further information).

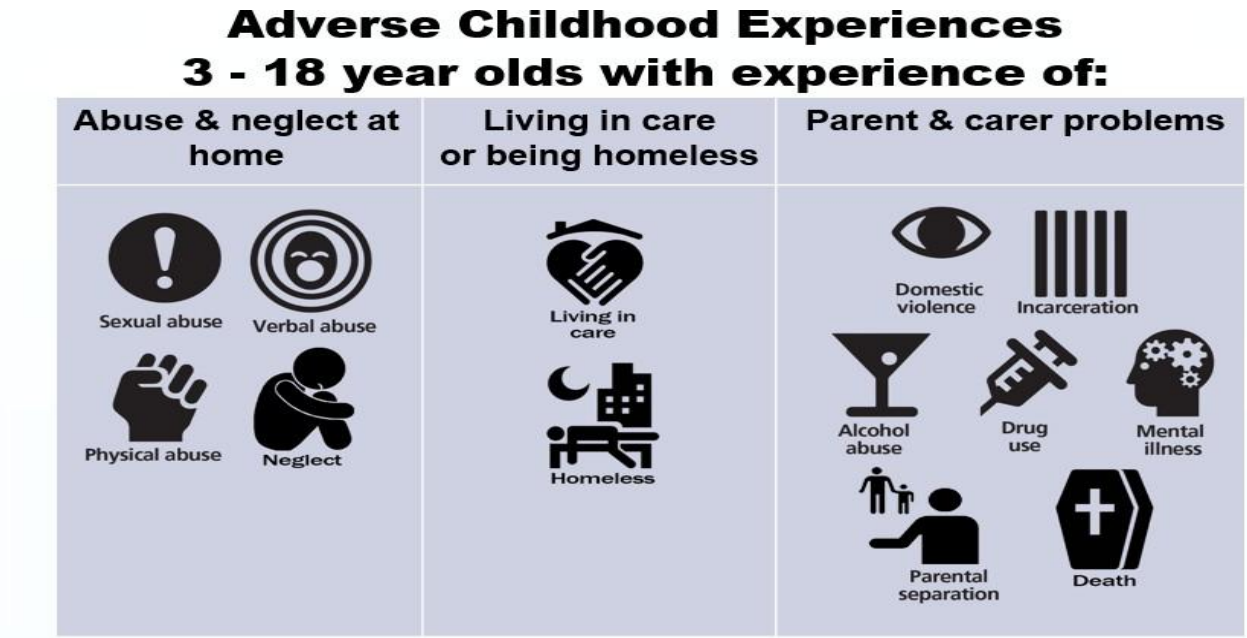
By adopting Rosenshine's principles, it has enabled teaching staff to develop and strengthen learning behaviours, such as metacognitive talk, resilience and independence, resulting in the children becoming more motivated and determined to succeed.

Key teaching principles for developing strong and effective learning behaviours include:

- metacognition (narrating thought processes when progressing through a task)
- small step learning (limiting new information so that working memory is not overloaded)
- modelling (step-by-step demonstrations of what to do, support in exploring difficult concepts and identifying what success looks like)
- questioning (to gain an understanding of how well the children are learning and to encourage active participation and interaction)

## Adverse Childhood Experiences:

Adverse Childhood Experiences (ACEs) are "highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person's safety, security, trust or bodily integrity." (Young Minds, 2018).



**Impact of ACEs**

Similar to attachment, experiencing ACEs can significantly impact future physical and mental health. Additionally, ACEs can often serve as barriers to the formation of healthy attachment relationships for children and in turn impact on their learning.

Some of the effects of ACEs on our physical and mental health are:

- An increase in the risk of certain health problems in adulthood, such as cancer and heart disease, as well as increasing the risk of mental health difficulties, violence and becoming a victim of violence.
- An increase in the risk of mental health problems, such as anxiety, depression, and post-traumatic stress. 1 in 3 diagnosed mental health conditions in adulthood directly relate to ACEs.
- The longer an individual experiences an ACE and the more ACEs someone experiences, the bigger the impact it will have on their development and their health.

