

Blackgates Primary Academy

Behaviour Policy

September 2025-26 (updated
April 2026)



Blackgates Primary Academy Behaviour Policy

Rationale

At Blackgates Primary Academy we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their full potential. We believe that every child has a right to Unconditional Positive Regard. Through research, evidence and trauma informed practice, all staff are able to guide and lead pupils effectively.

DFE Guidance

This behaviour policy draws on reference throughout to the following DfE documents:

1. Exclusion from maintained schools, Academies and pupil referral units in England 2017;
2. The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
3. Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;
4. Restrictive Interventions including use of reasonable force in schools
5. Behaviour and Discipline in Schools;
6. Ensuring Good Behaviour in Schools;
7. DfE Dealing with allegations of abuse against teachers and other staff.
8. Sexual violence and sexual harassment between children in schools and colleges
9. Keeping Children Safe in Education

All documents should be read in conjunction with this policy. Blackgates Primary Academy reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

In addition, this policy has referred closely to the DfE document Behaviour in Schools Advice for headteachers and school staff February 2024. It also takes into account Legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance in relation to :

Education and Inspections Act (2006) Section 93

Education Act 2002

Equality Act (2010)

Associated policies

This policy should be read in conjunction with the following policies:

- Anti-bullying
- Child-Friendly Anti-bullying Policy
- Child friendly Behaviour Policy
- Child Protection and Safeguarding
- Exclusions
- Behaviour curriculum

Fair and Restorative Principles

We promote fairness and restorative principles across our academy. We are child-centred and inclusive. Our approach is built upon positive relationships between staff and pupils as well as pupils and peers. We feel very strongly that pupils need to have the ability to understand their own behaviour, to self-regulate and build positive relationships within and out of school.

Pupils at Blackgates Primary Academy have the right to:

- Unconditional Positive Regard
 - Recognise their unique identity and have their needs considered.
 - Be treated with respect and dignity, as well as being a valued member of the learning community.
 - Learn and achieve in a safe environment
 - Be protected from harm, violence, assault and acts of verbal abuse
 - High expectations from staff and that they all matter equally
 - Learn to understand their own behaviours
 - Learn how to apply restorative principals in their life.
- Moreover, Blackgates Primary Academy endeavours to ensure that:
- Parents, carers, staff and pupils are positive about behaviour and safety
 - That parents are supported to use positive strategies with their child in responses to negative behaviour
 - Pupils value the learning environment and wish to contribute to a safe, calm and positive academy
 - Pupils show engagement, respect, courtesy and collaboration over time, in and out of lessons regardless of starting point.
 - Instances of bullying are rare, and pupils are acutely aware of the many different types of bullying outlined within the academy anti bullying policy. They try to actively prevent any form of bullying and through positive behaviours show acts of kindness and care.
 - Behaviour for Learning improves over time and attitudes help to maximise outcomes.

- All pupils feel safe at school at all times and are aware of what constitutes safe and unsafe, they are able to identify the situation and maintain the safety of themselves and their peers.
- High quality first teaching and support from highly trained staff meets the needs of all individuals; interventions are timely and appropriate in order to allow pupils to prosper and flourish.

Underpinning Values and ethos

Our school motto is:



BELIEVE

Believe in yourself and have high aspirations.

ACHIEVE

Achieve good outcomes at the end of each Key Stage.

SUCCEED

Succeed in developing knowledge and skills which will equip you for high school and for life-long learning.

When children leave Blackgates we want them to:

Believe	Achieve	Succeed
<p><i>Have high aspirations for themselves.</i></p> <p><i>Have resilience and perseverance both emotionally and academically.</i></p> <p><i>Be motivated to learn and improve.</i></p> <p><i>Have a growth mindset.</i></p> <p><i>Know they can succeed and have a thirst for learning.</i></p> <p><i>Be able to set and achieve goals.</i></p> <p><i>Have an enquiring mind.</i></p>	<p><i>Know how to keep themselves safe.</i></p> <p><i>Have excellent learning behaviours.</i></p> <p><i>Be able to read confidently, for both pleasure and purpose.</i></p> <p><i>Have essential knowledge and skills in English, Maths and Science to achieve good end of Key Stage outcomes.</i></p> <p><i>Have embedded knowledge of all subjects and expectations in the National Curriculum.</i></p> <p><i>Have confidence in their own abilities.</i></p>	<p><i>Have exposure to a wide variety of childhood experiences which set the foundations for their future.</i></p> <p><i>Be a happy individual.</i></p> <p><i>Be ready for learning at secondary school.</i></p> <p><i>Have the knowledge and skills which will equip them for life-long learning.</i></p> <p><i>Be a kind, honest and responsible person.</i></p> <p><i>Have respect for themselves and others.</i></p>

The core beliefs of Blackgates Primary Academy are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus, help them to achieve more
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

Rewarding positive behaviour

- Behaviour which leads to rewarding consequences are more likely to be repeated.
- ALL staff are responsible and actively involved in rewarding positive behaviour.
- Achievements, success and positive behaviour both in and out of school are supported and celebrated.
- Rewards used across the Academy are varied and reflect the individual pupil and class. Informal rewards are used and embedded into the fabric of Blackgates Primary Academy, they are proven to be effective and achieve the desired effect (Kohn; 1999), they may include:
 - Smiles, positive eye contact and gestures.
 - Targeted praise statements, at a group and or individual.
 - Spontaneous peer group praise.
 - Phone calls and or other forms of communication with parents/carers.
 - Written comments in books.
 - Displaying of good work.
 - Additional responsibilities.
 - Positive praise.
 - Sharing good work and or behaviour with other professionals, including social workers, etc.
 - Additionally, more formal rewards, which may be targeted or individualised can and will be used.

