Sudbourne Primary School
Behaviour and Relationships Policy

Date Reviewed and Approved	11th September 2023	**Next Review Date**	Autumn 2024
Signature of Chair of Governors	Name: Ms. Hannah Sheehan		
Signature of Headteacher	Name: Mr. James Broad		

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Appendices

1. Mission Statement

To inspire and empower our children to flourish through a
nurturing, inclusive and fulfilling education.

Our School Values

Kindness
Perseverance
Integrity
Achievement
Celebration
Aspiration

2. Policy Statement

Sudbourne is proud to be an inclusive school, welcoming children who have a wide range of needs and backgrounds. At Sudbourne we are committed to creating a nurturing environment where each child is valued, respected and celebrated.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and children.

We have high expectations for all our children at Sudbourne. We aim to provide an inclusive, safe, calm and nurturing environment where everyone is valued and knows that they will be listened to.

We stand together as a school community to actively oppose racism, prejudice and injustice.

We believe that developing positive relationships between staff, pupils and families are integral to building the self-esteem, trust and integrity necessary to promote positive behaviour.

The following policy reflects our commitment to securing the right to learn for all children, our belief in promoting a consistent learning environment and our aim to develop a personalised approach based on a child's specific academic, social, mental and emotional needs.

All members of staff are expected to follow the Sudbourne Behaviour Blueprint which details the expectations, consistencies and routines expected throughout the school. This whole school approach presents clear expectations for behaviour. It provides a guide to enable everyone to take responsibility for promoting good behaviour and demonstrating the school values.

3. Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To provide a safe, respectful, equitable and happy school ethos - where learning opportunities are maximised.

- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To help learners take control over their behaviour and be responsible for the consequences that may come from it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To promote community cohesion through improved relationships.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.

4. Our Philosophy

(See **APPENDIX 1)**

Sudbourne's approach to behaviour is underpinned and rooted in evidence based research to inform its pedagogy. Child development and Neuro-science have influenced many of the approaches we use and can be summed up in the mantra: regulate, relate, restore.

- **Regulate:** We teach children and adults that we make our best decisions when our emotions are regulated. We teach children and adults to regulate their emotions to make decisions from a peaceful mental place. We use Zones of regulation as part of PSHE curriculum to help promote emotional regulation.
- **Relate:** Our behaviour policy is entirely built on relationships.
- **Restore:** Underlying behaviour is only improved through constructive restoration.

We see this mantra best expressed around four key themes:

Behaviour as communication -
At Sudbourne we recognise behaviour as communication and seek to stay curious about the unmet need that sits beneath the surface of external behaviour.
Informed/influenced by - *Paul Dix - When Adults Change Everything Changes.*

Connection before correction –
Our school relies on maintaining strong, attached relationships and makes sure we seek connection before correction.
Informed/influenced by - *Trauma informed Schools, Polyvagal Theory (Dan Siegal)*

Consequences are for future success –
Seeing "discipline" as training of neurological pathways and therefore use of logical consequences. Rather than seeing discipline as punishment for past failure.
Informed/influenced by - *Paul Dix – When Adults Change everything changes. Trauma Informed Schools.*

Dependable Adults -
Consistent safe adult relationships build strong neurological pathways which lead to better behaviour outcomes.
Informed/influenced by - *Trauma informed Schools neurological research – Panksepp neuroscience of emotion, Dr Dan Huges – Use of PACE, Dr Stephen Porges - Polyvagal Theory.*

This philosophical approach can allow a safe environment to experience and work through big emotions and develop the skills and techniques (neuroplasticity) to constructively respond in the future.

We believe that all behaviour is a way of children communicating their emotional needs (whether conscious or unconscious). We encourage all adults to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties are regarded as vulnerable, rather than troublesome, and we have a duty to explore this vulnerability and provide appropriate support.

We believe that until we solve the reason the behaviour is happening it's going to keep happening. We seek to stay curious and open about the behaviour that is being presented and investigate possible triggers and stress factors.

At Sudbourne there is a clear emphasis on building and maintaining positive relationships. We understand that attachment is central to our well-being and affects us all. We share a consistent, common approach as each child is treated as an individual with their own particular strengths and needs.

We understand that children learn from our actions and therefore ensure that we are positive role models for them. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations and the need for keeping our school wide expectations and boundaries. When consequences are needed they are fair and a natural response to the behaviour.

