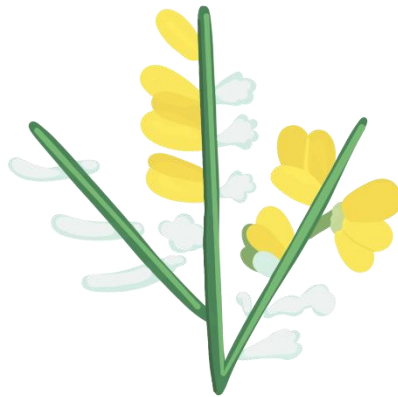# **Broomhill First School**

Behaviour Policy

Date policy last reviewed: September 2023

Contents:

Vision and Statement of intent

At Broomhill First School, we nurture hearts and minds. We value each other, embrace differences and celebrate individuality. We believe that every child deserves to live a life of choice and opportunity. Through excellent teaching and learning, we instil each of our pupils with the skills, values, attitudes and knowledge that they need to flourish. We are the very best school at the heart of our community.

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline and self-respect and develop in children the ability to make positive choices. Our behaviour policy, like all aspects of our school life, is underpinned by our whole school values, with a strong emphasis on respectful behaviour, and these values are used to frame all our discussions around behaviour.

Our behaviour policy is hinged on the importance we place on the relationships we build. This is linked to our core school value of *connection*. In addition to our responsibility to teach children academic subject content, we also to teach them how to develop as responsible members of society. Just as we would teach early reading or mathematics, we work with children to practise their skills linked to behaviour, with space to make mistakes. We encourage, praise, guide and coach pupils. When the children make mistakes, we concentrate on the relationships affected and support the child to repair them. We focus on what the child can learn from it about how to behave more appropriately. We talk about the consequences and place emphasis on each person's own responsibility for their choices and actions. This is our relational, restorative approach which builds self-esteem in each child and an understanding that they are responsible for their behaviour and in doing so, builds a school community with respect and empathy at its heart.

At Broomhill, we are committed to:

- Creating a culture of exceptionally good behaviour: for learning, for our community and for life;
- Promoting community cohesion through improved relationships;
- Building a community which values kindness, care, good humour, good temper, obedience and empathy for others;
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect;
- Ensuring equality and fair treatment for all;
- Praising and rewarding good behaviour;
- Challenging and disciplining misbehaviour;
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment;
- Encouraging positive relationships with parents;
- Developing positive relationships with pupils to enable early intervention;
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures;
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

1. Legal framework

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
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Physical Intervention (Positive Handling) Policy

2. Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is 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-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.

- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils annually
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead is responsible for:

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

The SENCO is responsible for:

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

Teaching staff are responsible for:

- Making regular assessments of progress for all pupils. Where concerns are identified, teachers should work with the SENCO to assess whether the child has SEN. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching (SEND Code of Practice).
- Setting clear progress targets for all pupils, including those with SEN, that focus on 'their potential to achieve at or above expectation (SEND Code of Practice).
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCo and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Working with pupils in their class who have additional needs on a daily basis, even when interventions involve group or one-to-one teaching away from the main class teacher (SEND Code of Practice).
- Being responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

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

- Adhering to this policy.
- Respecting all children and treating them fairly through the implementation of consistent expectations, rules and responses to transgressions.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO/Headteacher.
  - Subject leader.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Conducting themselves in accordance with our school values.
- Making positive choices.
- Reminding each other, at an age-appropriate level, of the school rules and values and support each other to make positive choices.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

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

3. Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour 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:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately and persistently acting in a manner so as to cause annoyance or irritation

- **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
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

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

- Lateness
- Low-level disruption and talking in class despite several reminders and low-level consequences
- Failure to complete classwork on a number of occasions
- Rudeness and a disrespectful attitude
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "moderate behaviour" or "serious unacceptable behaviour", depending on the severity of the behaviour. This escalation is in agreement with the headteacher or Designated Safeguarding Lead and will be recorded on our Child Protection Online Management System (CPOMs).

