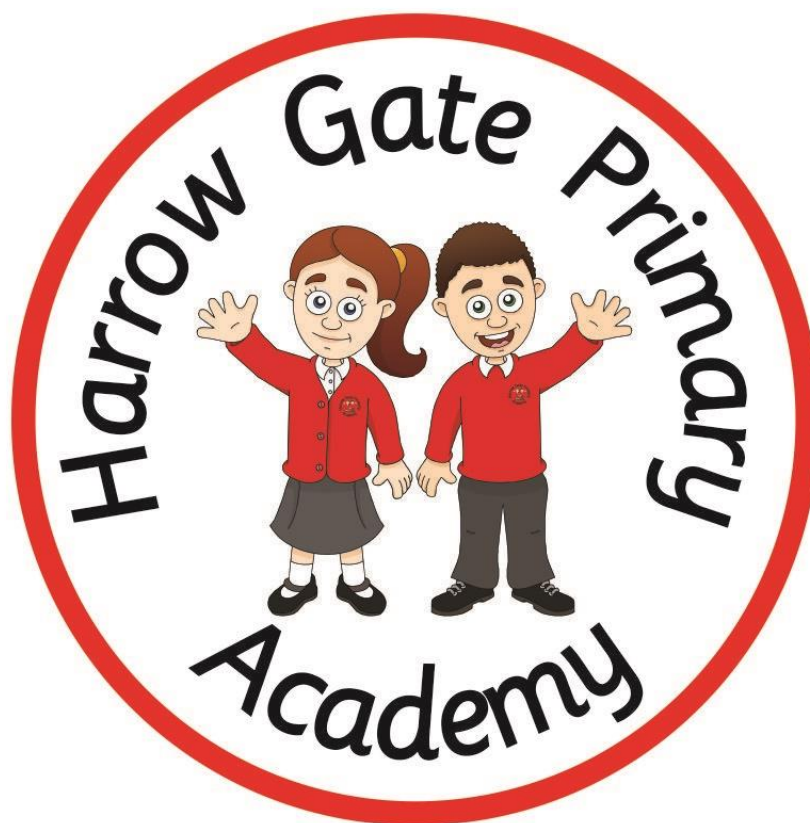


Owner	Vicky Galt
Reviewed	Annually
Audience	All staff and families



Relational & Behaviour Policy

At Harrow Gate Academy we believe that every member of our school community should have an equal opportunity to achieve his or her full potential, both academically and personally, regardless of race, colour, gender, disability, special educational needs, sexual orientation or socio- economic background. Research evidence shows that education and health are closely linked and therefore we recognise that promoting the health and wellbeing of our pupils, including healthy relationships, has the potential to improve both their educational and health and wellbeing outcomes.

Our academy values are:

The ART of Harrow Gate Primary Academy

What is the A R T of Harrow Gate Academy?

Achievement: Children meet the *challenge* and *high expectations* in learning through *dynamic engagement*.

Resilience: Children are *courageous* and *passionate* in their approach to learning, which fosters *self-belief* and *pride*.

Trust: The Harrow Gate *family* work as a *team* with *honesty, respect, loyalty* and *effective communication* to ensure success for all.

Mission Statement:

The academy will endeavour to raise the achievement and aspirations of every child.

School Rules

Our pupils are expected to follow our simple rules that are displayed in every classroom and around the school. Teacher use the language of the rules and expectations consistently throughout school with direct reference to being “Read, respectful and Safe” in a range of contexts.



We are...



Ready



Respectful



Safe

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a relational and restorative practice philosophy. Both relational and restorative practice aim to build the Harrow Gate Academy community and to repair and strengthen relationships.

Our core values underpin all that we do:

Achievement, Resilience and Trust.

As an academy:

- We understand behaviour communicates unmet needs and we can separate the child from their behaviour.
- We understand that each developmental stage has a range of typical behaviours which provide opportunities for adult to role-model and explicitly teach appropriate behaviours.
- We provide containment, predictability, and routine to build a sense of safety in the emotional and physical environment.
- We encourage children to become accountable for their actions and impact they may have on themselves and others, promoting a solution-based approach to change future behaviours.
- We keep in mind that we are the adults and the children in our settings are still growing, learning and developing.
- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore their skills of self-control, empathy and emotional management.