Other areas impacted by exposure to ACEs include:

- The ability to recognise and manage different emotions.
- The capacity to make and keep healthy friendships and other relationships.
- The ability to self-regulate and behave in socially expected ways in school settings.
- Difficulties coping with emotions safely without causing harm to self or others
- The ability to manage transitions successfully
- Difficulty with sensory overload

The foundation for supporting children with ACEs lies in establishing positive and nurturing relationships with caring adults. Additionally, opportunities to build resilience, enhance a pupil's emotional literacy, and engage in positive restorative conversations are constructive steps in connecting with traumatised pupils.

## Anchor Approach and Emotion Coaching:

At Earlham Primary School, all staff are trained in the Anchor approach; this training has been delivered by Haringey and will continue in the form of Network meetings. We use emotion coaching, which is an integral part of Anchor approach, to support children's emotional development and regulation. This approach is essential as it helps children recognise, name, understand and manage their emotions, leading to improved resilience and better academic and social outcomes.

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child about more effective responses. It can form part of a proactive approach, teaching children about their emotions without them being in a crisis situation. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling heard. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

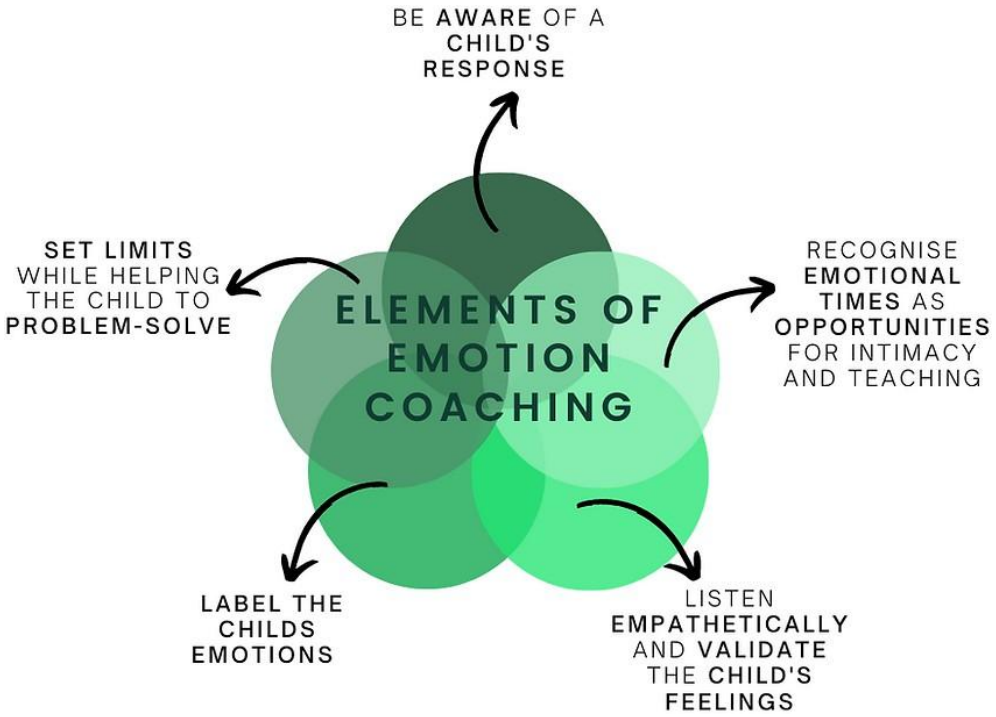
During the emotion coaching process, it is crucial to avoid overwhelming a child with too much talk when their emotions are heightened, as this can create challenges for staff. The main discussion should take place after their intense emotions have subsided. However, it's still valuable for the child to acknowledge and label big emotions in the moment as they occur.

Co-regulation with a trusted adult and relationship repair

Behaviours that do not meet expectations are not condoned in Emotion Coaching and when the child is calmer, incidents are discussed in a more rational and productive manner. Moves are made to problem-solve and engage in solution-focused strategies. Rather than focusing on consequences, we support children in recognising their own bodies' responses to strong emotions and teach them to self-regulate. This process includes co-regulation with a trusted adult and relationship repair, helping children develop the skills needed to manage their emotions and strengthen their connections with others.