4. School rules and school values

The school rules are intentionally few in number and written concisely to ensure children can remember and understand them. The rules are permanently displayed around the school in each classroom and they are consistently referred to by all staff.

1. We look after ourselves.
2. We look after each other.
3. We look after our school.

There are 4 core values, each of which has a weekly focus throughout the year, on a rolling programme.

1. Connection
2. Courage
3. Creativity

4. Curiosity

The values underpin and drive all aspects of school life, including behaviour. They are developed in the children through:

- assemblies focusing on the value of the week
- displays in the around the school showing the values, which may include a definition, photographs of the value being brought to life and/or relevant quotes
- examples of children added to the board in their classroom when they have shown the value being demonstrated
- class challenges linked to each value
- staff using the vocabulary relating to values consistently and regularly, recognising in children when they have shown a particular value and explicitly explaining what they have done to show that value
- adults modelling the values.

In addition, the values are taught through the curriculum by:

- planning into each half term, the values which underpin the topic as well as the outcomes through the curriculum for each value
- explicitly explaining to the children which value they are working on and planning in ways to help them develop that particular value.

5. Managing behaviour

Motivating Positive Behaviour (preventative measures)

We aim to motivate children to make positive choices in their behaviour through the following measures:

- Raising pupils' self-esteem through positive communication
- Ensuring successful experiences
- Emphasising children's own responsibility through providing choices
- Explicitly and consistently developing children's understanding of the school's rules and values and how they influence behaviour
- Ensuring each day brings a new start
- Providing children with a forum to have their voice heard - through class and during mixed-age Forest School provision
- Ensuring the environment is attractive, well presented, well organised and cared for
- Varying groups in class according to friendship and abilities
- Displaying and celebrating children's outcomes (finished work and photos of positive actions)

Engendering Positive Behaviour through the Curriculum

- Provide high-quality teaching which fosters curiosity and encourages engagement and exploration;
- Ensure engaging and impactive activities matched to pupil abilities;
- Vary lesson pace where appropriate;
- Plan for and support pupils with additional needs;

- Effectively deploy other adults in the classroom;
- Set challenging but achievable goals;
- Explain tasks well;
- Provide appropriate scaffolding and adaptations to ensure all children can access appropriately challenging learning;
- Provide a comprehensive programme of PSHE and be prepared to provide reactive lessons to unforeseen events in school, the wider community, nationally and internationally.

Engendering Positive Behaviour through Classroom Management

- Ensure efficient use of time. All time is valuable and should not be wasted;
- Establish clear routines (end of lessons/day and activities) and expectations;
- Regularly communicate clear expectations and reinforce their importance;
- Allow appropriate time for clearing up, questions, and children to finish work so that no time is wasted;
- Allow children to organise their own time and tasks where possible and appropriate;
- Ensure planning appropriately matches the time available, so that there is no 'dead time'. Plan for quality activities for those who finish a task earlier than anticipated;
- Develop a culture of pupils evaluating their own effort and completed work (*Have they worked hard enough? Is it their best? Could they present it better?);*
- Have clear movement routes around the classroom;
- Ensure resources are easily available and kept tidy;
- Discourage wastefulness.

Engendering Positive Behaviour through a Climate for Learning

- Create a climate where all children have equal status;
- Cultivate a working environment which is comfortable, attractive, interesting and safe;
- Establish a climate where there are clear expectations about behaviour and work habits;
- Be clear about the relevance/purpose of classroom activities as per our curriculum cycle;
- Work towards an ethos where children can have an increasing role in shaping classroom activity;
- Be explicit in expectations of what constitutes achievement and encourage children to work towards relevant standards;
- Support children to try new things and learn from mistakes.