Underpinning this policy is the belief that everyone can self-manage/self-regulate their own emotions and behaviour, develop reflective thinking and give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the 'real world'.

Our school is committed to the emotional mental health and well-being of all members of the school community. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that will support the social, emotional and mental health of the whole school community. We recognise that there is a strong link between emotions and learning and that understanding our emotions is a key aspect of managing behaviour.

5. [Updated] Legal framework

[Updated] This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- [Updated] DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'

- **[Updated]** DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

6. **[Updated]** Roles and responsibilities

The governing board has overall responsibility for:
- **[New]** Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Executive Headteacher and Behaviour Leader are responsible for:
- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH (Social Emotional and Mental Health)related drivers of poor behaviour.
- **[New]** Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing the standard of behaviour expected by pupils at the school. Relationships and Behaviour Policy
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils.
- Reporting to the governing board on the implementation of this policy.
- Staff induction, development and support: All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.
- Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.
- The Leadership and Management Team will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND (Special Educational Needs and Disabilities) and mental health needs.
- Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupils' wellbeing will be supported to undertake any relevant training or qualifications.

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

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

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

All members of staff, including teaching and support staff, and volunteers are responsible for:
- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: -Deputy Headteacher - Head of School - Executive Headteacher - Special Educational Needs and Disability Coordinator (SENDCO).

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

Parents are responsible for:
- Supporting their child in adhering to the school expectations
- Informing the school of any changes in circumstances which may affect their child's behaviour

7. Behaviour Expectations

We have 3 clear behaviour expectations:

Children are given clear guidelines about appropriate behaviour and expectations based on our School expectation which are displayed in each and every room around the school.

These School expectations are well embedded into the life of the school and referred to as 'The Sudbourne Way' - this is the way we do it here. Our school expectations are used in the classroom, in and around the school and on the playground. Children can earn house points for displaying our school rules.

Behaviour Blueprint

Our Mantra for Behaviour

Regulate, Relate, Restore

Expectations

Be Ready
Be Respectful
Be Safe

Visible Consistencies

Calm and safe corridors

Over and above recognition

- Recognition boards
- Hot chocolate Monday
- Sudbourne Superstar Certificates

Whole school relentless routines

Silent signals

Nurture relationships with kindness

Praise in public, guide in private

Behaviour steps

1. Positive praise of expectations
2. Discreet reminder
3. Discreet scripted conversation
4. Time to regulate
5. Appropriate consequence - resorative conversation

Microscript

1. **Shine the light**
   I've noticed that you are...
2. **State the desired behaviour**
   I need to see.../I need you to....
3. **Recall the good times**
   Remember when....
4. **Swift respectful end**

8. Behaviour Blueprint and Behaviour Steps

Behaviour Blueprint (See page above)
This is a concise A4 document which teachers will refer to for a consistent approach to our Relationships Policy to ensure behaviour and expectations are clear and consistent. The Sudbourne Behaviour Blueprint provides a guide to the "Stepped Boundaries' every child can expect when making inappropriate behaviour choices. It provides scripts to support adults and offers consistent calm language, to enable a child to make better choices and reflect on their behaviour. Mutual respect, preserving the adult child relationship and de-escalation strategies are at the heart of this approach. In addition, the following is expected throughout the school to promote positive behaviour and prevent unacceptable behaviours.

All adults understand the importance of modelling these behaviours, languages and actions in our interactions with others. We all recognise that it is our shared responsibility to illustrate to our pupils how to be respectful and considerate in order to build trusting and mutually respectful relationships.

Visible Adult Consistencies
Where staff act consistently and reliably, children feel safer and are more likely to understand the expectations of them. This in turn will make it less likely that events will trigger negative behaviour. As a staff we follow a '50 day challenge' for each of our relentless routines. These will change when the desired behaviour is achieved and a new challenge will be set for all adults to work on together.

Whole School Relentless Routines
Relentless routines create a safe, structured environment. We use silent signals throughout the school to ensure a consistency in routines for transitions moving around the classroom and school.

Time spent building relationships with children and families is key to our Sudbourne ethos. Meeting and Greeting/ Ending and Sending are important parts of how we nurture our relationships with kindness. Staff greet children individually on the gate, in the classroom and around the building focusing on the positive in the first instance. It is important that every day is considered a new day and a new chance to do well. Children finish the day with a personal interaction with their teacher and are reminded where possible of an achievement in the day.