**Key Elements are involved in Emotion Coaching:**

- Becoming aware of the child's emotions
- Recognising the emotion as an opportunity for intimacy and teaching
- Listening empathetically, validating the child's feelings
- Helping the child find words to label the emotion
- Setting limits and exploring strategies to solve the problem at hand.




Staff have been trained to use the 'CALM' approach when emotion coaching with pupils:

- Connect: Connect with the child by acknowledging their emotions. This involves being present, empathetic, and attentive, helping the child feel understood and supported. Staff should also connect to their own emotions to understand how they are feeling in the moment.
- Acknowledge: Validate the emotions the child is experiencing. This step involves naming the emotions, which helps the child identify and understand what they are feeling. For example, "I can see you're feeling really frustrated right now."
- Limits: After connecting and acknowledging emotions, it is important to set appropriate limits. This means clearly stating what behaviour is socially acceptable and what is not, while still validating the child's feelings. For instance, "It's okay to feel angry, but it's not okay to hit. Let's find another way

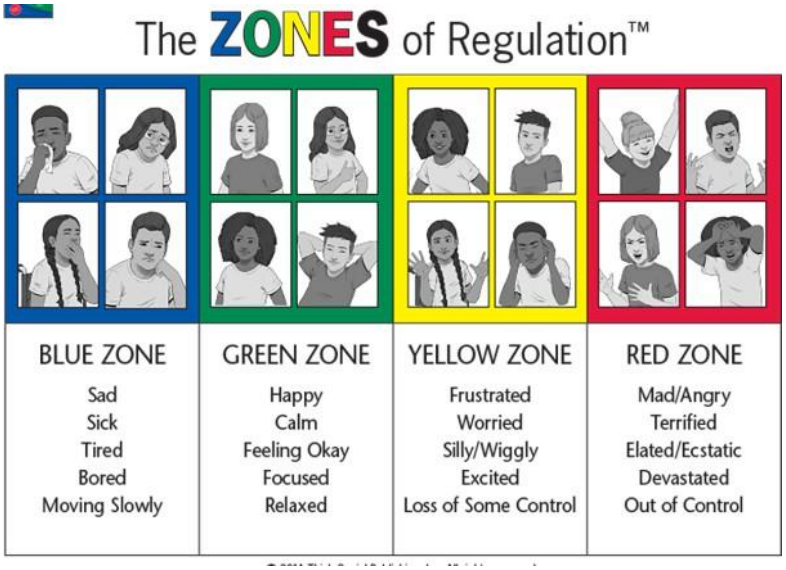
to express how you're feeling." Setting limits helps the child understand the impact of their actions, while still feeling supported.

- Make a Plan: Work with the child to make a plan for how to handle the situation or similar situations in the future. This could involve problem-solving together, discussing alternative behaviours, or identifying coping strategies the child can use next time they feel a strong emotion. By making a plan, the child is empowered with tools and strategies to manage their emotions and behaviours more effectively.

## Zones of regulation

It is important that all children have the skills to recognise and regulate their emotions. At Earlham Primary School, we implement The Zones of Regulation as a school-wide strategy to help children understand their own emotions and those of others, while also learning to self-regulate. Our staff consistently use this shared language to discuss emotions and behaviours. Each classroom features a Zones of Regulation display and this is referred to regularly.

At the beginning of the academic year, the children learn about each zone and begin to put together a 'toolkit' that they can refer to for support based on their current emotional state. This work is revisited regularly throughout the year, allowing the children to reflect on their growth, refine their toolkit, and develop greater self-awareness and resilience in managing their emotions.



## Restorative practice

Restorative practice is a set of principles and practices that encourage children to take responsibility for their behaviour by thinking through the causes and consequences. Through our restorative approach, we strive to:

- involve those responsible for and those affected by the behaviour in solving the problem
- understand the rights that have been infringed and the responsibilities to uphold these
- provide high levels of support for all parties, whether perpetrators or those affected
- address the needs of all those involved in harmful incidents
- provide strong messages and reminders about what behaviours are socially acceptable and unacceptable
- provide an opportunity to restore the relationship after an incident

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened? Which right has not been respected?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?
- How can you respect this right next time?

