



## **Relationships and Behaviour Policy 2025/26**



## **Vision**

We are a family of schools which values and embraces diversity and uniqueness across our trust and in our communities.

We empower our children, staff, and wider communities to be ambitious and be the very best that they can be, in order to have the confidence to achieve their chosen place in society. We will achieve this through strong relationships, resilience, support, challenge, motivation and positivity.

We believe in supportive system leadership and that all schools are more effective when they work in partnership than when they stand alone. This happens in an atmosphere of respect, openness and honesty.

We aim to provide strong, ambitious and inspirational leadership in every school so that every pupil and every member of staff is encouraged to achieve more than they thought possible. Our learning evolves and adapts, moving toward our vision of aspiration.

We aim to develop a co-operative and collaborative ethos across our network so that best practice is shared in the best interests of all.

## **Introduction**

We aim to create a welcoming, caring environment where relationships are at the heart of our work. We believe that learning happens best when there are strong relationships between pupils and between our staff and pupils. To ensure this, we seek to establish a calm and supportive environment where our children feel safe, valued and listened to. We want our pupils to know how to live a healthy, safe and happy life and know how to manage their academic, personal and social lives in a positive way. We teach children to do what is good and right in the hope that if they know better, they choose better.

Throughout our Trust, we encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters mutual respect and positive relationships between pupils, and between staff and pupils, and gives our pupils a measure of independence, a high level of self-confidence and a deep sense of self-worth.

Underpinning our positive behaviour management system is our values education curriculum and PSHE curriculum. The values promoted within this curriculum seek to establish an environment where each and every child can achieve:

- a sense of belief in themselves and their ability to succeed
- their aspirational targets in reading, writing and maths
- high standards in all areas of learning and behaviour
- the skills and attitudes to adapt to the needs of a changing and diverse world
- the ability to communicate with others effectively and develop positive relationships

This policy is designed to support the way in which all members of the school can live and work together in a supportive way.

## **Aims**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Promote pupils' self-discipline, proper regard for authority and acceptance of responsibility for their own actions
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Our aims, we believe, are achieved when:
  - Clear expectations are established, understood and accepted through regular activities which define the limits of acceptable and unacceptable behaviour;
  - A pleasant school atmosphere is created which is consistent and caring and in which pupils are able to thrive
  - Pupils are taught how to make responsible behaviour choices
  - Pupils are provided with good role models
  - Pupils and parents understand the hierarchy of consequences which are a natural outcome of misbehavior and which are applied within the school in a calm and considerate manner

## **Key Principles**

### **Curriculum**

Engaging pupils with learning is key. Offering a well-planned and personalised curriculum which inspires all learners is a fundamental preventative measure. As is ensuring that the curriculum consistently supports pupils'/students' health and wellbeing. We use a wide range of strategies to increase pupil/student engagement such as collaborative learning activities, promoting oracy in lessons and enabling pupils/students to shape and lead their learning. See Appendix

### **Environment**

The environment gives clear messages to pupils/students about the extent to which they and their efforts are valued. Our school we have set expectations of our environment in order to ensure practice is consistent.

Within the environment children should be able to view the class rules and the academy values, as both will act as a reminder for the expected standards

## Values

Our values underpin our approach to behaviour. Conversations about behaviour with pupils/students and staff should always refer back to the values. We focus our communication on efforts and values shown, as opposed to achievements.

## Relationships

Positive relationships are key. Staff must be a constant presence around the academy, in-between classes, during breaks in the school day, and at lunch times in order to ensure that pupils/students are using the academy grounds respectfully and behaving appropriately. This will also support the building of positive relationships outside the classroom.

When dealing with poor behaviour, we keep relationships intact by focusing on the behaviour and not the pupil/student.

## Consistency

Consistent adult behaviours will lead to pupils/students consistently conforming to our expectations.

A truly sustainable consistent approach does not come from a toolkit of strategies, but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.

At our academy we model consistency through the enactment of our behaviour blueprint Language and response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.

Follow up: Ensuring 'certainty' at the classroom, leadership and whole school level.

Never passing problems up the line, teachers taking responsibility, and being empowered, for behaviour interventions, seeking support but never delegating.

Consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

## Motivation

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing good relationships, including with those learners who are hardest to reach. We praise the behaviours we want to see. The more we notice good behaviour/celebrate success the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils/students put into demonstrating good behaviour and developing good relationships.

Ways in which we recognise positive behaviour could include:

- Weekly certificates (Headteacher awards linked to our values)
- Phone calls home
- Sharing excellent learning with others
- Positive postcards
- Proud awards
- House team points

The overuse of stickers and rewards creates a 'reward economy' where children will only do something for something. We want to encourage children to be motivated to learn, follow instructions and follow the rules because they know that is the right thing to do.