Engendering Positive Behaviour through Personal Growth

We aim to develop pupils' personal growth through a climate where the following are cultivated:

- An ability to recognise their own feelings and understand they have a choice in how to act on them;
- Respect for self and others;
- Acceptance so people can be themselves and express beliefs;
- Trust in themselves and others;
- Self-discovery and curiosity – find out about themselves and meet own needs;

- Non-threatening climate to challenge others;
- Openness to the ideas of others and tolerance for differences;
- Right to make mistakes;
- Active people (staff and pupils) learning with others;
- Respect and admiration for differences in learning style and interest;
- Co-operative evaluation and self-evaluation (with help).

Zones of Regulation and Emotional Literacy

Zones of Regulation (Kuypers, 2011) is the framework we use to empower children with social and emotionally effective skills to deal with challenges they may face on a daily basis. It has been designed to foster regulation and emotional control.

The Zones of Regulation framework and curriculum teaches children scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others.

The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones. Integrating in cognitive behaviour therapy, children build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move children toward more independent regulation while also honouring and respecting each child and their unique self.

Addressing misbehaviour

Staff will always respond to poor behaviour calmly and in private (where possible). These such incidents are viewed as an opportunity to help a child reflect on their choices and identify how they can learn from the situation.

Staff intervene very briefly when a child is misbehaving with a planned and predictable script, such as *'I noticed you are choosing to throw paper all over the floor. This is not showing respect for our classroom. At Broomhill, we always look after our school. How could you fix this? Perhaps you can tidy the classroom at the end of the lesson / start of break. You are better than the behaviour you are showing today. Do you remember yesterday when you helped me tidy up without me asking? Remember how proud you felt when we all gave you a round of applause? That is the person I know, that is the Sam I need to see today. Thank you for listening.'*

Restorative Conversations

Where a child has behaved in a way which is counter to the school rules and values, a restorative conversation may be held between the member of staff dealing with the incident and the pupil. It is important to note that not all incidents need to be resolved in this way. The atmosphere in a

restorative conversation is supportive and reflective rather than a judgmental attack on a child's behaviour. Restorative conversations follow a consistent script (which can be worded differently to meet different children's understanding but always ensuring the crux remains the same).

The scripts are based on a selection of the following questions:

1. What has happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How were they affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Depending on the child's responses, there may be further supplementary questions. As part of the restorative conversation, the child is given the opportunity, and supported, to reflect on the impact of their behaviour and how they can make things right.

Members of staff will use their own judgement about whether it is appropriate to hold the conversation immediately or if it is better to delay it. For example, the child and/or adult may require a short period of 'cooling down' time to ensure that the restorative conversation is held when all parties are best placed to benefit from it. Equally, it may not be possible to hold the conversation immediately if this will impact on lessons and learning opportunities.

In some cases, and for a variety of reasons, the member of staff who has discovered the incident may feel it is more appropriate to refer the child to a colleague, such as the headteacher/SENDCo or the key stage leader. In this case, the restorative conversation, following the same consistent script, would be held by the person to whom the incident was referred.

Restorative Conversations where there has been a conflict

Where there is conflict between two or more pupils:

- this is investigated fully by a member of staff;
- children involved are given the opportunity to share their concerns and views about the conflict (including using the script above);
- the member of staff acts as a facilitator to help resolve the conflict and supports and encourages all parties involved to seek a resolution.

Physical Strategies to Support Self-Regulation

We deploy physical strategies as self-regulation tools. These include:

- Sensory tools suited to the different sensory needs of the children;
- Use of the breakout space/sensory area (Library classroom);
- Visual cues to help identified children make the correct choices (now and next boards, visual timetables etc.).

Frame of Language for Pupils

Through coaching and role play, we explicitly teach children how to handle conflict. We provide children with a frame of language, which is appropriate to their age and misbehaviour, to support this. For example:

"When you were running away from Sam, how do you think Sam felt? Do you think Sam understood why you were running away?"

"Maybe instead of running away next time you could say something like 'I know you're concerned about me right now Sam but I need some time by myself. Please can I come and find you later when I have cooled off".

Or

"What happened after you pushed Adam? Do you think it solved the problem?"

"Maybe next time instead of pushing, you could take two steps back and say to Adam 'I didn't like it when you did/said XYZ, please don't say that to me again'".