## 'Team around the child'

At Earlham, we use a 'Team Around the Child' to support both the child and the adults who are working with them. This is a collaborative method where various professionals and stakeholders come together around a child's specific needs and support each other to reflect on practice and strategies. This approach ensures that the child receives comprehensive and coordinated care by pooling expertise from different areas.

## Consequences

At Earlham Primary School, we believe that consequences should not be punitive. Instead, they should serve as constructive learning opportunities for both adults and children by focusing on reflection and teaching and guiding children to understand the impact of their actions and consider an alternative response if the situation arises again.

**A graduated response to unexpected behaviours**

| | |
|---|---|
| Stage 1<br>Preventative measures | ● Clear Expectations: Establish and communicate clear, consistent behavioural expectations. Ensure that these expectations are understood. Class charters at the start of the year, revisited and reinforced regularly.<br>● Positive Reinforcement: Regularly acknowledge and reward positive behaviour to create a positive school culture.<br>● Promoting prosocial behaviours such as kindness and respect through modelling and whole school and classroom ethos.<br>● Engagement Strategies: Use engaging teaching methods to maintain children's interest<br>● Build Relationships: Actively foster positive relationships between adults and children and between children to create a supportive and trusting classroom atmosphere.<br>● Emotional education and Zones of Regulation used proactively throughout the day.<br>● Encouraging and enabling children to take on responsibilities and feel part of the school community.<br>● Teaching children how to support one another and make friendships. |

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|---|---|
| | ● Consistent adult behaviours that model kindness, cooperation and respect.<br>● Special times spent with nurturing adults in school e.g. lunch clubs and important roles at playtime.<br>● Action to support consistent attendance and punctuality.<br>● Whole class visual timetables to ensure routines and transitions are signalled effectively. |
| Stage 2<br>Low level disruption or unkind behaviour | ● Non-verbal Cues: Use gestures or facial expressions to signal the need for a behaviour change without disrupting the class.<br>● Verbal Reminder: Give a calm and clear verbal reminder of the expected behaviour.<br>● Redirect/distract: Redirect and distract the child's attention to the task at hand or to another activity or brain break.<br>● Offer Choices: Give the child a choice between two activities or tasks, empowering them to make a positive decision.<br>● Consider the need for a regulating or brain break activity.<br>● Use the Zones of Regulation: Name an emotion or zone, employ zones toolkit.<br>● Individualised reward charts, visual timetables or task lists.<br>● Recognition and analysis of underlying unmet needs or special educational needs<br><br>If the behaviour continues after a second reminder, the child will spend a short amount of time with the class teacher to reflect on their actions and explore the reasons behind the behaviour. This may take place during part of playtime or lunchtime.<br>These reflective discussions provide an opportunity to explore the reasons for the challenge and to seek ways to problem solve it together.<br><br>Additional responses to repetitive behaviour may include:<br>● Partner class: the child is asked to spend a short amount of time in a partner class in order to give them an opportunity to reflect on their behaviour<br>● Phase leader discussion: the child is asked to reflect on their behaviour with the phase leader |
| Stage 3<br>Serious incidents or regular incidents of significant disruption to learning | ● A Proactive Intervention Plan is put in place with input from the child, teacher, parents and a member of SLT. This is reviewed regularly and adapted as necessary.<br>● Use of the ABC model to inform the Proactive Intervention Plan (see appendix 3)<br>● Contact is made with outside agencies to gain further assessment and support for the teacher and other staff regarding appropriate strategies.<br>● 'Team around the child' approach<br>● Regular supportive communication between school and home is established to share effective approaches and develop understanding of the holistic needs of the child.<br>● Reflection time with the child and a member of SLT |