For a minority of children, they may need more incentive and support to behave well. In these circumstances individual adjustments may be used, with a focus on earning a reward for behaving appropriately.

## **De-escalation**

De-escalation of inappropriate pupil/student behaviour by staff avoids low level behaviours escalating and becoming more serious. For the vast majority of pupils/students, a gentle reminder may be all that is needed.

For some pupils, de-escalation strategies would be recorded in their individual behaviour plan.

When pupils/students are behaving in a way that is not appropriate, staff should use a range of strategies to support so that the pupil/student can get back on track without giving attention to the negative behaviour.

Across our academy we use a range of strategies including:

- Re-direction
- Distraction
- Humour
- Non-verbal cues
- Remaining calm, consistent and fair
- Paying attention to the right behaviours

## **Language**

We understand that common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Conversations should follow a script and behaviours should be discussed as the behaviours they are and not be personal to the pupil/student. Example conversations are shown on our Behaviour Blueprint.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group. Correcting poor behaviour choices should be a private conversation to protect the dignity of the individual.

Our language should promote responsibility through developing a growth mindset approach, providing choices and understanding consequences.

## **Routines**

Across our Trust we teach the behaviours we want to see and practise these regularly with the pupils/students so they are clear about the expectations of them. Core routines at our academy include:

- How we walk around the academy – wonderful walking, lovely lines
- Movement during transition periods e.g., carpet to tables, playground to classroom, corridors etc. – • lovely lines, terrific 123 transitions
- Whole school hand signal or 3 claps for regaining class/group attention.

## **Roles and Responsibilities**

Staff- All staff must:

- Display a relational approach to all pupils
- Demonstrate unconditional care and compassion
- Deliberately and persistently catch children doing the right thing and praise them
- Know their classes well but also develop positive relationships with all children

- Use these relationships to create a safe and stimulating learning environment that inspires
- pupils'/students' interests and learning
- Create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils and students
- Be a positive role model through the academy values and creating an ethos of high expectations for all
- Follow and implement this policy consistently

## **Headteachers and the Senior Leadership Team**

The Headteacher and the Senior Leadership Team must:

- Display a relational approach to all pupils
- Demonstrate unconditional care and compassion
- Be a visible presence around the academy
- Regularly celebrate staff and pupils/students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/notes home/certificates
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing pupils/students with more complex or challenging behaviours
- Ensure that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

## **Pupils/students**

All pupils/students must:

- Demonstrate unconditional care and compassion
- Consistently follow and model the school values and enable a positive climate for learning by following the academy expectations and showing good learning behaviours.
- Make a positive impact in the school community and beyond through taking responsibility for their behaviours, actions and voice.
- Follow the Southfield Values:
  1. Respect
  2. Love
  3. Honestly
  4. Happiness
  5. Kindness
  6. Trust
  7. Integrity
  8. Tolerance
  9. Resilience
  10. Effort

## Parents, carers and guardian

All parents, carers and guardians must:

- Help their child understand appropriate behaviours, academy values and expectations
- Encourage independence and support children's progress and development enabling positive self- image and pride in their achievements
- Through positive relationships within the academy community, support a safe environment that prepares and ensures that pupils/students are ready for learning everyday
- Be respectful in their communications with all school staff

## Staged Approach to Managing Behaviour

### Outline

This section outlines the steps an adult should take to deal with poor behaviour. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils/students which, in turn, results in all pupils/students being treated fairly. Staff should always use a measured, calm approach; referring to the pupil/student by name; lowering themselves to the pupil's/student's physical level (where appropriate) making eye contact; delivering the required message; and then leaving the conversation to allow the pupil/student 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which pupils/students sometimes use as a distraction from the initial behaviour or to escalate the situation further.

### Response to behaviour

Step	Possible scenarios/behaviours	Response
Reminder	Fiddling/talking whilst someone else is speaking/swinging on chair/calling out/unkind words/improper use of equipment/disturbing learning/ refusal	De-escalation tactics e.g., move into the pupil's/student's view, use non-verbal cues, Rule reminders – use script Praise those who are doing the right thing Re-engage through re-direction Provide take up time Regulation station and movement break may be used I noticed you chose to . . . . This is a reminder that we need to . . . (refer to class rule or value) Make a better choice please Thank you