We love to celebrate and Praise our children in public and seek to guide in private without shaming or escalating behaviour.

Behaviour Steps (See APPENDIX 2)
The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

Microscripts (See APPENDIX 3)
As part of the behaviour steps, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Behaviour steps. The purpose of this script is to provide a quick, consistent and non-judgemental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation.

9. Positive Recognition

'The power of praise'

At Sudbourne, we believe in creating intrinsically motivated children. Praise and positive feedback that is specific and sincere will promote autonomy and establish positive behaviours for learning. By verbally celebrating pupil attitudes and effort towards learning and behaviours we reinforce our expectations all of the time.
The following positive strategies will be used consistently by all adults in the school.

They are designed to ensure **'first attention goes to best conduct'** and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.
Positive recognition:

Intrinsic	Extrinsic
Smile handshake high five pat on the back shoulder squeeze 'Well done - fantastic effort' 'I really liked the way you didn't give up - what amazing perseverance you have shown' (character and effort based praise) 'Wow that makes me really happy. Thank you.' 'You should feel very proud of the efforts you have shown today.' 'Wonderful walking' 'You are such a valued member of this class. Thank you for being you.'	Stickers House points Sudbourne Superstar certificate Text/Phone call home Positive postcards home Class recognition board Hot chocolate Monday Fair play awards - Playtime/Lunchtime Top Table - Lunch Hall

Other ways in which we show positive recognition:

A Positive Postcard Home/Letter Home from Class Teachers and Staff members
The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value. Letters may also be sent home from the head teacher and other members of the school to recognise outstanding children.

Recognition Board
A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' may be written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board. There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. teacher juggles, special celebration dance or song.

Phone calls home
Promoted staff or teachers phones parents to share their child's success.

Hot chocolate Monday
Awarded at assembly – one child is selected each week by the class teacher to be celebrated for showing particular efforts in a Sudbourne value. These children are awarded a certificate and an opportunity to have hot chocolate with the head on a Monday. Each pupil will be further celebrated in our weekly newsletter, and each of their certificates are also shared for the week on our collective display board.

Fair Play awards
Appropriate teachers choose awards to give to children for showing Sudbourne Values during free play at break times and lunchtimes and whilst playing in groups and teams.

House points
House points are given by all staff in recognition of effort and demonstration of our school values in action. Blue house points are awarded for effort in learning or behaviour. Gold house points are awarded for upholding the Sudbourne Values. Weekly totals are celebrated in assembly. At the end of each term, the overall winning team receives a collective reward, such as an in school cinema experience or parachute games activity.

10.   Restorative Approach to Behaviour

'Punishment doesn't teach better behaviour, restorative conversations do.'
Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations
'The positive relationships you form with pupils depend on a restorative approach being your default mode.'
Paul Dix

At Sudbourne, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions
(See **APPENDIX 3 and 4**)
These restorative questions will be used to support restorative meetings and/or conversations. For phase 2 and 3 school pupils, up to 5 questions will be used. For Phase 1, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

11. Consequences to build future success

At Sudbourne, we encourage positive behaviour which reflects our School Values and our 3 expectations. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident.
Instances of unacceptable behaviour are taken seriously, thoroughly investigated and dealt with in a timely manner.

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any substantiated behaviour incident which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

This includes, but is not limited to, the following:
- Prejudice Incidents - language or other targeted offensive language e.g., homophobic, racist or religious intolerant language or actions in any context.
- Bringing prohibited items into school – bringing into school anything that may cause harm to others
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Exiting a room - Leaving a classroom without permission, on or off the premises.
- Persistent disobedience or destructive behaviour
- Hurting others with physical intent
- Hurting others in retaliation
- Offensive language
- Misuse of online technology Relationships and Behaviour.
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any substantiated behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Anti-social behaviour - Low-level disruption and talking in class
- Failure to complete classwork
- Disrespectful behaviour – Rudeness/answering back
- Deliberately not following instructions

Incidents of unacceptable behaviour are investigated and recorded by the member of staff who has dealt with the situation initially, on Arbor (the school management information system). The SENDCo (where appropriate) and Leadership and Management Team are notified that an incident has taken place.

After an investigation has taken place to ascertain the details of the incident, a consequence will be agreed. An internal reference document for staff ensures consistency and provides guidance. For example, an appropriate consequence could be; a verbal reminder of the expected behaviour and guide to follow instructions, reflection time at break or lunch time with a teacher or member of the Leadership team, removal of privileges.