Emotional Literacy

There is an expectation that teachers help all children become more aware of how behaviour can be a result of a challenge that a child is experiencing and that at different times, children may need different techniques or strategies to help them, and that this is relevant for some children more than others. This helps children to better understand why their peer may need, for example, a fiddle toy or headphones as a strategy, because they listen better when moving or they concentrate better when other noise is removed for instance. These kinds of strategies are offered as a general way of coping for whoever will benefit from them and this helps to ensure that neurodiverse children don't feel embarrassed to use them, especially as they grow older.

Taking Responsibility for Choices - logical consequences

Following a discussion with the child, staff may feel, in some instances, it is necessary and appropriate for there to be a consequence for the child's behaviour. Consequences should always be related (and never arbitrary) to the misbehaviour so the child can learn from it. However, it is not expected that there will always be a consequence; an alternative such as focusing on solutions, creating routines, offering limited choices or dealing with the belief behind the behaviour may be more appropriate.

Community Service

In some cases, the child will be directed to carry out community service. This should be explained in a meaningful way to the child so they understand there is a direct link between their actions and the consequences. For example, if a child has made the yard an unpleasant place during playtime due to being unkind to other children, their community service could be to pick litter up from the yard to make it a nicer place for everyone else to be.

Rewards

We understand the importance of recognising, praising and rewarding our pupils in a way that is meaningful to them. We seek to use methods that students are motivated by and that inspire the pupils to achieve well. We will ensure that, regardless of ability and age all pupils across the school will be able to benefit from the rewards process.

Children are praised for adhering to our school rules and expectations. They are rewarded if their behaviour(s) or standard of work exceeds this.

Throughout school, children belong to one of three Houses: Thrunton, Simonside and Druridge and we have a reward system linked to this. Tokens are given to children for demonstrating our school values, showing excellent effort or behaviour and/or attending well (96% or above).

 When giving rewards, staff ensure:

- They define the behaviour that is being rewarded;
- The reward is given immediately following the desired behaviour;
- Rewards can be related to effort, rather than only to work produced;
- Perseverance and independence are encouraged.

House points are collected and totalled by House Captains on a weekly basis and this information is shared during a whole school assembly each Monday. House points are also displayed in the hall.

For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Other rewards may be used throughout the year, such as positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards, e.g. additional play time.

Informing Parents

It may be necessary to inform parents of the misbehaviour if it is serious or if it is part of a pattern of behaviour. This will usually be done by either the class teacher, the Key Stage Leader (EYFS) or the headteacher. Parents may be invited into school for a meeting in some cases.

Persistent Misbehaviour

We are aware that there are experiences in school that can trigger patterns of behaviour in pupils. These triggers may relate to learning, peers, adults/authority, or other factors in a child's life. Where a child repeatedly misbehaves, we may keep a log of the child's behaviours on CPOMs, which includes a record of the situation surrounding them.

In doing this, we can:

- increase our awareness

- recognise potentially disruptive situations and attempt to minimise them
- implement strategies to manage behaviour within the school e.g. some pupils may be unable to co-operate in a group situation for very long and they would require closer observation/greater input.

If a child regularly displays poor behaviour and a pattern is detected, the class teacher will work to identify appropriate and personalised support for the child. The parents should also be informed of this information.

Serious Incidents

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

- The legal right to confiscate inappropriate items from pupils such as mobile phones
- Statutory powers to discipline pupils who behave badly on the way to and from the school
- The headteacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon
- A legal duty on schools to make provision to tackle all forms of bullying
- Searching bags if there has been an incident of theft.

There will be zero tolerance of any form of serious assault on pupils or staff.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

Exclusion

At Broomhill First School, we view exclusion as the very last resort and aim to work with parents and external agencies to avoid this option as far as possible, whilst at the same time considering and ensuring the safety and wellbeing of the rest of the school community.