Warning	Behaviours continue	<p>Continue with de-escalation tactics and provide take up time I noticed you chose to . . . .</p> <p>If you choose to continue then you will be in reflection time</p> <p>Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you. I know you can make the right choice. Thank you.</p>
Follow up	Behaviours continue	<p>Child needs a short period of reflection time</p> <p>Morning Break missed and One Life Hot Cross Bun completed with a member of staff.</p> <p>Parents informed via the Office – parents follow with teacher should they wish to. For regular occurrences:</p> <p>Discussion with Phase Lead / Pastoral/Behaviour Support /SENCO: consider Behaviour Intervention and/or additional support.</p> <p>Begin monitoring to identify areas of concern / possible causes/ appropriate targets.</p> <p>Parents contacted by teacher to inform them that behaviour is a cause for concern and meeting arranged with Pastoral team involved.</p>
Follow up	Behaviours escalate Offensive vocabulary	<p>Child needs to learn somewhere else</p> <p>Teacher to provide learning</p>
	Repeatedly disturbing the learning for many High levels of aggression/emotion	<p>Teacher to discuss with leadership appropriate consequence – could be an Internal Exclusion I noticed you . . .</p> <p>You will now need to learn away from our classroom I will speak to you about this . . .</p> <p>For regular occurrences:</p> <p>Discussion with Phase Lead / SENCO / Headteacher as appropriate.</p> <p>Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident.</p> <p>Meeting with parents to investigate possible causes / alternative strategies i.e., parents working alongside pupil/student, reduced school day, etc.</p> <p>Consider referral to multi agencies i.e., Behaviour Support / Ed Psych, etc.</p>

Repair		Follow up using restorative questions What happened? (Neutral, dispassionate language.) What were you feeling at the time? How do you feel now? How did this make other people feel? Who has been affected? What should we do to put things right? How can we do things differently?
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p> <p>Some behaviours may result in an immediate need for follow up. At our academy, these behaviours include: Hurting someone else          Causing damage to school property          Inappropriate language          Racism/ homophobia</p>		

### Off-site misbehaviour

Sanctions may be applied where a pupil/student has misbehaved off-site when representing the academy. This means misbehaviour when the pupil/student is:

- Taking part in any academy-organised or academy-related activity (e.g. academy trips)
- Travelling to or from the academy
- Wearing the academy uniform
- In any other way identifiable as a pupil of the academy
- Sanctions may also be applied where a pupil/student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
  - Poses a threat to another pupil/student
  - Could adversely affect the reputation of the academy
  - Sanctions will only be given out on academy premises or elsewhere when the pupil/student is under the lawful control of a staff member (e.g. on an academy-organised trip).

### Online misbehaviour

The academy can issue behaviour sanctions to pupils/students for online misbehaviour when:

- It poses a threat or causes harm to another pupil/student
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy
- Sanctions will only be given out on academy premises or elsewhere when the pupil/student is under the lawful control of a staff member.

### Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or a member of the Senior Leadership Team will make the report. The academy will not interfere

with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Malicious allegations**

Where a pupil/student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil/student in accordance with this policy. Where a pupil/student makes an allegation of sexual violence or sexual harassment against another pupil/student and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil/student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil/student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and pupils/students accused of misconduct

### **Zero tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- a) Proportionate
- b) Considered
- c) Supportive
- d) Decided on a case-by-case basis

The trust/academy have procedures in place to respond to any allegations or concerns regarding a child's/young person's safety or wellbeing. These include clear processes for:

- a). Responding to a report
- b). Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care - Report to the police
  - Please refer to Trust/academy child protection and safeguarding policy for more information.

### **Repeated or persistent misbehaviour**

At our school we are aware that there are experiences in school that can trigger patterns of behaviour. These triggers may relate to learning, relationships, changes at home or at school, special educational needs or attachment difficulties.

Therefore, we record inappropriate behaviours on CPOMs, so we can:

Increase our awareness and identify patterns

Recognise potentially disruptive situations and attempt to minimise them

Target key pupils/students for the appropriate intervention

Senior leaders in the academy will regularly analyse data linked to behaviour to inform their actions across the academy.

## **Serious Incidents**

Occasionally, some pupils/students may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system in order to be dealt with more quickly by a member of SLT. If this occurs, a focused meeting involving SLT and the staff members will be arranged to discuss what happened.

However, it is important to maintain that all adults can deal with these types of behaviour. Unacceptable behaviours that may be escalated include:

- Violence (i.e., physical contact made with the intention to harm)
- Defiance that becomes dangerous
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing
- Discriminatory language or harassment (i.e., behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals. For example, due to age, disability, gender, race, religion or belief or sexual orientation)

We have the right to take measures to keep pupils/students and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils/students such as mobile phones.
- Statutory powers to discipline pupils/students who behave poorly outside of the academy.
- The Headteacher has the power to search groups of pupils/students if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty on academies to make provision to tackle all forms of bullying.
- Every serious incident will be assessed individually on a case-by-case basis and the ultimate decision and discretion regarding the consequence lies with the Headteacher.

## **Consequences**

Consequences should:

- Be linked to the behaviour and be reasonable and proportionate in response to the action
- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the activities of individuals
- Be consistently applied by all staff to help to ensure that pupils/students and staff feel supported and secure.