Examples of this include;

- Certificates in assembly
- Weekly reward trips
- Offsite activity or an agreed reward with staff and pupil

- Bronze, Silver, Gold and Platinum behaviour rewards related to Blackgates points being earned
- Blackgates Points relating to the Blackgates Behaviour Curriculum
- Star Pupils award including breakfast with the headteacher
- Reward trolley visit (small games and items to appeal to children)

Staff Expectations

At Blackgates Primary Academy all staff will:

- As adults, always treat each other with respect, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way
- Ensure that children are aware of the 3 school rules and that each class has its own classroom expectations – All classes will display the school rules and expectations in their classrooms for children and visitors to see.
- Record warnings and consequences using Trackit Lights system which tracks across to CPOMS when more than a warning takes place
- Behavioural patterns will be monitored on a weekly and half termly basis by the Pastoral Team.
- Teach, through the school curriculum, values, and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Please see Appendix 2 for the class, playground, and dining hall expectations.

Pupils and parents/carers Expectations

Pupils and parents/carers will be expected to follow the Blackgates Primary Academy 'School Rules':

1. Always work hard and keep on trying
2. Everyone matters
3. Kind hands, kind feet, kind words

Zones of Regulation

Each morning on entry to school each child will put their name/photo onto the emotion they are feeling. This is a system established in school called the **Zones of Regulation**. Each child is taught to recognise their emotions and has a toolkit which they devise they leave EYFS which is devised to help them regulate their emotions. This system alerts staff to any child struggling with emotions so they can speak to the child and offer support.

Throughout the day teachers will use movement breaks and mindfulness to ensure the class are in the window of tolerance for learning. After breaks and lunch, **mindfulness techniques** are used to ensure all children are ready to learn.

Detailed discussion of an individual's behaviours should be carried out in private.

*We always consider the safety of other children, and impact upon learning, while helping children acquire self-discipline. For this reason we have developed a **Regulation Station**, and area in school where dysregulated children can go to regulate. This will ensure that the class are not having their learning disrupted and that pupils know where to go to find help. Please see Appendix 3*

Challenging Behaviour Strategies & Consequences

As an inclusive academy Blackgates Primary acknowledge that children may display challenging behaviour. Staff intervention should be consistently flexible and based upon pupils' level of development, their needs and circumstance (see Appendix 4). Therefore, any consequences that address undesirable and challenging behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

- Low level behaviours occur due to an unmet need.
- A child maybe trying to communicate boredom, work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation.
- Defensive behaviours occur due to a breakdown in communication.
- A child maybe trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support
- Defensive behaviours can tip into crisis very quickly.
- Crisis behaviours occur when a child has 'flipped their lid' their main priority here is survival
- If the child perceives a threat, they are likely to respond with fight, flight or freeze.

1 Anxiety		2 Defensive		3 Crisis	
Behaviour (Not an exhaustive list)					
Rocking Tapping Swinging on chair Head on desk Sullen Calling out	Finding it hard to cooperate Inappropriate comments Failure to complete work Disrespect	Teasing Pushing Arguing Destroying work Running indoors Disrupting	Use of inappropriate language Disrespecting school equipment Not following instructions Leaving the classroom	Vandalism Physical assault Fighting Disrespectful to adults Racial abuse Bullying	Leaving the classroom or school grounds without permission.
Strategies					
<ul style="list-style-type: none"> ● Acknowledge all low level behaviours ● Read the body language of the child ● Consider you own body language ● Invite the child into your calm don't join them in their chaos ● Use child's name to engage ● Use reflective language... "I can see that... I notice... I am wondering... I imagine." ● Use empathy "I understand this is hard for you.... That must be really difficult." ● Match affect – use a low tone of voice ● Consider sensory regulation (deep pressure) ● Remind children of the natural consequence to their behaviour. 	<ul style="list-style-type: none"> ● Continue to use low level strategies if appropriate ● "What should you be doing now?" ● "Name, command, thank you" ● Ask "what?" not "why?" ● Give the child 2 choices (don't make these punitive, make them choices you are happy with) ● Maintain high expectations and boundaries ● Affect language... "when you...I feel... I need you to" ● Remind children of school expectations ● Ensure strong routines are in place ● Use a sensory break for the whole class ● Staff should use positive recognition to encourage and create a positive culture ● Give time and space ● Class reset ● Restorative conversation ● Think reflection rather than reprimand ● Be curious ● If the behaviour becomes unsafe respond as if it is a crisis behaviour 	<ul style="list-style-type: none"> ● Change environment ● The child will be taken back to class when safe enough to engage ● Continue to use anxiety and defensive strategies ● Support and closely supervise ● Offer a safe space ● Change face ● All crises should be followed up with a restorative conversation with class staff/SLT/pastoral ● Support for classroom staff to recover ● Logical consequence 			
Aim					
<ul style="list-style-type: none"> ● The purpose of these strategies is to ensure the child feels listened to heard and understood ● We need to make the child feel safe enough to use their words 	<ul style="list-style-type: none"> ● Remember that children don't behave for systems; they communicate with people who connect, people who care. ● Find a balance of challenge and support to prevent further escalation into crisis. 	<ul style="list-style-type: none"> ● The priority in a crisis is to maintain safety and calm the situation. ● Crisis situations may involve the removal of stressors. 			
Consequences - learning					
<p>Logical consequence - Putting right what has gone wrong = Clean up, repair damage, restore relationships, complete work (to their standard, in their own time if necessary and without time being 'owed'), restorative conversations. Logical consequences will only work when the child is ready.</p>					
Consequences – break and lunch times					
<p>If a child becomes unsafe, they will be supported by a member of staff using the strategies above. If the staff cannot keep the child safe the child can be directed to the designated room to have time in with a member of the leadership team. During this time the children will reflect on their</p>					