Responsibilities

Staff

They will ensure that:

- Their teaching is organised and is in keeping with the statements in the teaching and learning policies.
- They are fully familiar with the children's needs and has made every effort to be positive, motivational and inspiring - minimising the risk of poor behaviour during lessons
- They will be involved with any outside agencies working with families in his / her care.
- They carries out the contents of this policy in a fair and consistent manner and have high expectations.
- They will remain calm and professional at all times. **Shouting and threatening tones will never be used.**
- Staff are expected to **teach** the skills needed to meet the behaviour expectations **explicitly**, through planned opportunities that reinforce the **school rules**. This will **always** occur immediately after every school holiday, and revisited through daily conversation, restorative practices
- Staff are expected to plan engaging and appropriately differentiated learning opportunities to avoid pupils becoming frustrated and disengaged.
- Staff will ensure that they provide an exemplary role model to the pupils through:
 - ✓ The language they use,
 - ✓ Their tone of voice at all times,
 - ✓ Their standard of dress,
 - ✓ Their own conduct towards others,
 - ✓ Their observance of school rules and routines,
 - ✓ Their own classroom organisation and routines,
 - ✓ Their caring attitude and sense of humour

- Staff will be **positive** and **consistent** in their approach, making clear our high expectations.

Pupils

- Pupils will demonstrate a positive attitude towards their own and others learning
- Pupils will follow instructions.
- Pupils will talk politely to each other and staff, using good manners at all times
- Pupils will care for each other and show respect to others
- Pupils will take care of their surroundings and the belongings of all
- Pupils will take responsibility for their actions and be honest at all times.

SLT

- Will ensure that the members of their team are following the learning and teaching policies
- Will help and advise members of their team with the delivery of the contents of this policy
- Will ensure that all staff are following the contents of this document
- Will help, support and advise staff as and when necessary
- Will have the responsibility of recommending excluding a child from school (though the Vice Principal is the only one who can actually make the final decision in the absence of the Principal)
- Will ensure that all resources are available for the running of this policy
- Will hold regular meetings with parties concerned to review the effectiveness of this policy

The Parents

- Will celebrate their child's achievements with him / her and show an interest in their school life
- Will support their child with learning at home through regular reading, spelling and times table practice.
- Will ensure that their child respects their learning equipment at home, for example, Reading book.
- Will support the school in its decisions regarding behaviour and will work with the school to improve it
- Will act promptly at the request of the school by letter or telephone in the instance of a discipline or behaviour problem.
- Will ensure that their children arrive at school on time and only when prior notice given may the child leave early
- Will return their child immediately if he / she leaves the premises.
- Will ensure that work given during exclusion is completed and returned to school.
- Will closely supervise their child during exclusions from school and not allow them to come within the vicinity of the school.

Our RSE / PSHE Curriculum

Our aim is for all children to develop into independent, confident, successful learners with high aspirations, who are resilient and know how to make a positive contribution to their own community and wider society. We uphold and teach pupils about British Values: democracy, rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs. Our PSHE curriculum follows the DfE statutory guidance (JIGSAW) and goes beyond, (Global curriculum and Cultural Curriculum)

Our Environment

It is the responsibility of all staff and pupils to uphold and maintain our school expectations, which all children know and understand. Through regular use of meet and greet; check in's / check outs and circle times, we build close class communities where all children feel valued and have a strong sense of belonging. Adults actively model positive and respectful relationships. Our curriculum takes place the second a child walks onto our site both indoors and outside. We have welcoming and inspiring indoor spaces and excellent outdoor grounds and facilities for our children that include spacious grass areas, a forest school, and outdoor classrooms. We recognise the impact being outside has on emotional wellbeing and how learning outside supports the building of strong, positive relationships. As part of our curriculum, we are committed to ensuring that all children have meaningful, frequent, continuous and progressive access to the outdoor classroom and beyond.

The Thrive Approach

RSE/PSHE is embedded throughout daily life at Harrow Gate Academy. We model positive relationships, self-image and communication skills with others in all our day to-day interactions, as well as teaching skills explicitly within our RSE/PSHE lessons. As part of our RSE/PSHE curriculum at Harrow Gate Academy we use the Thrive Approach. It supports their emotional and social development and helps them feel happy and secure, able to enjoy friendships, relate well to others and be ready and able to learn.

Thrive is a special way of working with all children that helps to develop their social and emotional wellbeing, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic attainment.