(See appendix staged approach to consequences)

## **Discrimination towards protected characteristics**

At our school we take any behaviour of a discriminative and offensive nature towards the 9 protected characteristics (whether intended or in 'jest') extremely seriously and is not tolerated.

The protected characteristics are:

- Age
- Disability
- Gender reassignment

- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Behaviour of this nature will be dealt with by an appropriate member of staff, this would usually be the Headteacher or Assistant Headteacher, who will fully investigate the incident.

Support will be provided for the victim immediately and restorative work between the victim and the perpetrator to take place when appropriate. The victim's voice including wishes and feelings will be captured and recorded.

The senior leader will make contact with the families of those involved and inform them of the incident and the outcome.

The incident will be recorded on the pupil's/student's file via CPOMs. If this behaviour is repeated, then a meeting with parents and Trust Leaders may be arranged to discuss the seriousness of the behaviour.

## **Inclusion**

Whilst all children identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils/students.

Pupils/students with cognitive and physiological difficulties are more likely to have an impaired emotional regulation system and sometimes this is compounded by communication, sensory and motor difficulties as well as by a wide range of environmental factors. Responses to these difficulties should be supported and planned as part of a multi professional approach within schools.

Pupils with SEND will still be expected to adhere to the Southfield Values wherever possible and be held accountable for intentional misbehavior in an appropriate way.

The following programmes are used to provide additional support when necessary:

- Thrive - The Thrive Approach is a dynamic, developmental and traumasensitive approach to meeting the emotional and social needs of children.
- Team Teach - the positive behaviour management strategies that Team Teach develops and promotes an emphasis on team building, personal safety, communication, and verbal and non-verbal techniques for dealing with challenging behaviour which reduce the need for physical intervention.
- Trauma informed - staff are trained to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.

## **Restorative practice**

A restorative approach enables the academy to resolve conflicts, improve behaviour and develop well- rounded individuals. The principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life, and that in

conflict there is an underlying damage to all parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature.

Restorative justice techniques are used to positively resolve conflict that arises in the classroom and the playground in order to uphold a positive learning climate. This should take the form of a coaching conversation. It should take place at the earliest opportunity, before the two parties are scheduled to meet again.

Staff will have a script for the restorative conversation that they feel comfortable with.

An example of a script for a restorative conversation is:

What happened and why they made the choice to behave like that?

Who was affected by their behaviour?

What could have been done differently, what would they do to avoid the same situation happening again?

What you could the other party have done differently?

Agree strategies, goals, targets for the future

## **Positive handling**

We recognise that their behaviour is a way of communicating their emotions. When dealing with a pupil/student in crisis, they may need physical intervention. Any physical intervention used by staff should be in accordance with the idea of 'reasonable force', and only be used as a last resort once all other strategies have been exhausted.

'Use of reasonable force' guidance, 2013, is non-statutory advice from the Department for Education. This guidance advises that: Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

There is no legal definition of legal force. However, there are legal justifications for the use of force.

These include if the pupil/student is:

- In danger of hurting themselves
- Endangering the safety of others
- Disrupting the good order of the classroom
- Destroying property.

The use of force can only be reasonable if the circumstances to the particular incident warrant it and the degree of force used is proportionate to the degree of challenging behaviour presented or the consequences it is intended to prevent. Whenever physical intervention/restraint is used the incident must be recorded using the incident recording log format (see appendix 2) All staff involved in the incident (including witnesses) must contribute to the record and the report must be completed as a matter of urgency (by the end of the academy day at the latest). Parents will always be informed. Incidents that require the use of physical interventions/restraints can be very upsetting to all involved and may result in injuries to pupils/students or staff. Until an incident has subsided, it is essential to reduce risk of re-escalation and to ensure the situation remains calm. Staff should avoid saying or doing anything that might inflame the situation during the recovery phase.

Pupils/students should be given time and space to calm down after an incident and when ready, reintegrated back into their timetable as soon as possible. Staff should also be offered a short break out of the classroom where possible after an incident. It is important to ensure that staff and pupils/students are given emotional support and basic first aid treatment for any injuries. Immediate action should be taken to ensure that medical help is accessed for any injuries that require it other than basic first aid. All injuries should be reported and recorded on Medical Tracker.

All staff using physical restraint as part of their daily role will be appropriately trained and will refresh this training on a regular basis. Where a pupil/student has been restrained a 'positive handling plan' will be written to support future behaviour (see appendix 3)

## **Suspensions and Exclusions**

### **Fixed term suspension**

In order for pupils/students to achieve their maximum potential in the academy, they must feel safe. If a pupil/student significantly breaches the academy's behaviour policy and if the pupil/student remaining in the academy would seriously harm the education or welfare of the pupil/student or others in the academy, the Headteacher may take the decision to suspend for a fixed period.