| | |
|---|---|
| | ● Staff time to regulate themselves and decompress supported by colleagues? An opportunity to debrief and reflect with a member of SLT<br>● Restorative conversations |
| Stage 4<br>Extremely serious incidents | Child does not respond to tailored approaches and their behaviour becomes physically aggressive, threatening the safety of that child or another person.<br><br>● Use of restraint (see below)<br>● Meeting with parents and SLT<br>● Exclusion (see appendix) - every effort will be made to prevent a situation developing where this becomes necessary.<br><br>The decision to suspend or exclude a child from school is taken very seriously and only considered where there is a serious breach of school rules and all alternative strategies have been exhausted. The child's behaviour is seriously detrimental to the education/welfare/ health & safety of themselves and others. How will staff be supported? How will the school reflect on this 'fracture' and seek to learn from it? What about those with a significant special educational need?<br><br>Staff are supported through a 'debrief session' to discuss the incident, share their experiences, and express any concerns. This provides a platform for open dialogue and collective reflection.<br><br>We will acknowledge the challenges faced by staff and celebrate their efforts in creating a supportive learning environment, reinforcing their commitment and resilience. |

**Returning to School Approach After Suspension**

Our return-to-school approach after a suspension is designed to facilitate a smooth reintegration and promote positive relationships. This process includes the following steps:

- Prior to returning, a meeting will be held with the child, their parents, and relevant staff to discuss the reasons for the suspension and set clear expectations for the return. There will be a discussion around how any specific needs that the child may have can be addressed.
- On the day of return, we will ensure the child is warmly welcomed back by staff and peers, reinforcing their sense of belonging.
- Regular check-ins will be scheduled to monitor the child's adjustment and provide ongoing support as needed.
- Where necessary, work will take place to repair relationships with staff and peers through restorative conversations and activities that support reintegration.

**Supporting children with social, emotional, mental health needs (SEMH)**

At Earlham Primary School, we are committed to supporting children with social, emotional, and mental health (SEMH) needs through our nurturing and inclusive approach. Our behaviour policy recognises that children with SEMH needs may require additional understanding and tailored interventions to thrive. Such children may require specific provision which is in addition to / different from most of their peers, such as:

- access to a quiet area
- in class 'regulation station'
- specific 'safe' places (e.g. tent)
- individual timetables
- access to
- JEMHS
- Behaviour support plans
- Personalised behaviour plans

It is crucial to understand that behaviours that challenge us can arise from various factors, not solely from social, emotional, and mental health (SEMH) concerns. Unmet learning needs or social needs can also significantly contribute to these behaviours. By addressing these diverse underlying factors, we aim to create a more inclusive and supportive environment that promotes positive behaviour for all children.

## Physical restraint

The School has a Use of Restrictive Interventions Policy, of which the following is a summary:

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Hurting themselves
- Hurting others
- Putting themselves at risk

Incidents of physical restraint and seclusion must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be reported to the Senior Leadership Team
- Must not be used by staff without appropriate training unless they are preventing significant harm to a person.
- Be reported on CPOMs using the criteria set out in the above policy
- Be reported to the parent/carer

## Bullying

**Bullying** is defined as the **repetitive**, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| Type of bullying | Definition |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including:<br>● Racial<br>● Faith-based<br>● Gendered (sexist)<br>● Homophobic/biphobic<br>● Transphobic<br>● Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

All incidents of bullying (including cyberbullying), discriminatory or prejudiced behaviour, use of derogatory language or unsafe behaviour will be recorded on CPOMS, which will be monitored by the Inclusion Leader in the first instance and the Senior Leadership Team.

## Child on child abuse

The school has a zero-tolerance approach to all forms of child on child abuse, including sexual harassment and sexual violence.
To prevent child on child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the 'Prevention' section of this policy.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

## Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, genderbased bullying and sexual violence. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any
reoccurrence.
The response to incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## Prohibited Items, Searching Pupils and Confiscation

To help keep everyone safe in our school, there are some items that children are not allowed to bring in. These include things that are dangerous, illegal, or not suitable for school.

If a member of staff has a good reason to believe that a child may have one of these items, the headteacher or another authorised adult may search the child's belongings for items which may cause harm to others. Wherever possible, this will be done with the child's knowledge and in a calm and respectful way, following our school's guidelines and safeguarding procedures.