behaviour through the use of restorative practice. Leaders will then make a decision whether the child is safe enough to return to the playground or finish lunch time in the **designated room**. The class teacher must be informed for them to gauge whether communication with the parent/carer is necessary and all incidents must be logged so that patterns in behaviour can be noticed by behaviour leaders.

Blackgates Stages of Behaviour

Stages	Behaviours	Actions
<p>Stage 1 Redirection/Reminder</p>	<p>Following the Blackgates 3 rules of good behaviour for learning.</p> <p>Always work hard and keep trying. Everyone matters. Kind hands, kind feet, kind words.</p> <p>Redirection/reminder for: Not following instructions, not listening, disrupting learning, running in corridors, arguing with peers, boisterous behaviours, talking at inappropriate times, distracting pupils, shouting out, leaving seat, taking others property, making unkind remarks.</p>	<p>We expect everyone to be at Stage 1, where they can access the recognition and rewards for following the school rules and displaying our school values. Children who remain at Stage 1 get 15 Blackgates points at the end of the session.</p> <p>A gentle encouragement in the right direction. A reminder of our three school rules delivered privately wherever possible. Repeat reminders, if necessary, de-escalate and regulate where reasonable and take the initiative to keep things at this stage. Praise will be given if the child is able to model good behaviour because of the reminder.</p> <p>Nothing needs to be recorded at this stage.</p>
<p>Stage 2 Amber Trackit light.</p>	<p>Persistence of Stage 1 Behaviours Or Spoiling another child's work Leaving class without permission.</p>	<p>Support should be provided wherever possible, making the child aware of their behaviours and help the child reflect and understand the expectations of the lesson.</p> <p>Children will be reminded of their previous good conduct to prove that they can make good choices. Positive approach to the reminder.</p> <p>Record on Trackit lights as amber. (Staff information) The child can still earn 10 Blackgates points.</p>
<p>Stage 3 Continuous behaviour Yellow Trackit lights.</p>	<p>Persistence of Stage 1 & 2 Behaviours Or Physically hurting someone - mild for example poking, pushing, pinching etc no harm caused. Inappropriate language Throwing equipment (not aimed at anyone and no harm caused)</p>	<p>Same as stage 2- then record on Track it lights as Yellow.</p> <p>Children can still earn 5 Blackgates points for this session.</p>
<p>Stage 4 Red Behaviour</p>	<p>Persistence of stages 1,2 & 3 behaviours Or Hurting another child physically (child is harmed). Throwing equipment (aimed at someone harm caused).</p>	<p>Move to Reset Station area within class, given regulation time out with a timer. Once complete, they will hopefully be able to show that they are regulated and back in Stage 1, if this is the case NO red Trackit light will be recorded as they have been able to use the areas provided to regulate.</p> <p>If the behaviour persists or is deemed unsafe and the strategies are not aiding regulation, then the teacher will radio for support, and they will be taken to the regulation station.</p> <p>A phone call home will be made by the class teacher this will be added to the incident form on track it lights.</p> <p>This will be recorded as a red incident on track it lights including the strategies used to de-escalate/regulate.</p>
<p>Stage 5 Reflection time (Breaktime)</p>	<p>Reaching stage 4 Or Purposefully using inappropriate sexual, racist, homophobic or sectarian</p>	<p>At this point, the pupil will have reflection time during breaktime with our Reflect, Restore, Repair worksheet or a restorative conversation. It will be clear when this was done and recorded on Trackit lights as Reflection time - stating if it was done at breaktime or with parents</p>

	language. Purposeful violent or dangerous behaviour (harm caused). Bullying	after school. In the circumstance that the school rules continue to not be followed, or for a serious breach of behaviour, the child will need to be removed from the classroom and a parent / carer contacted by a member of SLT. Record on Trackit lights.
Stage 6 Behaviour Support plan	Where a child's behaviour becomes a concern, behaviour management support commences. This is shown by reaching stage 4/5 three times a week for a period of two weeks.	Parents will be invited in to meet the class teacher and the Principal /SENCO/Behaviour Lead to discuss the child's behaviour (record on CPOMS adding the minutes from the meeting).