If this decision is taken, work will be set for the pupil/student to complete at home. Following a fixed term suspension, the pupil/student and parents meet the Headteacher to discuss the pupil/student's reintegration to school and the best way forward to support the pupil/student. Each day is a new day and where a pupil/student has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

### **Managed Moves**

Students who continue to experience behavioural issues may be offered a managed move. This will involve the student moving to another school/academy. This policy may be used as an alternative for a student who is at risk of permanent exclusion. In these cases, the student continues to be on roll at the Academy. Managed moves take place for a fixed period of time, at the end of which there is a review and the student may be taken on roll at the new school.

A managed move is carefully considered prior to working in partnership with other local schools. If a student's behaviour is deemed dangerous or consistently unacceptable then a managed move will be skipped/ not put in place. If behaviour continues to escalate then a BOSS referral and/or Inclusion panel will be made to the local authority. If a managed move is unsuccessful a student will return to the academy or, if the move was used to avoid a permanent exclusion and concerns persist in regard to the student impacting on the health, safety and well-being of our community, permanent exclusion may be invoked.

### **Permanent Exclusion**

Permanent exclusion should be seen as the very last resort and, as such, we would take all reasonable steps to avoid this type of exclusion. All policies and procedures are in place to support inclusion of all pupils/students. Permanent exclusion should only occur when a risk assessment indicates that to allow the pupil/student to remain in the academy would be seriously detrimental to the education or welfare of the pupil/student concerned, or to other pupils/students at the academy. Prohibited and banned items:

Please refer to the DfE guidance: Searching, screening and confiscation: Advice for schools (2022) accessed via:

[https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

According to the DfE, prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers
- fireworks
- pornographic images

In our school the following items are banned:

- Electronic cigarettes including vapes
- Chewing gum
- Flammable items such as spray deodorant / hair products
- Energy drinks and high sugar confectionary
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## 8. Conclusions Monitoring arrangements

The Headteacher is responsible for reporting to the Academy Committee on how the policy is being enforced and upheld, via the termly report.

The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. The policy is reviewed every 12 months.

### Appendix 1: Staged Approach to Consequences

	Types of behaviour witnessed (These are examples)	Possible Consequences	Actions can include
Stage 1	Not following instructions. Talking during listening time. Not engaged in learning. Distracting peers. Shouting out	Positive reminders. Gestures. Quiet verbal warning used twice in a lesson. Movement break Regulation station	No further action if these behaviours cease.
Stage 2	Persistent low level from stage 1. Disruption in class. Rudeness to staff. Inappropriate language. Repeated refusal to join in learning. Leaving the classroom without permission,	Missed break times – Reflection Time Restorative conversations. Completing any missed learning. One Life Approach e.g Hot Cross Bun	Internally logged/ monitored, SLT made aware Office to contact home to inform of Reflection Time

Stage 3	Persistent behaviours from stage 2. Damaging learning. Persistent inappropriate language used. Aggressive behaviour Use of homophobic, transphobic, racial language	Short term removal e.g. one lesson  Reflection Time Behaviour plan Contact with parents SLT involvement Longer term removal of social or break times	Incident recorded on C-POMS Meeting with parents/carers, teachers and Pastoral Team or SLT – Teacher contact parents and arrange Involvement of external agencies and pastoral staff  Risk assessment  Involvement of external agencies and pastoral staff
Stage 4	Persistent, severe disruption to peers' learning. Physical Assault against a pupil or adult. Bullying. Verbal abuse or threatening behaviour against an adult or pupil. Deliberate, severe damage to property. Use or threat or use of an offensive weapon or prohibited item. Racist abuse. Abuse related to disability. Abuse against sexual orientation or gender assignment.	Internal exclusion Fixed Term suspension. Exclusion Managed moves	Recorded on C-Poms Meeting with parents/carers, teachers and Headteacher Notifying Local Authority Involvement of CEO/ Local Governing Body.

## Appendix 2: Record of incident Requiring Positive Handling

NAME OF SCHOOL

RECORD OF INCIDENT REQUIRING POSITIVE HANDLING

Name of Pupil:	DOB:		Date:
Time of incident: Start:	Finish:	Duration of hold:	
Person recording incident:	Incident Book No and Page:		
Location of incident:			

De-escalation techniques used (number in order used):					
Verbal advice:		Verbal Support:		Distraction:	
Transfer to new adult:		Time out directed:	Alternative offered:	Step away:	Limited choices:
Calm Taking:		Space given:		Direction given:	Success reminder:
Humour:		Reassurance:		Planned ignoring:	Consequence reminder:
Help Script:		Supportive touch:		Simple listening:	Removing audience:
Apologising:		Agreeing:		Acknowledgement:	Other:
Response to de-escalation: Positive: ↑      Negative: ↑					