Positive relationships are at the heart of Thrive. We use these relationships, together with play and creative activities, to give children key experiences at each different stage of their development.

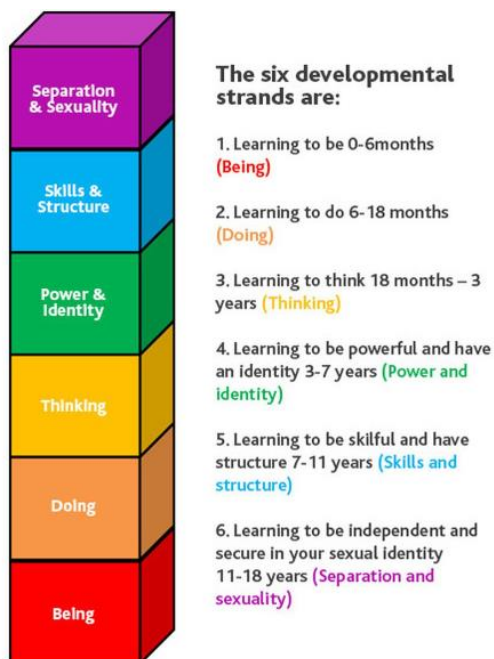
Repetition of these activities supports their development, helping them to:

- feel good about themselves and know that they matter.
- increase their sense of security and trust.
- increase their emotional well-being.
- improve their capacity to be creative and curious.
- increase their self-esteem and confidence to learn.
- learn to recognise and regulate their feelings.
- learn to think before behaving in a certain way. ...and much more.

Appropriate for all children from birth to adulthood, The Thrive Approach draws on the latest research into brain science, child development theory and attachment theory. It helps us to understand how babies' and children's brains develop, and how parents, teachers and other professionals can best support this development by providing the best experiences for the children at each stage. Thrive also helps us to better understand the children's needs being signalled by their behaviour. Sometimes children may struggle as a result of temporary setbacks or other, longer-term changes in their lives such as a separation, a bereavement, a family illness or accident, or even the arrival of a new baby. They may signal their distress by becoming more withdrawn, or distant, or perhaps more challenging or disruptive, or even by trying too hard to please. If this happens, we use Thrive to look beyond the behaviour to give these children the support they need to get back on track. Sometimes they only need a little extra support in class and sometimes they may need additional one-to-one time to help them along. We use a screening tool and activity planning resource called Thrive-Online. This allows us to check that children are working appropriately for their age and to develop the

whole group with activities that ensure that they are as emotionally and socially supported as they can be. Using Thrive-Online will also identify any children in need of extra support. If the screening process suggests that a child would benefit from additional one-to-one support, the school will contact you and, with your consent and involvement, they will carry out a more detailed assessment to develop an action plan that gives specific strategies and activities for supporting your child within our school. This plan will be carried out by one of our four, trained Thrive Practitioners. The plan will also suggest specific activities that you can do at home, so that together with your school, you can help them through any difficulties they are experiencing.

The developmental stages within Thrive are:



PACE

All adults working with the Thrive Approach use PACE.

P	Playfulness Adults should be – open / available / flexible / engaged / have a sense of fun / imaginative and connected.
A	Acceptance Acknowledging the child and their emotional state as being true and valid, and representing this back to them.
C	Curiosity Showing authentic interest in finding out about the child and their experience.
E	Empathy Being alongside the child without negative judgement.

Vital Relational Functions (VRFs)

Teachers are trained to use Vital Relational Functions 'VRFs' which are tools used in Thrive to address a child's emotional state during a crisis.

Attune: This is where you are alert to how they are feeling. You demonstrate that you understand the intensity, pitch, pace, volume, expansiveness or special experience of the child's emotional state.

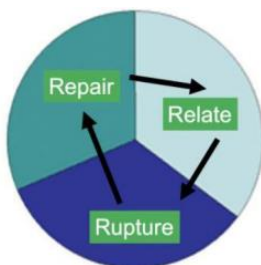
Validate: This is where you are alert to the child's experience. This needs to happen before you move to help them regulate it. This is the beginning of being able to think about feelings.

Containment: This is where you demonstrate that you understand the pitch, intensity, quality of their feeling or mood and that you can bear it. This is where you show that you can take their deep distress, raging anger or painful sorrow and make it a survivable experience. Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces. This builds trust for the child: in you, in adults and in the world.