It is extremely important that the child is not aware they will be recorded on Track it lights as this can lead to further dysregulation. Tracking of stages and colours is to inform leaders of patterns and frequency of behaviours, it is not a deterrent or punishment.

Blackgates Primary Academy Process for responding to reported incidents

- Manage the incident internally. Ask the child outright if they have been harmed and what the nature of the harm was. Listen and reassure them that they will be supported and kept safe. Reflect back, using their language Be mindful that some children may face additional barriers to disclosure because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
Remember that:
 - This may only be the first incident the child has reported
 - Trauma can impact memory, so the child may not be able to recall all the details or timeline of the abuse Make a written record as soon as possible, stating only the facts Tell our designated safeguarding lead (DSL) urgently:
 - Refer to Early Help or Children's social care or report to the Police. Report to the designated safeguarding lead (DSL) urgently: Where appropriate, act yourself
 - If the child is in immediate danger or at risk of harm, make a referral to children's social care If an offence has been committed, report it to the police (even if the alleged perpetrator(s) is under 10). You can confiscate devices as evidence for the police if the report includes an online element.
 - Find out whether the victim and alleged perpetrator(s) share classes, premises, or transport, and consider how to keep them a reasonable distance apart while on the premises, including both before and after school

Although we will not tolerate inappropriate behaviour, we encourage pupils to report any 'low level' incidents. We will not demonise anyone making the report, we will listen to all of the pupils involved. We will support the alleged perpetrators so they can get help to change their behaviour. Pupils may not want to report these incidents because they may be worried about getting their peers in trouble.

Blackgates Primary Academy's approach will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The response to each incident will be **proportionate**.

We might address a low-level incident, such as a sexual comment, through assemblies, classroom learning, the curriculum or time spent with the Pastoral Team.

We will make it important to safeguard other pupils by supporting, educating, and protecting the alleged perpetrator.

We will take into consideration:

- The age and development of the perpetrator
- The nature and frequency of the alleged incident
- How to balance the sanction alongside education and safeguarding

We will offer support to alleged perpetrators by letting them explain what happened in a safe and secure environment.

We will discuss how their actions were not appropriate. We will gently, but firmly condemn the behaviour, not the pupil.

We will only use exclusion from school in the most severe cases. This decision will be made by the Principal.

Taking the wishes of the victim into account.

Blackgates Primary Academy will consider the wishes of the victim by:

- Keeping victims at a reasonable distance from the alleged perpetrator
- Not sitting next to each other in class
- Moving classes (if appropriate). We will listen to the victim and their wishes; however, the final decision will be made by the Principal.

Respect

Through a whole school approach and the curriculum, we create a culture and ethos of respect, tolerance, acceptance, and diversity. We encourage pupils to 'call out' and report anything that makes them feel uncomfortable, no matter how small they think this is.

We will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse.

When a child is displaying regularly poor and dangerous behaviour - Regulation when in a crisis.

Depending on the child's presentation we will work out whether they look like they need alerting or calming, as we all present with either hyper or hypo or a mixed response when moving in our fight/flight systems.

At times of a crisis/ challenging behaviour for example a child is very dysregulated or trying to abscond around school we can use an SOS bag.

These include different items that will help regulate the child such as colouring boards sensory pieces and relationship building games. Rather than chasing a pupil or following them, we set up a base nearby or within their gaze. We engage with the contents of the bag occasionally smiling and waving them over. Most of the time, pupils will come and join us as they can sense this is a safe interaction and that what we have will soothe their dysregulation.

Personalised Approaches to Learning

To ensure that the behavioural needs of all pupils are met, all pupils have:

- an Individual Pupil Risk Assessment (IPRA) – to define specific risks potentially posed by pupils' behaviour and identify how those risks can be mitigated
- a Personal Behaviour Plan / Support Plan (IBP) – that clearly sets out targets for behaviour improvement and individualised approaches and strategies to dealing with behaviour incidents, including physical intervention.

At Blackgates Primary all teaching and non-teaching staff at the Academy have responsibility for the care of pupils who are struggling to access learning. We recognise however, that at certain stages in a child or young person's school life they may struggle to access the typical provision offered by Blackgates Primary Academy because of their Social, Emotional and Mental Health needs. Even when the curriculum is reasonably adapted in line with best teaching and learning practice and the young person is appropriately supported within our usual systems, there are occasions when they will still struggle to access full time education.

In these instances, the Principal may consider that a personalised timetable is an appropriate means of supporting the young person up until the point when they are better able to access full time education. The aim of a personalised timetable will always be to support the young person so that they can return to full time education as soon as possible. The duration will, however, depend on the needs of the individual.

Support systems for parents

- In addition to involving our parents at all stages in their child's education and in particular gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below:
- Contact with class teacher / phase leader
- Family support
- Signposting through school to parenting support programmes and other voluntary parenting skills courses.
- Regular pupil progress reviews

If a pupil or parent feels that the measures in the behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure.

