

Templefield Lower School

Behaviour Policy (Therapeutic Thinking)



Templefield Lower School

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflects the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools](#)
- [Searching, screening and confiscation in schools](#)
- [The Equality Act 2010](#)
- [Keeping children safe in education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [SEND code of practice: 0 to 25 years](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

Therapeutic approach

We have adopted a therapeutic approach to behaviour, which is the local authority's preferred approach to supporting positive behaviour management in schools and settings.

The aims of a therapeutic approach are to:

- Establish understanding of the inseparable link between teaching, learning and behaviour.
- Improve staff confidence and safety.
- Support the inclusion of those pupils with difficult or dangerous behaviours.
- Ensure a safe, positive environment for learners.
- Reduce and eliminate permanent exclusions.

Roles and responsibilities

Everyone is responsible for:

- Being positive role models.
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in our school.
- Creating a calm and well-ordered environment for teaching and learning and promoting pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.

- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Appendix 2 for further information on bullying).
- Consistently promoting pro-social behaviour (treat others as we would like to be treated).
- Facilitating learning about relationships and behaviour.

Governors are responsible for:

- Monitoring and evaluating the impact of the therapeutic approach to behaviour at our school.

Senior leaders are responsible for:

- Creating a positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that no pupil will be discriminated against because of their race, religion, culture or other individual need, and ensuring the safety of all.
- Regular and clear communication with parents/carers about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, and taking steps to ensure that they do not reoccur. These will be recorded on CPOMs.
- Regular training on a whole school basis and for individuals, both as part of the school's induction process and as part of an individual's training needs.

Staff are responsible for:

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Having visual displays to enable pupils to consider different feelings and emotions.
- Proactively seeking ways to avoid difficult and dangerous behaviours arising through reminding pupils about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents, and difficult and dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing), both in the classroom and on the playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems for rewards and consequences – taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Ensuring there is effective supervision of all pupils at all times (e.g. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Liaising with parents/carers about matters which affect their child's happiness, progress and behaviour by keeping the parents/carers well informed and attending meetings when requested.
- Planning a programme of PSHE to promote valued behaviour.
- Ensuring circle time activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help pupils learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording behaviour incidents promptly on CPOMs, where a pupil's behaviour is deemed to have a serious effect on themselves and others.

Parents/carers are responsible for:

- Accepting and supporting the school's expected standards of behaviour and therapeutic approach.
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

Pupils are responsible for:

- Following the school rules and behaviour expectations.

- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources, as well as for school property.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.

Types of behaviour

Valued behaviour

Valued behaviour can be defined as:

- Behaviour which is positive, helpful, and intended to promote social acceptance.
- Behaviour which is characterised by a concern for the rights, feelings and welfare of other people.
- Behaviour which benefits other people or society.

The best examples of pupils demonstrating valued behaviours are following our school rules.

Be Ready	Be Respectful	Be Safe
• We arrive at school on time. • We wear the correct uniform. • We go to the toilet at playtimes and lunchtimes. • We remember to bring everything we need to school. • We take part in lessons.	• We say 'please' and 'thank you'. • We hold doors open for people. • We talk kindly to each other. • We use a calm and polite tone of voice. • We respect others' right to learn. • We respect school property by looking after it. • We respect each other's differences. • We follow adult instructions. • We listen when adults or another child is speaking.	• We sit sensibly in the classroom and hall. • We walk through corridors. • We play games that don't become too physical. • We use a calm and respectful tone of voice. • We go to an adult for help. • We stay safe online.

Unsocial behaviour

Unsocial behaviour can be defined as:

- Not enjoying or trying to behave sociably in the company of others but not to the detriment of others.
- Not doing as instructed but not to the detriment of others.

These behaviours may include, but are not limited to:

- Leaving their table without permission
- Leaving the carpet during input/story without permission
- Refusing to complete the work set
- Refusing to take part in PE
- Choosing to do an activity that is different to the one the class are doing
- Rocking on their chair
- Calling out/talking to a friend
- Not listening to instructions
- Playing/fiddling with equipment

Staff should be aware that all of these behaviours could be a sign of needing help or attention, or that the pupil is bored or impatient.

Unsocial behaviour should not need SLT support unless it is persistent and disruptive, and therefore becomes detrimental behaviour.

Detrimental behaviour

Detrimental behaviour can be defined as:

- Behaviour that causes harm to an individual, a group, to the community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress.

- Behaviour that violates the rights of another person.

It is important to be able to differentiate between behaviour that is difficult and behaviour which is dangerous.

Difficult detrimental behaviour (referred to as 'difficult' behaviour)

Difficult behaviour can be defined as:

- Behaviour that is detrimental but not dangerous.