Regulate, Soothe, Calm, stimulate: This is where you must be alert to how they are feeling and demonstrate emotional regulation by soothing and calming their distress. Catch it, match it and help the child to regulate the feeling up or down. They need to experience being calmed before they can do it for themselves.

The Relate – Rupture – Repair Cycle

Our policy is based around the 'relate-rupture-repair cycle'.



As a 'Thrive Approach' school, we understand that distressed behaviour is a communication of unmet need. This understanding enables us to respond to the need by regulating and containing the emotion, rather than reacting to the behaviour. In turn, this helps the child to develop healthier ways of managing stress. Equally important to our ability to attune to the child's needs, is being able to recognise ruptures in our relationship with a child and to repair them. Such ruptures are an inevitable part of relating and, provided we can repair them, help foster the child's resilience. This is because the repeated experience of ruptures being repaired gives the child a sense of trust and safety that even when things go wrong in the relationship, they can be put right.

"Rupture and repair" refer to the breaking and restoring of connection with one another. Since humans are wired for connection, and connection is what researchers say brings most happiness, rupture and repair is a critical concept to learn about for wellbeing.

Movement through this cycle helps to strengthen our relationships.

The Restorative Approach

All staff are trained in the key principles of RP. We understand the importance of modelling **positive language and behaviour** and we take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and deep connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

For occasions when behaviour shows an unmet need, we use restorative approaches as outlined in this policy, to help pupils understand the impact of their actions and behaviour. This is done through a structured conversation in which we guide and teach the children how to make things right. This aligns with 'rupture and repair'.

We believe that by using this restorative approach we are giving pupils the skills to independently make better, more responsible, and more informed choices in the future.

Children at Harrow Gate Academy are taught how to take responsibility for their own choices.

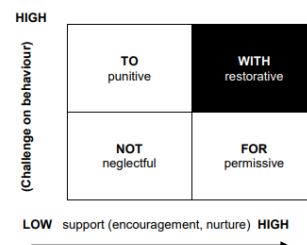
Restorative Practices framework will:

- Improve behaviour and attitudes.
- Provide explicit tools within a defined framework to appropriately challenge behaviour (rupture), resolve conflict and repair harm.
- Improve relationships, establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

There are **four** elements of Restorative Practices. These are:

- **Social Discipline Window:** - (Framework for working with children)

Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to all children.



- **Fair Process:**

The Three Principles of Fair Process

1. Engagement – involving all participants in the process.
2. Explanation – shared understanding.
3. Expectation Clarity – clear vision for the future.

- **Restorative Questions:**

To be used in a restorative conversation

When there is any rupture or conflict between children or adults they are dealt with in a restorative way, using a structured restorative conversation. A 'no blame' approach is used. Work through the 'Three Principles of Fair Process' where the language used is fair, consistent, and respectful. Restorative conversations are held in a calm, quiet place and must be led by an objective third party. All staff are trained to lead Restorative Conversations.

Both the victim and perpetrator have the opportunity to hold a restorative conversation:

- **What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
- **How did you feel at the time?** What each person was thinking and feeling at the time, before and since.
- **What do you think needs to happen to make things right?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

Questions for the perpetrator: As above with:

- **How has the victim been affected by what you did?**
- **What do you think you need to do to make things right?**

The aim here is that the outcome is fair for everyone. If somebody is upset by a rupture, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their own behaviour and choices and repair the situation by making things right with those who have been affected.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement, we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

*Some children require time to regulate their emotions before any restorative conversation can be held. Adults must recognise this. 'Time and Space' and / or 'Reflection' can be offered to children before a restorative conversation is held (repair).

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



On occasions a consequence may be given following our behaviour flow chart and / or a 'Team around the Child' (TAC) meeting may be initiated; and / or a Formal - Restorative Practice Meeting put in place for a more serious conflict.

The Restorative approach and the use of Logical consequences

Consequences are a great way to help children experience the results of their actions and choices in a positive way, surrounded by safety and support.

Consequences are different from punishments because they are not looking to shame the child, instil pain, or enforce power over them. Instead, a consequence is meant to be a learning experience delivered respectfully, with the final objective of teaching the child a skill. When a consequence is not reasonable or respectful towards the child, then it becomes a punishment.

A punishment makes the child feel shame, while the logical consequence helps them reflect on their actions and experience the consequences of their choices.