This is available on the Academy website or from the Academy office.

Support systems for pupils in addition to regular teaching and learning about positive behaviour and regular attendance underpinned by a nurture approach, the school provides the following support to pupils:

- Use of Early Help process.
- Liaison with parents/carers, previous schools, outside agencies and services.
- Regular pastoral reviews to identify pupils most at risk, included as part of any regular academic progress reviews.
- The delivery of an exciting and innovative curriculum underpinned by nurture

approaches.

- Regular contact with parents to inform them of progress being made by their child and regarding the celebration of achievement and behavioural achievements.
- Contact with parents on the first day of any unexplained absence and discussion between the pupil and staff responsible for their registration.
- Contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation.
- Referrals for specialist advice from agencies linked to the school via the Leodis Support Services.
- Access to therapeutic intervention.
- Educational Psychologist support
- Access to regular, professional counselling service

Restrictive Interventions

All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the Head of School has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on an Academy organised visit, where necessary and appropriate. Please refer to the DfE guidance '[Restrictive Interventions](#)'.

There are circumstances when it is appropriate for staff to have physical contact with pupils which does not constitute the use of reasonable force or other restrictive interventions. Examples include:

- Giving first aid.
- Guiding or escorting pupils, such as holding the hand of a pupil when walking around the academy or on a school trip.
- Comforting a distressed pupil.
- Congratulating or praising a pupil, for example a pat on the back or a handshake.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which stops a student or limits their movement, and this may or may not include direct physical contact. This can include holding a pupil's body. This will be avoided where at all possible.

Staff will only use seclusion – a non-disciplinary intervention to keep a pupil confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a pupil is experiencing high level of emotional or behavioural dysregulation. Staff will seek to ensure that the place of seclusion is not threatening or intimidating. The pupil must be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion. Seclusion includes:

- Physically obstructing the pupil's way of leaving the place,
- Securing the place so that the pupil cannot leave it, or
- Causing the pupil to believe that they will be punished if they leave the place

Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:

- Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff
- Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the pupil including any relevant protected characteristics under the Equality Act 2010.
- The pupil's welfare – including that pupil's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the pupil is feeling.

Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases

Consideration will also always be given to the rights of the pupil concerned, including under the Equality Act 2010 and the Human Rights Act 1998. The academy recognises that some pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. The academy will seek to understand the underlying triggers of challenging behaviour to provide proactive support, create an inclusive environment, and utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the academy's SEND policy that sets out the provision for SEND pupils and the academy's approach generally, but in the context of restrictive interventions this might include:

- Pupil behaviour plan and/or support plan and/or pupil passports
- Individual Pupil Risk assessments (IPRA/BIPRA).
- Specific adjustments for that pupil that are known to reduce the need for restrictive interventions.
- Distracting techniques.

The academy will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual pupils.

Whole-school measures include:

- Consideration of how the academy and classroom environment can support all pupils to achieve and thrive.
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds.
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.
- Development of working staff-pupil relationships and trust.
- Recording and analysing data on the use of restrictive interventions to inform improvement planning.

Individual approaches could include:

- Working closely with parents to support individual pupils
- Implementing strategies to support individual pupils based on their identified needs, including the development of [behaviour plans and/or pastoral support plan and/or pupil passports. Where a pupil has a disability, the academy has a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the academy offers
- Giving pupils time, space and strategies to calm down before their behaviour escalates.

Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. The following information must be recorded in the academy's safeguarding system (cpoms):

- Names of pupils and staff directly involved.
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
- Time, date, location and approximate duration of the intervention.
- A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
- A brief account of why the use of force was assessed as necessary in that instance.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.
- The pupil's account of what happened, as well as any witness accounts

A report will also be made to parents where there is a significant use of force, apart from where:

- It appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

A report of the incident made to parents will include the following details as a minimum:

- Time, date, location and approximate duration of the intervention.
- Brief account of why the intervention was assessed as necessary in that instance.
- Brief account of what type of force was applied, and the degree of force.
- Details of any physical injuries sustained, if applicable.

Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the school's safeguarding system. Incidents must be recorded as soon as possible and no later than the same day, in writing. The information recorded must include:

- Names of pupil and staff directly involved.
- Time, date, location and approximate duration of the intervention.
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
- A brief account of why the intervention was assessed as necessary in that instance.
- Details of any physical injuries sustained, if applicable.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

Apart from in the circumstances as set out in earlier, a report must be made to parents where a pupil is subject to seclusion, restraint or immobilisation, even if that is included within a pupil's behaviour plans and/or pastoral support plan and/or individual provision maps pupil passports. Staff will endeavour to do this the same day, but this may also involve a subsequent follow up discussion with parents to include any de-escalation strategies and what can be done differently in future

Where an incident resulted in both a significant use of force as well as seclusion/restraint, only the procedure set out at 11.10-11.12 will be used, with parents not needing to be informed twice.

Where appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the academy's procedures and reported as appropriate to the Health and Safety Executive.

Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. The academy will carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible, in accordance with the academy's duties under the Health and Safety at Work etc. Act 1974.