Staff will use their professional judgement and experience to determine what is appropriate and reasonable. A consequence will be applied that has the most chance of bringing about a permanent change in behaviour or in some cases gives the child the best chance to attain the support they need.

The Head of School and Deputy Headteacher will evaluate all reported incidents to help identify pupils whose behaviour may indicate additional intervention and potential mental health problems to ensure they receive appropriate support.

A PSP (Pastoral Support Plan) (See **APPENDIX 5**) can be written with the school, child and family at any point where behaviour is identified as a barrier to learning, in order to identify additional support and attempt to prevent further escalation. These plans are in place for children with behaviour as an additional need. These are reviewed regularly and strategies may change to adapt to the needs of the child.

In response to serious incidents of unacceptable behaviour, the school operates a red card system, where a member of the office team is notified if immediate support with a child is required. The office will then contact a member of the LMT to respond.
We use logical consequences. Logical consequences help children to recognise the effects of their actions and support development of internal controls. The underlying belief is that children want to do better and can do better with reflection and practise.

Consequences implemented can be '2 minutes owed', 'Pay it Back to our Sudbourne Values' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

- **'2 minutes owed'**- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
- **'Pay it Back to our Sudbourne Values'**- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home or completed in a break time. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- **Parental involvement** - We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

12. Anti-Bullying

Bullying of any kind is unacceptable at our school. For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group over time, with the intention of verbally, physically or emotionally harming another person or group.

 The school views cyberbullying with the same severity as any other form of bullying. Not all arguments, disagreements and conflicts constitute bullying.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs: they are frequent and happen over a period of time.
- Intent: The perpetrator(s) mean to cause verbal, physical or emotional harm: it is not accidental.

All types of bullying will be discussed as part of the Jigsaw PSHE curriculum.

Bullying can be:

- Emotional (verbal and non-verbal) - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or using any violence
- Racist – based on another person's ethnic background, religion or skin colour
- Homophobic – because of their actual or perceived sexual orientation
- Sexist – based on sexist attitudes expressed in a way to demean, intimidate or harm another person because off their sex or gender
- Sexual – unwanted physical contact or sexually abusive comments
- Cyberbullying – use of technology to repeatedly harass, threaten, embarrass or target others.

Managing allegations of bullying

Staff will treat reporting of bullying seriously and they will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident and review behaviour records for trends and patterns to identify and substantiate allegations bullying.

- Staff will listen carefully and investigate where necessary. Details will be confirmed, and the incident will be reported to the Head of School or Executive Headteacher
- All incidents will be investigated, recorded and reported to the Head of School or Executive Head teacher
- All incidents of bullying are reported to parents
- After discussion the Head of School or Executive Headteacher will decide on the appropriate consequence. In the first instance this is to support the perpetrator to bring about a change in behaviour.
- Repetitive bullying and serious cases could result in suspension or even expulsion.

Outcomes

- The perpetrator(s) will be asked to genuinely apologise.
- If possible, efforts will be made to reconcile pupils using a restorative approach.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- If appropriate the victim or perpetrator may be referred for therapeutic support (CAMHS, ELSA or additional time with a known and trusted adult in school).

13. Exclusions

We develop strategies that support and include all children. However, in extreme cases and as a last resort, the school will use exclusions.

This is in a small minority of cases and is used either in extreme events or persistent misbehaviour when the child has not responded to strategies employed.

Internal Exclusion – this is within the school and means removing a child from their class to another class, a senior member of staff, the SENDCO or a member of the inclusion team for

a period of time. This allows a child time to reflect upon their recent behaviour. Internal exclusion will be in response to a culmination of behaviour incidents or an extreme and single incident.

Suspension – A suspension is more severe than an internal exclusion, where a child is asked to stay at home for an agreed period of time. Only the Executive Head teacher, Head of School (or someone deputising for the Head of School in their absence) can suspend a pupil. The Executive Head teacher has the power to suspend a pupil permanently. The Head of School or Executive Head teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. Parents will be informed in writing about the behaviours relating to and the reason for the suspension. Work will be provided for the child to complete at home for the period of the suspension. A reintegration meeting with a member of the Leadership and Management Team will be held with the child and a family member before the pupil returns to school. The purpose of this meeting is to work in partnership with the school and families, in order to assist the pupil with their improvement. A PSP will be written to set specific targets for the pupil in agreement with the family.