Behaviour	Logical consequence example
Playing on iPad instead of listening or accessing learning	Take iPad away and learning given on paper
Child is playing unsafely with scissors during a craft activity.	They take a break to calm down and resume activity later.
Running away from staff and not following instructions	Adult supported free time
Throwing school resources	When calm, child tidies (with support of an adult if necessary)

These are examples of common situations with our children, but of course, every child brings their own unique personality and behaviours, and you might find yourself trying to come up with a logical consequence on the spot.

In order for a logical consequence to align with the positive parenting principles, and not turn into a punishment, remember the 3 R's of consequences: Related, Respectful, and Reasonable.

If the consequence you are establishing is not related to the behaviour, then, the child will have trouble understanding the consequences. If you deliver the consequences in a manner that is humiliating or instils fear in the child, then the child will focus on feeling bad and not on the learning opportunities. Finally, the consequence needs to be reasonable, and you must be able to follow through.

Differentiation within a Restorative Approach

At Harrow Gate Academy, we recognise that all children are unique individuals and therefore we are flexible in the way we address any incidences of dysregulated behaviour. The stages of the restorative approach always underpin our methods, but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age, needs and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer

support and visual resources such as photographs are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school wherever required. Pupils where there is a disruption (Thrive Approach) or those with SEND needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the restorative approach using tailored resources, lessons and at their own pace and level. Visual prompts and social stories are used to support this teaching.

Children identified as having significant social, emotional, or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis. Staff use their discretion and in-depth knowledge of the child/ren involved to determine how best to implement this approach and who to involve.

It has been found that by using a flexible restorative approach, it can develop:
strong relationships, truth telling, responsibility, accountability, empathy, emotional literacy, conflict resolution skills, and a positive learning environment.

Restorative Language

Listed below are some examples of affective statements and questions which all staff use with pupils:

I am sorry that I misunderstood the situation
I feel really proud of you when I heard
I feel really pleased and encouraged that you made the right choice.
I respected your honesty and thank you.
I want to thank you for your cooperation.
I was very disappointed when you did that to
I am upset and angry by what has just happened.
I feel that all the work I have done has been wasted through your actions.
I feel that (describe action) was very disrespectful.
I feel disrespected and angry when you ignore me.

Restorative Practice Meeting (reintegration meeting / parental involvement)

A pupil may be asked to attend a Restorative Practice Meeting if they are having a more serious or regular conflict at school. This is a meeting with everyone involved and would always involve a pastoral and senior member of staff.

The aim of the Conference is to:

- Discuss what is happening
- Look at who has been affected or upset
- Decide how it can be put right
- Find a way forward - in a way that is fair to everyone.

This allows the school to:

- Encourage pupils to take responsibility for their behaviour choices.
- Give those affected the opportunity to be acknowledged.
- Support those displaying dis-regulated behaviour.

During a conference an agreement is made, this will list actions or promises that the individual/s need to agree to carry out so the conflict can be put right and doesn't happen again. Someone within school will make sure that everyone is keeping to the agreement. Parents/carers may also be invited to attend a conference if it is felt that it would be helpful for their child.

Celebrations

All staff recognise the importance of praise and celebration of achievement. Therefore, as well as verbal praise, stickers and quick notes home, we also use the following rewards:

Class Dojo: This is a daily personal reward for behaviour and learning.

- The children will be rewarded with Dojos to reflect their positive behaviour for learning / exceptional achievement. These are to be given to the children plentifully.
- The child with the highest total for the week will select a prize from the SUPER DOJO draw



Parents can keep a check on their child's achievements through their own personal log in.

Praise Pads & stickers: Daily rewards from all staff:

- Children receive a praise pad note / sticker from staff in acknowledgment of any achievements or celebration wanting to be shared.



Achievement award: Linked to the A.R.T of Harrow Gate.

- Children are given recognition of achievements that are linked to Achievement, Resilience and Trust. These are awarded by all staff.
- Children receive a certificate, sticker and wrist band
- Celebration assembly where parents are invited to join their child in revelling in their glory

Harrow Gate Heros: Linked to achievements and citizenship.

Children's achievements are celebrated in a assembly where they collect their Hero tag to add to the class 'Hero Wall'. As the class build up their chart rewards are given to the children – for example – extra playtime, movie afternoon, games, hot choc Friday etc



In class *incidental* rewards that are age appropriate.