Adults may remove or confiscate items that are not allowed in school. In rare and serious cases, and only where the law allows, staff may use reasonable force to help carry out a search - but only for certain prohibited items and only when absolutely necessary. This will always be done with care and in line with our school's Physical Intervention Policy.

Items that must not be brought into school include:

- Knives or any kind of weapon
- Alcohol
- Illegal drugs
- Anything that has been stolen
- Tobacco or cigarette papers
- Fireworks
- Any pictures or materials that are not suitable for children
- Any item that might be used to hurt someone or damage property

We ask that parents and carers support us in helping children understand why these items are not allowed in school, so that everyone can feel safe, respected, and ready to learn.

## Mobile phones

Pupil smartphones are banned from the school premises. Pupils are permitted to bring non smartphones to school. This is to enable contact between pupils and parents on their way to and from school and school related activities.
When pupils arrive at school, they must hand their phone to the school office and sign the phone record sheet. All mobile phones will be stored away until the end of the school day. Pupils are not permitted to use their mobile phones at any point during the school day.
Phones can be collected from the office at the end of the school day but must not be switched on until the pupil has left the premises.
Mobile phones are not permitted on any school or residential trips.
The school does not accept responsibility for any mobile phones brought into school.

## Recording of incidents

Serious incidents will be reported to a member of the Senior Leadership Team and they will be recorded on the school's electronic safeguarding system 'CPOMS'.
This allows incidents to be monitored over time because repetition, a pattern or escalation could lead to evidence of an unmet need or safeguarding concern. The Senior Leadership Team is made aware of any patterns of behaviour or concerns.

## Staff development and training

We prioritise comprehensive training and support for staff to effectively build nurturing relationships with children and support them to learn prosocial behaviours and self-regulate. This training includes a focus on attachment aware practices. We endeavour to equip teachers and support staff with strategies for relationship building, emotion coaching, de-escalation techniques, and understanding the impact of attachment and trauma on children's behaviour.

## Monitoring and review

This behaviour policy will be reviewed annually by SLT and the Teaching and Learning governing body committee. At each review, the policy will be approved by the Headteacher

**Appendix 1 : Positive Support Plan and Risk Assessment (RASP)**

# POSITIVE SUPPORT PLAN and Risk ASSESSMENT (RASP)
## For Pupils who Present a Risk of Harmful Behaviour
## **Behaviour is Communication**

The RASP will be most effective if this remains a '**living**' document, which is updated and adjusted in line with a developing assessment, knowledge and understanding of the pupil's needs and responses. If a child has a RASP in place they need a named designated adult and a known/named space.

Setting / School:

Name of Child:

Name of parent/carers:

Name of RASP contributors:
Designated adult:
Designated named space:

DATE:

Dates Adjusted / Updated

## Step One: RISK ASSESSMENT

| **Identification of risk** | |
|---|---|
| What is the nature of the foreseeable risk and who is affected by the risk?<br><br>*Base this answer on known events and real experience* | |
| Is the risk potential or actual?<br>i.e.<br>**Actual** = what behaviour has already occurred<br><br>**Potential** = what element of risk is being anticipated | |

| **Assessment of risk** | |
|---|---|
| In which situations is the risk most likely to occur? | |
| **How frequently is the risk likely to occur?** | |
| **Who is likely to be harmed?** | |
| **What type of harm is likely to be caused?** | |
| **What modifications/reasonable adjustments have been put in place to mitigate risk?** | |

## Step two: Consideration of Pupil's Needs

| | |
|---|---|
| Describe any known needs which may give rise to learning or social barriers to success e.g. SEN, EAL, Disabilities or medicated conditions, etc. | |
| **Describe any identifiable triggers or external factors which may adversely impact upon pupil behaviour** (consider environment including temperature, people, changes at home or school, time of day, start end of week; term, energy levels eg: hunger, illness, etc) | |