2) What happened during the incident (try to include all details):

3) What happened after physical intervention:

Action taken after the incident:

Outline of debrief: Staff debriefed: Y / N

Outline of debrief: Pupil debriefed: Y / N

Hear

Explain

Link

Plan

Time: Date:

Pupil's signature Staff Signature:

Action Taken / Outcomes:

PLP Updated: ↑ Risk Assessment Updated: ↑ PHP Updated: ↑

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Notifications	Phone:	Report Book:	Letter:		Phone:	Report Book:	Letter:
Parent/Carer:				Police:			
Social Worker:				Child Protection:			

### Appendix 3 Positive Handling Plan

Child's Name:	Date of plan:
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What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
What does this look like?	What does this look like?	What does this look like?
What can I do to help myself?	What can I do to help myself?	What can I do to help myself?
What can staff do to help me?	What can staff do to help me?	What can staff do to help me?
Stage 4 Recovery Behaviours	Stage 5 Depression Behaviours	Stage 6 Follow up
What does this look like?	What does this look like?	What does this look like?
What can I do to help myself?	What can I do to help myself?	What can I do to help myself?
What can staff do to help me?	What can staff do to help me?	What can staff do to help me?

What are the common triggers?


De-escalation Skills:

	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Choices			
Humour			
Consequences			
Planned ignoring			
Take up time			
Time-out			
Supportive touch			
Transfer adult			
Success reminded			
Simple listening			
Acknowledgement			
Apologising			
Agreeing			
Removing audience			
Others			

Child's interests/praise points

1. 2. 3. 4. 5.
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Any medical conditions to be taken into account before using physical interventions?

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Preferred method of physical intervention?

	Try	Avoid	Notes
Friendly escort			
Single elbow			
Figure of four			
Double elbow			
Single elbow in seats			
T wrap			
T wrap to seats			
Seats to T wrap			
T wrap to ground			
Cradle			

How should we record incidents and who should we inform?

Plan signed and agreed by:

Headteacher:

Name:

Child:

Name:

Parents/Carers

Name:

Class Teacher:

Name:

Social services (if applicable)

Name:

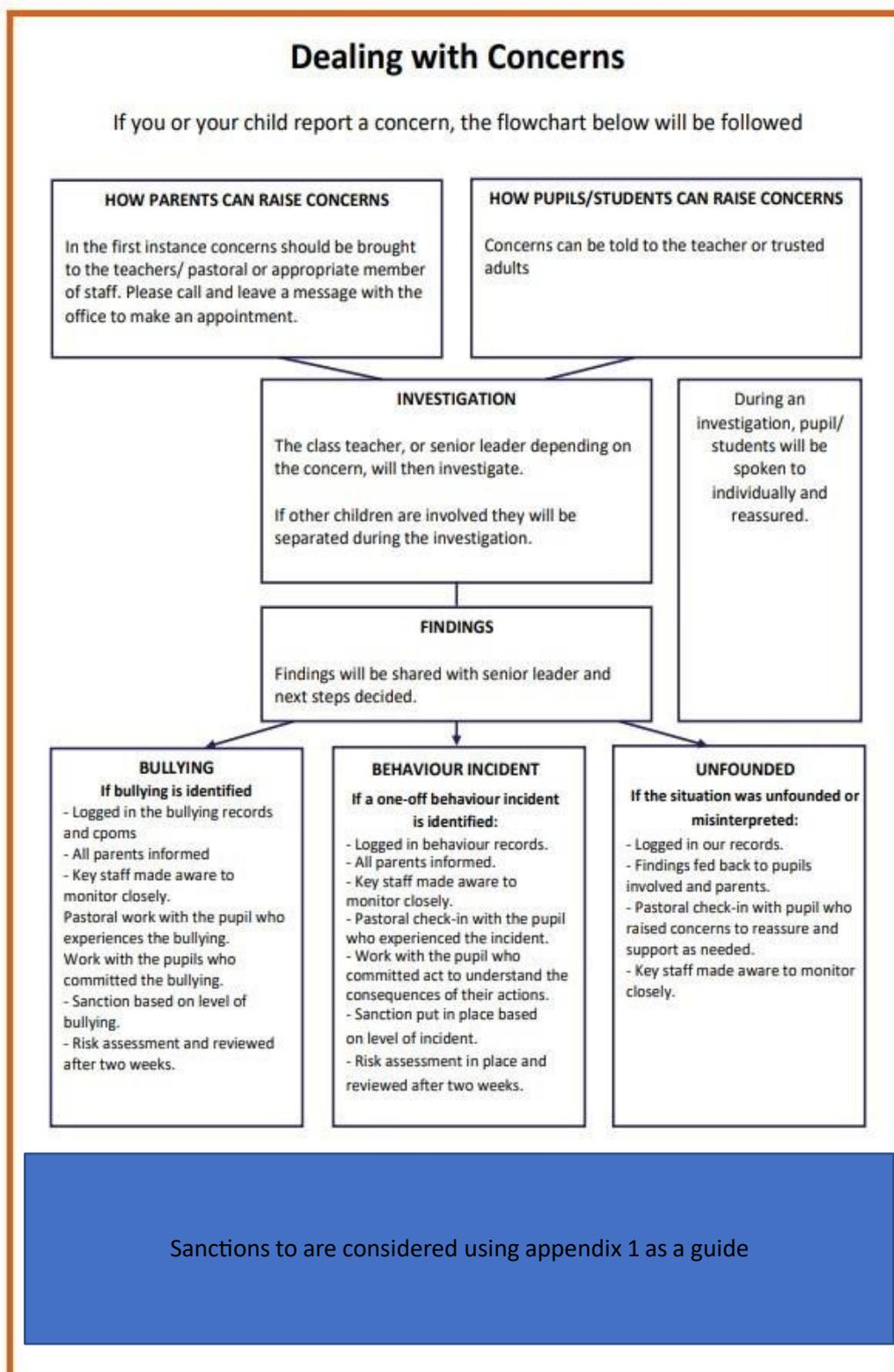
SEN LSA:

Name:

Educational  
Psychologist

Name:

## Appendix 4: Dealing with Concerns



## Appendix 5 Individual Behaviour Plan

Pupil Name	Class	Year	Key Stage	Class Teacher / Form Tutor	Responsible SLT / Year Manager

Plan start date	Next review date	Medical conditions / SEND / Additional needs

Challenging Behaviour - What does it look like? How often does it happen? How long does it last?	Targets - What are we working towards? What support is needed?

Triggers / Warning signs / Reasons for challenging behaviour	Strategies for maintaining positive behaviour

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Reactive strategies	Support after the incident

Skills / Talents / Achievements	Likes / Dislikes

De-escalation strategies:

	Try	Avoid	Notes
Verbal advice and support			
Giving space			

Reassurance			
Help scripts			
Negotiation			
Choices			
Humour			
Consequences			
Planned ignoring			
Take up time			
Time-out			
Supportive touch			
Transfer adult			
Success reminded			
Simple listening			
Acknowledgement			

Apologising			
Agreeing			
Removing audience			
Others			

Parent Name	Parent signature of agreement	Date of signature

Pupil Name	Pupil signature of agreement (if appropriate)	Date of signature

Lead Staff Name	Lead Staff Signature of agreement	Date of signature

### Appendix 6 Risk Assessment for Challenging Behaviours

Pupil Name	Class	Year	Key Stage	Class Teacher / Form Tutor	Responsible SLT / Year Manager

Risk assessment start date	Next review date	Medical conditions / SEND / Additional needs

Hazards or risk of harm to others	Presenting risk? Y / N	Control / risk reduction measures and additional comments	Risk Level H/M/L
Bites / spits			
Grapples or wrestles			
Inappropriate / sexualised touching			
Sexualised language			
Other Harmful Sexual Behaviour (Provide detail)			
Head butts			
Kicks / stamps			

Thrashes on floor			
Self harm / self injurious behaviour			
Shouts / screams			
Slams door / objects			
Slaps . pinches / punches / scratches / pushes / pulls hair			
Throws items / uses weapons			
Unpredictable behaviour			
Verbal abuse / threats			

Causes damage			
Disrupts learning or play			
Causes graffiti			
Absconds			
Inappropriate attachment to others (provide detail)			
Targets other pupils / staff			
Needs bespoke arrangements for trips			
Known Triggers	Y / N	Comments	Risk Level H/M/L
Group activities			
Rules / instructions			
Changes in routine			
Being challenged regarding conduct			

Existing control measures	Y / N	Comments	Level of success H/M/L
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Alternative curriculum / provision

Familiarisation with new places

Changes made to physical environment

Transport arrangements

Removal of potential 'weapons / missiles'

Specialist equipment (e.g. radios / panic alarms)

SEND / sensory learning equipment

Behaviour contract / agreement

Fixed term suspension

Positive Handling Plan

Individual behaviour plan

Timetable adjustment

Details of multi agency support (e.g. BOSS / CAMHS / WMIM)

Assessed by

Signature

Date

Date for review

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## Appendix 7 The Behaviour Curriculum

Our pupils will be taught and know the following expectations and routines:

Respectful-manners	Ready to Learn	Presentation in Books	Dining Room	Moving around school
<p>Know that you should always say 'please' when you are asking for something.</p> <p>Know that you should always say 'thank you' when you receive something or someone does something nice for you.</p> <p>Know that you should let any waiting adults through a doorway before walking through yourself.</p> <p>Know that you should say 'Good morning/afternoon' to adults if spoken to. Know that it is polite to give eye contact to the person you are talking to.</p> <p>Know that it is important to show gratitude to others by thanking people for what they have done for you</p> <p>Know that if you respect someone, you have a good opinion of their character or</p>	<p>Know how to follow the 1,2,3 silent moving strategy:</p> <p>'1' stand up</p> <p>'2' move to the carpet/ line</p> <p>'3' sit down with no noise.</p> <p>Know that we have good sitting posture:</p> <p>Ensure 6 feet on the floor</p> <p>Tummy Near Table (TNT)</p> <p>Bottoms in the Back of their Chair (BBC) Know that we keep our workspaces /resources tidy (before/during/after work)</p> <p>Know to be punctual</p> <p>Know how to be ready for the lesson e.g., had a drink, toilet break etc.</p> <p>Know that we place chair under the table when leaving seat</p> <p>Know that we walk in a quiet, calm manner around the classroom</p> <p>Know that we treat equipment appropriately and with respect</p>	<p>We know how to set out our work in our books:</p> <p>Date – left hand side in words (except for day number); 6 digit format used in Maths books</p> <p>Date underlined with ruler and sharpened pencil</p> <p>Learning objective – written underneath date and underlined</p> <p>Error correction –use of crosses round errors or one line to cross out.</p> <p>Corrections following adult feedback to be made in green pen.</p> <p>Improvements to work/ self -editing to be done in purple pen</p> <p>Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil</p> <p>Maths books – one digit one square</p> <p>question number followed</p>	<p>Know that we wash hands before eating</p> <p>Know that we use a quiet voice and talk to the children opposite or adjacent to them only</p> <p>Know that when eating, we stay in our seats facing our food</p> <p>Know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1)</p> <p>Know that we say please and thank you</p> <p>Know that we put our hand up for adult attention</p> <p>Know that we walk in the dining room</p> <p>Know that if we have eaten a school dinner, we collect own rubbish and put in bin</p> <p>Know that if we have eaten a packed lunch, we take wrappers home. Know that we clear away</p>	<p>Know that we walk around school in silence</p> <p>Know that we walk in a straight line</p> <p>Know that we line up in our agreed line order</p> <p>Know that we are polite and courteous to adults / other children with a greeting</p> <p>Know that we open doors for others</p> <p>Know that we pick up litter, coats and resources if on the floor or untidy</p> <p>Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom)</p> <p>Know that we follow corridor rules (if school has specific rules e.g. walking on a specific side of the corridor)</p>
ideas.				Communal Areas

Know that being responsible means being able to be trusted to do the right things that are expected		by dot or closed bracket and then one square Writing -work on left hand side so right side can be used for marking and teacher modelling or further questions	our table space, cutlery, plate, cup and leave tidy. Know that we ask an adult to leave the dining room	Know that we are respectful of the learning environment Know to take care of displays when lining up Know to place all litter in a dustbin, do not walk past Know to walk around school in a quiet, sensible manner Know that we pick up coats and place back on pegs
<b>Attendance &amp; Punctuality</b>	<b>Assembly</b>		<b>Playtime Behaviour</b>	
Know that you must try to attend school every day. Know that you must try to arrive at school on time every day. Know that attending school on time every day is important so that	Know that we enter/exit in silence and we walk into/out of the hall Ensure uniform is worn correctly (tuck shirt in etc.) on entry and exit Know the sitting space and in which order Know the expectations for sitting	We take pride in all books through the absence of graffiti, large ticks in selfmarking, folded edges of pages etc	Know that you must walk from your classroom to the playground using Fantastic Walking. Know that you must play safely without hurting anyone. Know that we do not 'play fight' because we may hurt someone by accident. Know that you must be kind, by including people in your games and sharing equipment. Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. Know that, when called, you must line up in your lining up order quickly	
<b>Uniform</b>	Know that we sit crosslegged with a straight back and hands still Know that we face the assembly leader and face forwards with eyes on the speaker Know that we use silent hands-up to contribute Know that we use manners when speaking Know that we participate	<b>Lining Up</b>		<b>Behaviour Outside of School</b>
Know that we wear full uniform and it is worn correctly - shirts tucked in etc. Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately Know that we can wear a watch and no other jewellery Know to bring correct PE kit as appropriate		Know that we place our arms by our side Know that we face forward Know that we stand with straight backs / good posture Know that we line up in silence Know that we walk in single file		Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully. Know that we should be considerate of other people arriving and leaving school. Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a

				<p>quiet voice not shouting. We know how to stay safe online and use technology sensibly and safely. We know who to go to for help and support</p>
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