Support for behaviour

Class Dojo

Class Dojo is a positive programme that links all parents and carers with their child's achievements. It is also to be used to record and monitor behaviours where children are struggling with their choices. **It is always a priority to ensure that POSITIVE outweigh the negative.**



Positive dojo awards: This list is the basic expectation for every class. Teachers are free to add more to this list:

On task	Good answer	Helping others
Being Kind	Marvellous manners	Resilience
Teamwork	SLAM	Working Hard
Amazing	Hands up	Listening
Respect our classroom	Participating	Sportsmanship
Awesome Reading	Marvellous Maths	Super writing
Trust	WOW	Phonics

Where behaviour choices need work

All adults are to use strategies of reminding and support to enable the children to access all aspects of the school day. Where children are 'getting it wrong', **adults must use warnings and explicit explanations to support a positive change.** This enables the child to learn from the situation.

There is a consistent approach to communication at this time where a shared script is used:

30 Second Script (warning 1)

1. I notice you are ...

(having trouble getting started, wandering around the classroom, struggling to listen to the instructions of the game)

2. It was the rule about that you have broken.

(having a positive attitude to learning, following adult instructions)

3. I need you to ...

(write the date and use the help model I have given you to get started, follow the rules of the hockey game)

4. Last week/ last lesson you and that is what I need to see now.

(got on really well with your work and used the tools to help you, followed the instructions of adults in the game of hockey)

Thank you for listening.

30 Second Script (warning 2)

1. I can see that you are still

(struggling to get on with your work, to follow the instructions in Hockey)

2. It was the rule about that you have broken.

(having a positive attitude to learning, following adult instructions)

3. This is the second conversation we have had about breaking the rule. You need to understand that every choice has a consequence. If you choose to *(get on with your learning, follow the rules of hockey)* that is brilliant and will happen. If you choose not to then *(your work will have to be done in your own time, you will not be allowed to play hockey for a day).* I will leave you to make your decision.

Thank you for listening. I need you to stay back for 2 minutes after the lesson.

(After a second warning the child needs to stay back for 2 minutes after the lesson this is the time for a restorative conversation and to repair. This is a non-negotiable.)

*Remember – behaviour is a combination of an unmet need

All interventions and interactions must be recorded using 'Needs Work' Dojos. This enables parents to see where children are needing adult intervention and support.

Needs Work: This list must be used by all staff in all areas of the school.

Refusal	Distracting others	Talking in listening time
Rude words	Not following instructions	Being unkind
Inappropriate play	Spoiling others' play	Hurting others
Off Task	Interrupting	Breaking school property

Every LESSON must be a fresh start for the child.

- Logical consequences will be applied where appropriate.
- Reasonable requests and sharing of the consequences with the child for continual disobedience will precede them.
- Adult administering the consequence MUST explain clearly why there was a need to use it and the child should be able to clearly understand how they can improve their decisions / behaviour.
- Adults MUST clearly explain their expectations of the acceptable behaviour in any given situation.
- Staff are responsible for supervising any pupil to whom they give a consequence of loss of break / lunchtime.
- Staff are responsible for keeping the children's individual CPOM / DOJO up to date with any concerns, incidents, and sanctions.

Teachers should feel free to use strategies appropriate to the age and make-up of the class as well as those they feel comfortable with. The following list is intended as a suggestion:

- Asked to change activities.
- Separated from those they usually work with
- Taken aside and spoken to quietly by a member of staff. Together discuss what has happened and talk about consequences of the child's actions.
- Finish work in their own time
- Loss of playtime / lunch time
- Forego privileges.
- Rectify or make good any damage to equipment or property.
- Parental discussion

*** If a child has an Individual Behaviour Plan then this must be followed by all staff to ensure positive behaviour returns.**

When a child needs to be removed:

Where a child is showing high levels of dysregulation and an inability to cope within the learning setting, and all support strategies have been exhausted by the teaching team, then the child may require support to remove themselves from the situation.

At this stage the child will be removed from the class by the adult support available in the year group. This adult will walk the child to an area of school that is calm, quiet and focused so that they can support the child in identifying their behaviour needs, managing their emotions etc

Once the child is calm, this can be as short or long as it needs to be, the adult supports the child back into the lesson and their learning.