Expulsion – It is also possible for the Executive Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this. The Head of School or Executive Headteacher informs the Local Authority (LA) and the Governing Body about any suspension or expulsion. The Governors will review promptly all expulsions from the school and all suspensions that would lead to a child being suspended for over 15 days in a term. The letter of exclusion to the parents makes it clear that the parents can appeal against the decision to the Governing Body and details how to do this.

14. Physical intervention

In line with the school's Positive Handling Policy, all trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Positive handling is used in the school to:

- Restrain a pupil who has lost emotional self-control until the situation is diffused.
- Limit the amount of harm that the pupil involved can do to themselves or others.
- Demonstrate to pupils that they are within a safe environment in which adults can contain pupils' anger and other erratic emotions.
- Protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher or the most senior member of staff and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

All incidents where a physical intervention is involved will be recorded by the adults involved and a physical intervention log recorded (see Positive Handling Policy). When using

reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

15. Prohibited items, searching pupils and confiscation

Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

The prohibited items are: **[The model list below was created using the DfE's 'Searching, screening and confiscation' guidance. To search for any items not listed here, staff will require the consent of the pupil being searched.]**

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The Executive Headteacher, Head of School and staff authorised by them can use their power to search without consent for any of the items listed above. Staff will follow the DFE's Searching, Screening and Confiscation guidance (2022) when conducting searches and confiscating items.

The Head of School, Executive Headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Positive Handling Policy.

16. Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner. The schools behaviour policy applies for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

 Staff may also apply the schools behaviour policy for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.
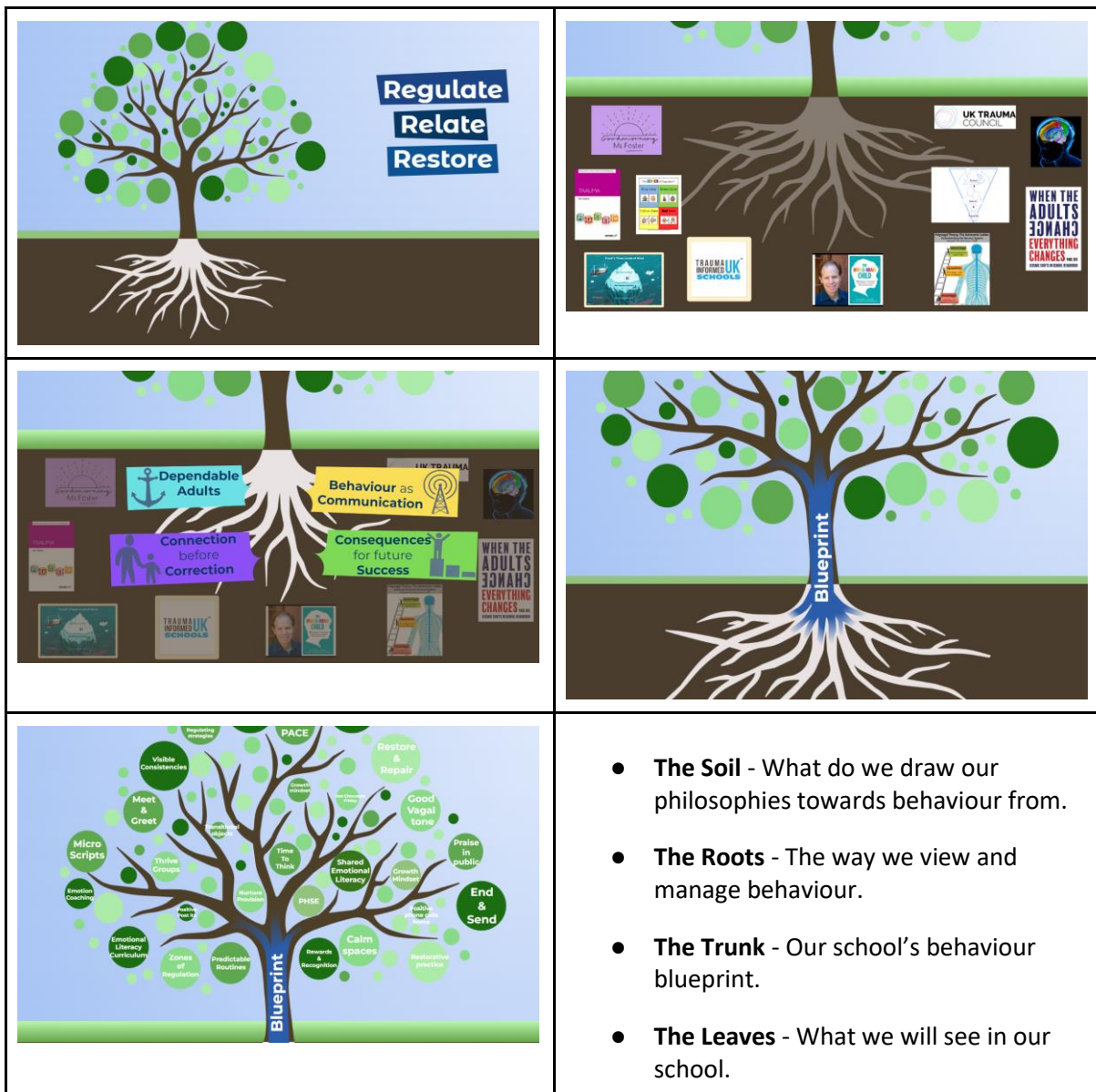
The school will impose the same consequences for substantiated bullying incidents and noncriminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