Only the headteacher can exclude a child. The reason(s) for exclusion has to be so serious that this merits the child being off-site for either a fixed term exclusion or in very serious circumstances, permanent exclusion. Permanent exclusion is a very last resort.

The reasons for a Fixed Term exclusion may include:

- Physical harm to another child
- Persistent racist behaviour
- Actual serious damage to school property

- Assault or verbal abuse to staff
- Persistent disruptive behaviour to peers in class (preventing learning taking place) or at playtimes for which all other methods of reforming of attitude have been exhausted
- Any involvement with drugs or alcohol
- Carrying or bringing into school what constitutes an offensive weapon, something which can cause harm to another person (e.g. screwdrivers, knives/penknives, nails, baseball bats etc.)

The exclusion procedure is laid down by specific guidelines and includes informing the child's parents, Chair of Governors and LA.

Northumberland County Council agreed Exclusion Policy will be followed.

A permanent exclusion may result from:

- Serious physical harm to another child.
- Abusive, threatening or violent behaviour towards a member of staff
- Continuous disruption to the learning of classmates, which seriously impinges upon the learning of peers
- Uncontrollable rages which could, potentially, put others in danger.

There may be other instances in which this sanction becomes necessary but the school would undertake to have a dialogue with the Local Authority before taking any such action relating to permanent exclusion.

Depending on the type of exclusion, in most cases, parents have the right to make representations to the discipline committee. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days of a permanent exclusion. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

6. Additional prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

As previously mentioned, positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice;
- Using simple, direct language;
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member;
- Providing adequate personal space and not blocking a pupil's escape route;
- Showing open, accepting body language, e.g. not standing with their arms crossed;
- Reassuring the pupil and creating an outcome goal;
- Identifying any points of agreement to build a rapport;
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Positive Handling (using physical restraint)

Staff will be trained in the use of physical restraint using 'MAPA'/SIT. 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, and to maintain good order and discipline in the classroom.

Positive handling will only ever be used as a last resort when all other de-escalation strategies have been exhausted or where there is an immediate risk of harm if physical restraint is not employed. Physical force will never be used as a form of punishment.

Incidents that require the use of positive handling /restraint can be very upsetting to all involved and may result in injuries to pupils 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 should be given time and space to calm down after an incident and when ready, be reintegrated back into their classroom 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 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 more than basic first aid. All injuries should be reported and recorded on an accident form in the accident log book. Whenever positive handling /restraint is used, the incident must be recorded on CPOMS or on a Physical Intervention Report Form, by the member of staff involved and any witnesses within 24 hours of the incident.

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. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

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.

In school, we have a Physical Intervention (Positive Handling) policy.

7. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child-on-child/Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

8. 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 (as listen in the DfE's 'Searching, screening and confiscation guidance') are:

- 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.

All members of staff can use their power to search without consent for any of the items listed above.

9. Monitoring and review

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

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

Behaviour Contract

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals

1 _____

2 _____

3 _____

To prevent my challenging behaviour, I can:

1. _____

2. _____

3. _____

When I demonstrate challenging behaviour, you can help me by:

1. _____

2. _____

3. _____

These are the consequences if I don't meet my goals:

_____

_____

_____

These are the rewards if I meet my goals:

_____

_____

_____

My contract will be reviewed on:

Pupil signature: _____

Teacher signature: _____

Broomhill First School

Behaviour Incident Form

This form is to be used by those who do not have access to CPOMs, such as supply staff.

Name of pupil:		**Class/Year group:**	
Date:		**Time:**	
Location of observation:		**Name of reporting staff member:**	

Before the incident: what led to the behaviour?

During the incident: what did the pupil do?

After the incident: what were the consequences of this behaviour?

Additional comments

Behaviour Management Observations Review Form

Name of pupil:		Class/Year group:	
Name of class teacher:		Date:	

Do there appear to be any patterns triggering the pupil's behaviour?

Are our existing management systems effective?

What achievable targets could we implement for the pupil to work towards?

What are the pupil's strengths?

What strategies could we implement to help the pupil achieve their targets?

Additional comments