If a child is refusing to move from the situation with the teaching team:

If a child needs support leaving a space for their safety, the safety of others, or refusing to follow all adult instruction, then this must be done by staff members with the appropriate training and qualification. Physical interaction is not a behaviour strategy. **SLT and inclusion team are to be called for using the 'walkie talkie' in sensitive way.**

- When they are calm refer to the rules and behaviour. Talk through next steps and positive behaviour expected in the lesson.
- Escort the child back to the class and reintegrate them back into the class so that they can access their learning with clear behaviour expectations.
- If a child becomes / is extremely volatile, then a suspension maybe appropriate.

It is the responsibility of the teacher to inform parents after a removal. This can be in person or a phone call. It MUST be recorded on CPOM.

Pupils who need to be searched – for their safety and that of others.

If a pupil needs to be searched, parents/carers will be contacted and asked to come in and undertake the search with two members of staff present. If it is deemed necessary, the pupil will be kept separate from other pupils until the parents/carers can attend.

The two members of staff will be the same sex as the pupil being searched. In limited circumstances, there may be an exception to whether the two members of staff are of the same sex, and this is if the principal deems there is a serious risk of harm to the pupil or another, if the search is not carried out immediately, or it is not within a practical reasonable timeframe to allocate two same sex staff member's. If the search is carried out under these circumstances the reason will be recorded alongside the record of the search on CPOMS. Two members of staff will be present during any search of a pupil.

Severe behaviour incidents

Inappropriate behaviour is always addressed. The academy ensures that support is put in place for those perpetrating, as well as any victim(s), to assist in preventing re-offending and to address any underlying trauma. This includes alleged perpetrator(s) of harmful sexualised behaviour, sexual harassment or violence.

The academy recognises the link between behaviour and safeguarding. If a child threatens, hurts or bullies another pupil, staff record the incident electronically on CPOMS as well as informing a member of the senior leadership team. The Principal is made aware of any alleged incidents of bullying. **The school does not tolerate bullying of any kind.** 'Banter' is not accepted in any form. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See the academy's Anti Bullying Policy)

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in DFE 'Use of reasonable force: Advice for headteachers, staff and governing bodies' (2013). Using this guidance, staff will only intervene physically using positive handling for the following reasons:

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The actions that we take are in line with government guidelines on the restraint of children. Most staff are trained in "Team Teach" (positive handling).

The Role of the Principal

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school relational policy consistently throughout the school. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal liaises closely with all staff regarding all reported serious incidents of dis-regulated behaviour.

The Principal has the responsibility for giving fixed-term or permanent exclusions to children. The Enquire Learning Trust (ELT) are also involved / informed at this point.

The Role of Parents/Carers

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.

We explain the school rules on admission, and we expect parents/carers to know these and support them.

We expect parents/carers to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

Internal Exclusion

Removal from class to a member of the Senior Leadership Team

Decision as to behaviour consequence. Internal exclusion is where a child is placed within school, away from their peers for a period of time.

- Parents to be informed by SLT member
- **Internal exclusion letter** to be sent.
- ½ day spent in internal exclusion

A child must be reported to SLT for the following:

- Abusive, threatening language and or behaviour towards another person.
- Malicious damage
- **Serious** fighting
- Proven theft

Suspension and Exclusions

A severe incident may include one or more of the following:

- Endangering themselves or others
- Abusive / threatening language
- Observed hurting another deliberately, staff or child
- Targeted behaviour towards other children that causes upset – verbal and physical. Being purposefully unkind - Bullying
- Leaving the classroom without permission
- Leaving the school grounds during the school day without permission.

Behaviour including any of the above may result in:

1. Pupil being sent to a member of the SLT
2. Parents immediately called to school through all lines of communication
3. Internal exclusion or suspension of the pupil
4. If behaviour is extreme and poses a threat to staff or pupils and parents are not available to remove their child from the premises, the police will be called.

*Repeated poor behaviour may result in a **Permanent Exclusion***

Only the Principal (or the acting Principal) has the power to suspend a pupil from school. The decision to suspend must be lawful, rational, reasonable, fair and proportionate.

The Principal may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently.

It is also possible for the Principal to convert a fixed-term suspension into a permanent suspension, if the circumstances warrant this and evidence supports a fresh decision.

A suspension may be given for behaviour within the school day; behaviour on the way to and from school and for behaviour that impacts on other pupils within school.