The Trust will ensure that the data around the use of force and restrictive interventions is considered by school leaders to ensure there is not a disproportionate use of force in the academy, to identify learning and patterns. and to make improvements to policies and practices.

Records of restrictive interventions are recorded on the academy's safeguarding system (CPOMS). In addition to forming part of the individual pupil's safeguarding and educational record, data from CPOMS will be collated and anonymised at school level to support monitoring, analysis and governance oversight.

Anonymised information relating to the use of restrictive interventions will be reported to the Local Committee and Trust Board on a regular basis to enable oversight of compliance, identification of patterns or disproportionality, and evaluation of the effectiveness of behaviour and support strategies.

Exclusions and suspensions

There are 2 types of exclusion:

- suspension (sometimes referred to as fixed-term or fixed-period exclusion)
- permanent exclusion (sometimes called expulsion)

Internal suspension

Where the suspension of the child is either deemed to be a safeguarding risk or it is felt the suspension will not be seen as a sanction but rather a positive event the child will be internally suspended. Internal suspension will usually be held within Blackgates Academy but if the suspension is warranted serious enough it will be held within the trust or another school within the Leodis Trust. A member of Blackgates staff would go to school and accompany the pupil all day. Blackgates staff will transport the child unless the family are able to transport. Examples of internal suspensions held at a Trust Academy would be setting the fire alarm off, physical aggression or injury to a member of staff where a fixed term suspension is felt not to be appropriate.

Fixed term suspension

The Academy may use these in response to a serious incident, or persistent misbehaviour and disturbing the learning of others continues. All incidents are investigated fully, and children are given the opportunity to make a verbal statement. The Principal will consider all suspensions in line with current regulations. Where suspensions are issued, telephone and/or letter will inform parents about the nature of the incidents. Children will be issued with work for the period of their suspension, and a re-integration meeting/interview will be held prior to readmission wherever possible.

Parent/ carers are expected to attend the reintegration meeting. During days 1-5 of a suspension, parents are legally responsible for their child's whereabouts, with the possibility of a penalty notice if the child is found in a public place without reasonable justification.

Permanent exclusion

In rare and exceptional circumstances, the Principal reserves the right to permanently exclude a pupil in line with current guidance. The Academy's process of excluding a pupil is fair and equitable to pupils from all groups/ backgrounds. Our procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils, irrespective of their gender, ability or disability, ethnicity, or their religious persuasion.

More details around exclusions and suspensions can be found in the Leodis Academies Trust Policy on Exclusions.

Alternative Provision off site

There are times when a child's behaviour is extreme, and they cannot access the mainstream education despite all the support the school can offer. After meetings, interventions, outside agency support, discussions with parents and IPRA's being in place, it may be deemed necessary for the child to attend an outside provision, such as Reach Primary Provision. Blackgates would still have the child on roll, but they would be educated at these provisions. It would be necessary for the school to ensure there were safeguarding measures in place and that the provision was suitable for the child. This provision would be a temporary arrangement, always with the aim of reintegration back to Blackgates provision.

The Equality Act 2010 and Infringements

This relates to Disability, Age, Gender, Gender Re-assignment, Pregnancy and Maternity, Race, Religion or Belief and Sexual Orientation.

Where transgressions occur, these will be addressed in accordance with the law and with regard for council and police procedures.

Parental Conduct

Parents are expected to work as a partnership with school.

Working together as a team is vital. If parents and school do not work together pupils suffer and behavioural challenges are rarely, if ever resolved.

- Parents will be informed of behaviour incidents which are considered significant.
- If there are several behaviour incidents, or a severe incident (such as harming staff and pupils or disrupting lessons) parents will be asked to come for a meeting to discuss a strategy for moving forward.
- Parents are expected not to criticize the school or members of staff in front of their children, just as staff are expected not to criticize parents in front of their children.

Parents are expected to be a role model for positive behaviour, as are staff.

- We expect that parents behave respectfully towards all staff and pupils whenever on the school site, supporting this policy and procedures.
- Encouraging their child to be always positive members of the school community, both whilst at school and within the community.
- Discussing with school any concerns that their child may be experiencing or involved with in some other way to the member of staff most appropriate – in most cases this will be the class teacher.
- Rather than display your concerns on social media we expect parents to discuss them with staff.
- At no point would we accept staff names or the name of the Academy to be displayed in a negative way.
- We expect parents to support any sanctions which are felt appropriate.
- Aggressive behaviour from parents will not be tolerated and will result in a letter being sent to the parent concerned and in extreme cases the parents may be banned from the site.

Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for head teachers, staff and governing bodies.' In addition to the practice identified in the DfE guidance, we also ban the following items and as a result are able to search children for them:

- Any item brought into the academy with the intention of the item being sold or passed on to other child which will cause disruption to the Academy or be detrimental to Academy practice.

Academy staff can confiscate any item found as a result of a search which they consider harmful or detrimental to school discipline. Staff will hand the confiscated item to the relevant member of the Senior Leadership Team as soon as possible and parents will be contacted and asked to collect the item, where appropriate.