17. Monitoring and review

This policy will be reviewed by the Executive Headteacher and behaviour leader on an annual basis; they will make any necessary changes and communicate these to all members of staff.

Appendix 1 - Our Philosophy to behaviour 'The Tree'

- **The Soil** - What do we draw our philosophies towards behaviour from.

- **The Roots** - The way we view and manage behaviour.

- **The Trunk** - Our school's behaviour blueprint.

- **The Leaves** - What we will see in our school.

Appendix 2- Behaviour Steps

Behaviour Steps - part of behaviour blueprint

	Steps	Actions
1.	**Ready, Respectful, Safe.**	A reminder to whole class of the rules, delivered privately wherever possible. Ready? Respectful? Safe?
2.	**Reminder to Think Carefully**	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour
3.	**Last reminder: 30-second script/micro script**	If the pupil still does not engage, use the 30-second script. Adults are encouraged to recall and use previous positive examples of how that child has been successful in that school value to motivate them to move on and make improved choices.
4.	**Time to Think**	This step is only needed if the child needs to calm down, compose themselves or reset themselves if they are not ready to learn. Time to think is a chance for pupils to assess how they are feeling so they can use self-regulation techniques in order to get back to the learning zone.
5.	**Restorative conversation**	This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be completed in break.
6.	**Support step**	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, or another class teacher. This will be specified on a personalised Relationships Plan for certain children identified with behaviour as an additional support need.

Appendix 3 - Microscipt/30 second script

Microscript

1. **Shine the light**
   I've noticed that you are...
2. **State the desired behaviour**
   I need to see.../I need you to....
3. **Recall the good times**
   Remember when....
4. **Swift respectful end**

Appendix 3 - Restorative Questions

Restorative Questions

1. What happened?

2. What were you thinking at the time?

3. Who was affected and how were they affected?

4. What needs to be done to put things right?

5. What do you need to do differently in the future?

Appendix 4 - Restorative conversation template

Reflective Think Sheet

What happened? (Circle all the correct pictures)

wasn't following instructions	talking	wasn't on task	was disrespectful/ silly	had a negative attitude	distracted others	wasn't ready/ late	made a mess
was dangerous	bullying	was aggressive	was violent	damaged property	persistent negative	was inappropriate	other

Want to tell us more?

How were you feeling? (Circle the correct feelings)

bored / impatient	silly / giddy	angry	frustrated	sad	confused	troubled / a lot on my mind	embarrassed
guilty	tired	anxious	stressed	jealous	hungry	scared	other

What were you thinking?

Reflective Think Sheet

Trackit Lights

Who else has been affected

How might they be feeling? (Circle the correct feelings)

bored / impatient	silly / giddy	angry	frustrated	sad	confused	troubled / a lot on my mind	embarassed
guilty	tired	anxious	stressed	jealous	hungry	scared	other

What could you have done differently?

How can we repair the damage?

Appendix 5 - PSP template

Pastoral Support Plan
Date:

Name of Child	
Date of Birth	
Wider Factors	
Behaviours Presented	
Identified Triggers	

Target 1			
Target 2			
Strategies	**When**	**By Whom**	**How will we know it is successful?**
External Agency involvement			

Signed by Parent...

Signed by Class teacher...

Signed by LMT...