## Step three: Risk Management Plan

| **PROACTIVE INTERVENTIONS to reduce risk** | |
|---|---|
| *Any adjustments, arrangements that can be put in place or logistic actions which can be taken to minimise risks occurring?* **Eg – ABC Trigger chart, advice from outside agencies.** ***(There is an expectation that all schools have completed an ABC Trigger chart first)*** | |
| **WHAT?** | **WHO?** |
| | |

| **EARLY INTERVENTIONS to manage risk** | |
|---|---|
| *What responses, strategies, support, could be employed to support de-escalation and provide preventative actions to avoid escalated risk* ***(Eg – Key Adult to check in with first thing in the morning and up to 5x daily, entering school through a different entrance and or time, regular snack, decompression break)*** | |
| **WHAT?** | **WHO?** |
| | |

| | |
|---|---|
| | |

| **RESPONSIVE INTERVENTIONS to respond to adverse outcomes** | |
|---|---|
| *What can be done when incidents have escalated to deal with the risks safely, and what needs to be done when incidents are occurring or have occurred*<br>*[Outline where the use of reasonable physical intervention /Approach Training- 'Support and Isolation' will become necessary and how this will be most safely achieved. Include planning for post-physical intervention actions ]* **E.g. – consult Approach trained staff, remainder of class removed to another location,** ***how the young person is communicated with, environmental modifications, ie reducing number of people, sensory modifications, reducing demands etc, consider where pupil will be moved to and who will support them to get to this safe space, what will they do when there to support them calming, what will they do post-calming? Communication within the school day***<br>***Home/school liaison is crucial and needs to be done on the day either text, phone call, email to families.*** | |
| **WHAT?** | **WHO?** |
| | |

| **Identify any arising staff training/ support needs:** | | |
|---|---|---|
| WHAT? & WHO? | ACTIONS/<br>BY WHO? | DATE<br>COMPLETED |
| | | |

| | | |
|---|---|---|
| | | |

| **The Risk Assessment Management Plan will need to share with the following**: | | |
|---|---|---|
| WHO? | ACTION / BY WHO? | DATE COMPLETED |
| | | |

| **Risk Assessment Support Plan agreed by:** | |
|---|---|
| NAME & ROLE | SIGNATURE |
| | |

| | |
|---|---|
| **Review date:**<br><br>*NB The RASP should also be a 'living' document updated on an ongoing basis.* | |

**Appendix 2: Record of Physical Intervention**

| | |
|---|---|
| **Name of staff member** | |
| **Name of pupil** | |
| **Location** | |
| **Name(s) of staff member(s) who witnessed the incident** | |
| **Informed parties (parents/carers, social workers, police, etc.)** | |
| **Circumstances prior to the incident ( What deescalation strategies were tried?)** | |
| **Details of the incident** | |
| **Details of any negative impact on other pupils** | |
| **Reason(s) for physical intervention (please tick)**<br><br>**Danger to self**<br><br>**Danger to others**<br><br>**Significant damage to property** | |
| **Was it a planned intervention, e.g. in line with approved strategies for the behaviour of specific pupils? (Please circle) Yes/No**<br>**Details of the intervention** | |

| |
|---|
| **Any additional action taken** |
| **Injuries (if any) to staff members, the pupil concerned or other pupils** |
| **Injuries (if any) to staff members, the pupil concerned or other pupils** |
| **Injuries (if any) to staff members, the pupil concerned or other pupils** |
| **Damage (if any) to property** |
| **Recommendation(s) to avoid future incidents** |
| **Pupil voice.**<br>**Has the pupil been given time to reflect and share their thoughts and feelings?** |
| **Staff reflections** |
| **Relationship repair** |

**Appendix 3: ABC Model**

## ABC (Antecedent, Behaviour, Consequence) Chart

| Date/Time | Activity | Antecedent | Behavior | Consequence |
|---|---|---|---|---|
| Date/Time when the Behaviour occurred | What activity was going on when the Behaviour occurred | What happened right before the Behaviour that may have triggered the Behaviour | What the Behaviour looked like | What happened after the Behaviour, or as a result of the Behaviour |
| | | | | |
| | | | | |

**Appendix 4: Roles and Responsibilities**

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.

- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any appropriate responses for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:

  - SENCO.
  -Headteacher.
  -Subject leader.

- As authorised by the headteacher, responding appropriately to pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.