Mobile Phones

If parents feel it is necessary for their child to have a mobile phone the phone must be switched off when brought onto the school premises. It must be handed in straight away to the school office or teacher and will be locked away until the end of the day. It must not be switched on until the pupil has left the school site. If this is not adhered to the pupil may lose the privilege to bring the phone onto site.

Non-criminal behaviour outside of school

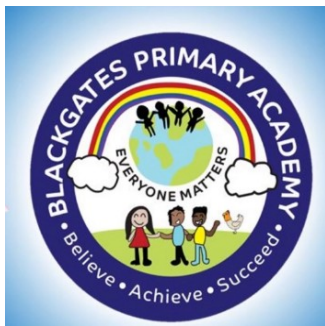
Where non-criminal unacceptable behaviour and/or bullying has occurred off the school premises but has been witnessed or reported to a staff member, the matter will be referred to the Principal who will contact parents to discuss a suitable course of action. Where the matter has involved other school pupils or staff members, the Principal may undertake an investigation to establish the facts and, where necessary e.g. to safeguard a pupil or staff member from further repercussions, may agree a suitable course of action to safeguard all affected.

Monitoring and Review

This policy will be reviewed by the Principal and on Local Committee either on an annual basis or sooner, if necessary, who will make any necessary changes and communicate this to all members of staff.

As part of its monitoring role, the Local Committee will receive anonymised summary information relating to the use of restrictive interventions, drawn from CPOMS records, to support its responsibilities for safeguarding oversight, policy compliance and continuous improvement.

Appendix 1



At Blackgates Primary Academy:



Believe
Achieve
Succeed



Reflect Restore Repair

1 **WHAT HAPPENED?**
Paraphrase and reflect back, avoid focusing on behaviour

2 **EXPLAIN WHY YOU DID WHAT YOU DID**
Remind the person about safety, both emotional and physical, and how that is your reason for support

3 **HOW DID THAT MAKE YOU FEEL?**
"When that happened how did it make you feel?"
Paraphrase again, link to the feelings and emotions

4 **WHAT CAN WE DO THE NEXT TIME WE FEEL THAT WAY?**
"The next time you feel that way, can we..."
Give the person an achievable strategy to support the expression of the feeling

Appendix 2



EYFS Robins Classroom Expectations



- We follow instructions from all staff.
- We look after equipment, getting out and putting it away carefully.
- We have school equipment only.
- We keep everyone safe.
- When the bell rings, we stop, listen, and wriggle our fingers.
- We play kindly with each other.
- We share toys and games.



Doves Expectations



- We sit quietly in our chairs unless we are in areas of provision.
- We use school equipment only.
- We always walk in the classroom and corridor.
- We sit safely on our chairs.
- We have indoor voices.
- When our teacher speaks everyone else listens.
- We put hands up to speak unless it is kind calling out.
- We help each other learn.
- We try to go to the toilet when it is break time.
- We drink water during the day.



Penguins Expectations



- We sit quietly in our chairs unless we are asked to move.
- We use school equipment only.
- We always walk in the classroom and corridor.
- We sit safely on our chairs.
- We have indoor voices.
- When our teacher speaks everyone else listens.
- We put hands up to speak unless it is kind calling out.
- We help each other learn.
- We try to go to the toilet when it is break time, but if we need to go at other times we ask politely.
- We drink water during the day.



Key Stage 2 Expectations



- We sit quietly in our chairs unless we are asked to move.
- We are silent unless we are asked to work together.
- We have school equipment only.
- We always walk in the classroom and corridor.
- We sit safely on our chairs.
- We have indoor voices.
- When our teacher speaks everyone else listens.
- We put hands up to speak unless it is kind calling out.
- We help each other learn.



Playground Expectations



- We follow instructions.
- We play on the playground unless given permission to go on the grass.
- We have school equipment only which we use safely.
- We play safely with no fighting.
- We look after our equipment.
- We get it out and put it away carefully.
- We use kind hands, kind feet and kind words.
- When the whistle or bell ring we stop and listen.
- When they ring or whistle for the second time we walk into a line.
- When we line up, we walk into a line, face the front, and listen.



Dining Hall Expectations



- We follow instructions.
- We walk to the dining hall.
- We line up silently for our school dinners.
- If we have packed lunches, we walk to the tables and sit down safely.
- We use our manners saying please and thank you.
- We eat politely.
- If we drop items, we pick them up.
- We use kind hands, kind feet and kind words.
- When the whistle or bell ring we stop and listen wiggling fingers if asked.
- If it is loud, we are asked to lower our voices, if there is no improvement we eat silently.
- When we line up, we walk into a line facing the front without speaking.

Regulation Station

Getting a child, who is showing dysregulation or is in crisis, out of their environment/ classroom is important at times for the safety of both the individual and other students. Going to the Regulation Station is not considered a punishment, it is a space to work on self-regulation/ co-regulation and for students to feel better, recharge and reflect so they can be ready to learn.

We need to make sure the Regulation Station is used correctly. When not used correctly or for its intended purpose of regulation, some students will start demanding breaks out of class all day because it is fun to be out of class. Students will have a certain number of times they can access the room per day if they have low level dysregulation spread out across the day. If the child is in high level crisis, they will not be stopped from going into the regulation station if this is going to help regulate them.