A permanent suspension should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. If the Principal suspends a pupil, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the Trust. The school informs the parents or carers how to make any such appeal.

The Principal informs the LA, and the Enquire Learning Trust about any permanent suspension, and about any fixed-term suspensions. The Trust itself cannot either exclude a

pupil or extend the suspension period made by the Principal. The Trust has a discipline committee. This committee considers any suspension appeals.

When an appeals panel meets to consider a suspension, they consider the circumstances in which the pupil was suspended, consider any representation by parents or carers and the LA, and consider whether the pupil should be reinstated.

If the Trust's appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling. (See also see Enquire Learning Trust's Suspension Policy).

All internal exclusion, suspension or permanent exclusions, are recorded on CPOM and BROMCOM.

Returning pupil after suspension

A meeting will be held with the child and parents with a member of the SLT. Steps to support the child to successfully access their learning will be put into action through an individual behaviour plan (IBP). The pupil's behaviour will be closely monitored for a fixed *period of time*.
Records of the meeting saved on CPOM

Individual Behaviour Plans

The intention of the plan is to support the child in positive engagement in all aspects of school, laying out clear step by step expectations and consequences to behaviour and including specific rewards which all meet the individual child's needs.

It is vitally important that ALL staff follow the plan so as to ensure there is consistency in the approach to managing the behaviour of this vulnerable group.

The IBPs are written by a member of the Inclusion team

- An adult overview of the IBP which is shared with all school staff, professionals involved with the child and the parents so that everyone has an understanding of how to approach meeting the child's needs throughout the school day. These plans are available in the classroom at all times in the SEN file for any staff to access as well as on the staff shared network. There is an expectation that any supply staff make themselves familiar with the plans on entry to the class.
- A Child's IBP which breaks down the plan into child friendly wording, including pictures. The child's plan shows both the expected and unacceptable behaviour and the consequences. These plans are available for the child in the class at all times and is to be referred to throughout the day, each day to reinforce the positive behaviour.

These plans are reviewed, in a TAC meeting at least half termly.
Saved in child's CPOM file

Positive Handling Recording Incidents

***If a child is required to be positively handled, then the following staff are to be called:
Vicky Galt, Gemma Holloway, Vinny Dawson and Tracey Edwards***

All uses of physical restraint should be recorded. It is important that there is a detailed written record of any occasion where force is used. It may help prevent any misunderstanding or misrepresentation of the incident and will be essential in the event of a complaint.

We keep a record of all incidents in which physical contact is used by a member of staff to control or restrain a pupil. Immediately following any such incident the member of staff concerned should report the matter orally to the Principal, Vice Principal or team leader and provide a written report as soon as possible afterwards. This **MUST** be in the Team Teach RED book and on CPOM.

This should include:

- The name (s) of the pupil (s) involved, when and where the incident took place
- The names of any staff or pupils who witnessed the incident
- The reason that force was necessary (e.g. to prevent injury to the pupil / another pupil / member of staff)
- How the incident began and progressed including details of the pupils behaviour, what was said by all parties, steps taken to defuse/calm the situation, the degree of force used and for how long
- The pupils response and outcomes of the incident
- Details of any injury suffered by the pupil, another pupil, member of staff and any damage to property

Parent/carers will be informed of an incident involving their child as soon as possible.

Following an incident of positive handling there should be the opportunity for both pupil and teacher to discuss the event with a senior member of staff.

Monitoring and Review


The Principal monitors the effectiveness of this policy on a regular basis, liaising closely with teachers and the Pastoral team.

The Academy's Improvement Committee (AIC) challenges its impact.

The school keeps a variety of records. The pastoral team / senior leaders including the Principal monitor behaviour across the school and hold regular meetings each term.

The Principal keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. This is reported termly to the Enquire Learning Trust as well as governors.

This policy is reviewed every two years. The policy may, however, be reviewed earlier than this if required.

Principal: 

Date: September 2023

Please see in school the following supporting documentation:

- Anti-Bullying Policy
- Equality and Inclusion Policy
- Behaviour Flowchart
- ELT – Suspension Policy
- RSE/PSHE Policy
- Safeguarding Policy

References

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Sunderland M (2007) What Every Parent Needs to Know: The incredible effects of love, nurture and play on your child's development London DK

The Thrive Approach. Available on www.thriveapproach.com