The Regulation Station is not a reward or something that must be earned. Whilst it is usually a positive experience, students who are out of control or have a low window of tolerance are not going to be able to earn the time in this room which is usually what is needed to help regulate them throughout the day. It needs to be recognised by staff when students are becoming dysregulated, need a break or to recharge.

Staff should be aware of the intended purpose of the room. We are using different areas to get pupils from either hypo-arousal or hyper-arousal back into the window of tolerance. By showing the children that we can shift our sense of states by co-regulation, this will then help them with self-regulation and widen their window of tolerance. We are helping the child shift from their lower part of their brain (amygdala/ reptilian- fight, flight, freeze) to the prefrontal cortex (rational decision, reasoning regulated). Crunchy snacks may be offered as a supportive strategy to help calm pupils body and refocus attention.

Teachers and staff need a break too! However, this space is not for students to be taken and left. It is a supervised space with either TA/ teacher or Miss Cooper who will be helping the children with co-regulation and self-regulation.

This room is not used as a punishment room for breaktimes. If it is used during breaktimes it will be for the purpose of restorative practice or restoring relationships.

This room is not an alternative play spaces for students who prefer not to play outside.

This space is not an alternative curriculum or an alternative to formal education.

Appendix 4

The Language of Choice – 3 steps to success.

Step 1 – Statement of reality (tell them what you see)

“Sammy, you’re climbing over the fence.”

Never ask a child why they are doing what they are doing – they just need to STOP doing it. Using a statement of reality, many children will quickly do something to change the behaviour without further prompting. Remember, you need to give them TAKE UP TIME to do this rather than stand over them which again can be confrontational. They may also be seeking attention so giving them space shows they will not receive excess attention for negative behaviours. Remember to praise them if they change their behaviour.

Step 2 – Describe the behaviour you want to see

“Sammy you need to collect the ball by using the gate – thank you.”

Rather than starting or ending your statement with PLEASE, use a THANK YOU instead. A thank you carries more of an EXPECTATION that they will do as you have asked them to. Remember; use these scripts with a calm voice and a smile as you are more likely to get positive results.

Step 3 – Statement of Choice

If they still do not do as you have requested, you need to use the language of choice. This gives the children the responsibility for the consequences that you will carry out (and you MUST deliver consequences, or the child will learn that you do not follow threats through).

“Sammy, if you choose to climb over the fence then you are putting yourself at risk of harm and I will need to keep you safe. It’s your choice.”

You should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse. Most importantly, if after using the language of choice the child chooses to do the right thing, then you MUST praise them for making the right choice. This means that the child learns that it’s good to do the right thing and that you are pleased that they have made a good choice. Ignore any secondary behaviours (stomping around or grumbling as they do the right thing) the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then you MUST follow through with your consequences – seeking help if necessary.

How to create supportive relationships

Teach the child not the curriculum
 Believe in them
 Know their names
 Know something about them
 Show you're interested in them as people not just as students
 Smile frequently
 Be warm
 Unconditional positive regard
 Respect & support interests
 Do show and tell with adults and children
 Be real for your learners
 Be interested in them as people
 Consistently kind
 Say good morning
 Take a genuine interest in them
 Let them know a little about you
 Engage with them during break time
 Greet students as they arrive at the gate and classroom door
 End the day on a good note (no grudges)
 Care about them
 Have lunch with them
 Kick a football around the playground with them
 Skip with them
 Seek to understand rather than to blame
 Listen with the intent to understand rather than the intent to reply (S Covey)
 Aim to learn something new about them each day

Each day is a new day
 Earn respect rather than expect it
 Be authentic
 Don't take yourself seriously
 Care about their welfare
 Share your favourite film or band
 Make time or you'll make excuses
 Brag about them outrageously to others
 Every child needs a champion
Never use sarcasm
 There is always more than one perspective
 Intention and attention is key
 Tone of voice is important
 Tell them your first name
 Talk about your own kids
 Share a pen or pencil
 Say goodbye at the end of the day
 Always preserve rewards
 Show interest in their interests
 Have a sense of humour
 Mutual respect
 Open communication
 Be approachable
 Be reflective
 Smile from your heart
 Pinch the occasional crisp (not the whole bag!)
 Catch them at their best
 Positive phone calls home
 Have high expectations
 Show empathy (not sympathy)
 Look out for their sports teams' results
 Actively listen and then listen some more

Don't take yourself too seriously
 Create a safe environment
 Develop and cultivate compassion
 Say the "hard things"
 The small things are the big stuff
 Ask questions
 Set boundaries
 Step in without being asked
 Know when to dial it back
 Give consistently, receive occasionally
 You create the weather in your classroom
 Mutual Respect
 Welcome diversity
 Be supportive
 Initiate conversations
 Honesty is key
 Follow through and do what you say you'll do
 Compliment
 Say thanks
 Laugh
 Be present
 Be their biggest cheerleader
 Let go of the past
 Check in regularly
 Be willing to learn from each other
 Show you are bothered about them
 Remember important dates
 Don't judge
 Separate the behaviour from the person
 Treat them fairly
 Laugh with them
 Remember their birthday
 Learn to apologise