Examples of difficult behaviour include, but are not limited to:

- Aggressive shouting or calling out disruptively
- Continued interruptions
- Swearing
- Answering back or mimicking
- Name calling
- Lying
- Refusal to carry out an adult's request
- Distracting and/or disrupting others' learning by shouting, banging, making noises
- Throwing small equipment
- Leaving the classroom without permission
- Damage to property
- Pushing over furniture
- Stealing

Dangerous detrimental behaviour (referred to as 'dangerous' behaviour)

Dangerous behaviour can be defined as:

- Behaviour which will imminently result in injury to oneself or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Examples of dangerous behaviour include, but are not limited to:

- Leaving the school building
- Leaving the premises
- Spitting (directly at another)
- Pushing aggressively
- Scratching
- Pinching
- Hair pulling
- Hitting
- Kicking
- Fighting
- Biting
- Punching
- Throwing furniture
- Physical or verbal bullying

A pupil who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are difficult or dangerous.

It can be the staff response to unsocial behaviour that drives the behaviour to become difficult or dangerous.

Staff should be aware that all of these behaviours could be a sign of needing help or attention, and pupils may be in a very heightened or anxious state, possibly due to factors outside of school. Staff should be aware and sympathetic of this and that their behaviour may be a cry for help.

Difficult behaviour should not need SLT support unless it is persistent and disruptive. Dangerous behaviour is likely to need SLT support/intervention.

Staff requesting SLT assistance via walkie talkie should state the location where assistance is required and must not use pupils' names. Any SLT support/intervention given will be communicated to parents/carers.

Responding to inappropriate behaviour

In all cases of inappropriate behaviour, an adult will try to talk to the pupil to find out what has happened. Staff will use positive phrasing – 'thank you' not 'please' – e.g. 'Thank you for sitting down with me to explain what happened.'

In most situations, the following steps will be worked through. The school recognises that in some situations it may be necessary to move straight to step 5.

1. A reminder is given so the pupil is aware that the expectation is not being met.
2. A second reminder is given. For most pupils, a short discussion with a staff member is sufficient for the child to reflect on their behaviour choices.
3. If a pupil continues with the behaviour, two simple choices which are acceptable will be given, e.g. 'You can complete the work now or when you are ready but it does need to be completed.'
4. If there is non-compliance, we will move to de-escalate the situation. As long as the pupil is not causing any harm to themselves or others (e.g. stopping the learning), the behaviour will be ignored and the child will be given an indication the staff member is ready to listen when the child is ready.
5. Where a pupil has become distressed, all staff will use the following script in addressing the situation 'I can see something has happened. I'm here to help. Talk to me and I will listen.'
6. If there is a regular occurrence of difficult or dangerous behaviour (i.e. a pattern has formed), the parents/carers will be contacted and invited into school to discuss the behaviour with the class teacher and their child. At this stage, behaviour analysis tools will be used to understand and address individual needs. Consideration will be given to various strategies for developing social and emotional skills, such as Drawing and Talking, or Lego Therapy.

General principles of response

REGULATE <i>(teaches pupil how to shift states)</i>	Consider that the pupil may be in a negative stress response such as Fight, Flight or Freeze Do not ask them to run or carry out high impact activities – this could heighten stress further Offer regulation activities such as distraction, fidget toys, a job or errand, crunchy snack Offer mindfulness or safe zone and sensory activities Play a game of thought, puzzle or other thought-provoking distraction Use a calm box or yoga/music Consult the pupil's plan – personal strategies for calm
RELATE <i>(teaches pupil relationship building)</i>	Warm, friendly, expressive face Positive body language Be attentive and in tune Acknowledge feelings and meet body language Let them know you are on their team Overcompensate for their past experiences
REASON <i>(teaches pupil)</i>	Reduce your words, chunk information Use multi-sensory techniques to describe or relay facts – drawing Drop the subject into a play situation or relate to own feelings/experience Avoid lecturing
REPAIR <i>(teaches pupil how to shift states)</i>	Fix it together – clear it up, mend it, give time back Random acts of kindness – think of something that may make that person feel better Avoid asking to say 'sorry', could ask them to check someone is okay Do something together to reduce the shame

See Appendix 4 for scripts and details of how to respond to specific behaviours.

Teaching regulation and behaviour

- **Relationships:** this should be invested at the start – pupils should want to do something because of the quality of their relationship with you. The more you know about the pupil, the more therapeutic you can be.
- **Role modelling:** this is essential, e.g. we have to show them how to 'play nicely' by playing with them.
- Being **consistent** with our approaches to the pupil on a case by case basis (not equality).
- Following **routines** but with flexible thinking referring to individual circumstances and quick wins.
- **Prioritising valued behaviour** in every pupil – thanking them, proximal praise.
- **Planning alternatives** to difficult or dangerous behaviour and strategies to support pupils in crisis.
- **Positive reinforcement** should be given freely and unexpectedly, not as a form of bribery, e.g. if you do this you'll get that. This should also not be taken away.
- **Feedback and recognition** – give feedback when something has not been asked for – don't just celebrate the things that are expected, e.g. giving a sticker for holding the door open – this should be the norm.
- **Comfort and forgiveness** through nurturing understanding and knowing that we will do it differently tomorrow.
- **Ignoring** unsocial and low-level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours.
- **Positive language** by telling pupils what you would like to see, not what you don't, e.g. 'Please walk' rather than 'Don't run'.
- **Restorative practice** by following up the behaviour, it's impact and consequences at the appropriate time, after regulation has taken place and provide strategies for further occurrences. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. At our school we use a debrief board to support the reflect and repair after an incident has occurred.



We manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control. We have no public methods of tracking behaviour that risk creating negative feelings.

Behaviour curriculum

Our behaviour curriculum sets out our behaviour expectations and routines. We want our pupils to understand how and why we behave, and to have frequent opportunities to practise doing so, in order for these behaviours to become intrinsic in their day to day lives. Where appropriate and reasonable, adjustments may be made to ensure all pupils can meet the behaviour expectations.

As with other curriculum content, the behaviour curriculum is taught using explicit teaching. Staff demonstrate these behaviours and ensure pupils have time to practise. For example, our lining up routine is taught in the classroom but reinforced in different locations and times throughout the school day, e.g. at lunchtime. It is expected that all adults and pupils will know and demonstrate the behaviour expectations in all areas of school including the playground, dining hall and corridors.

For further information, please refer to our Behaviour Curriculum.

Rewards

Pupils are used to having valued behaviour recognised. Such acts as picking up litter, holding a door open, being polite etc. are not taken for granted but are not overly rewarded – a thank you and appreciation but not a sticker or certificate.

Rewards should be applied consistently and fairly to reinforce the routines, expectations and norms of the school's ethos.

These are some of the ways valued behaviour is rewarded in our school:

- Non-verbal – thumbs up, point to your own smile
- Verbal praise – be specific and tell them what you are praising them for (praise for specific, small valued behaviours increases the chance of others following)
- Stickers – can be given for particular encouragement
- House points
- Certificates
- Golden tickets
- Top table invitations
- PE and values awards
- Informing parents – verbally at pick up time, a phone call or a note home
- Sending the pupil to another member of staff to show good work

Consequences – protective and educational

It is essential that there is always an element of restorative practice. We must be able to show how we have helped the pupil develop new skills or new ways of thinking, through discussion, debrief activity or rehearsing. Restorative practices provide the pupil with the skills and incentives to behave differently when faced with the same set of circumstances.

If there is no natural consequence, then sometimes a protective consequence is needed immediately until we have been successful with our restorative practices. Protective consequences are solely actions to ensure no further harm occurs in the short term.

For those few pupils who present with difficulties in meeting our expectations in lessons and in social times, we will always consider the age and stage of the pupil. Where expectations are not being met, this will result in an educational consequence. The school works to the ethos that some employment of initial tactical ignoring may be used if the behaviour is only impacting on the learning of the individual themselves. Targeted questioning may be used to re-engage the learner. We appreciate that all children are different and the key behaviour management tool is rooted in the positive relationships between adults and pupils that have been formed therefore there may be some specific strategies that can be accommodated with this.

See Appendix 4 for details of protective or educational consequences for specific behaviours.

SLT assistance

- Walkie talkie, telephone call or send lanyard to office – signifies dangerous behaviour and support needed from SLT.
- SLT will model therapeutic methods or take the class for the teacher to do this.
- If a child leaves the site, notify the police and parents/carers immediately.

Recording behaviour incidents

- Incidents of difficult behaviour must be recorded on CPOMS.
- Incidents of dangerous behaviour must be recorded on CPOMS and reported to SLT the same day.
- Parents/carers must be informed of all incidents of dangerous behaviour and the protective consequences.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. For further information, please refer to our Physical Intervention Policy.

Confiscation, searches and screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). See Appendix 3 for information on carrying out searches.

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated and not returned to the pupil. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on the school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on the school premises or elsewhere when the pupil is under the lawful control of a staff member.

Child-on-child abuse

Following any report of child-on-child abuse, we will follow the general safeguarding principles set out in Part 5 of Keeping Children Safe in Education.

Each incident will be considered on a case-by-case basis and we are clear in every aspect of our culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Staff will challenge all inappropriate language and behaviour between pupils.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Allegations of Abuse Against Staff Policy and Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

Suspensions and permanent exclusions

The school can use suspensions and permanent exclusion in response to serious incidents, or in response to persistent disruptive behaviour which has not improved following in-school sanctions and interventions. The decision to exclude a pupil will be made by the headteacher and only as a last resort. For further information, please refer to our Suspension and Permanent Exclusion Policy.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When behaviour incidents arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on their behaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#)).
- If a pupil has an Education, Health and Care Plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers for the behaviour and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned, and may include:

- Short, planned movement breaks for pupils with SEND who find it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with a visual or hearing impairment to sit in sight of the teacher.
- Training for staff in understanding conditions such as autism.
- Use of the nurture room where pupils can regulate their emotions during periods of sensory overload.

Adapting sanctions for pupils with SEND

When considering a sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to discipline the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs and disabilities co-ordinator (SENDCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care Plan

The provisions set out in the Education, Health and Care Plan (EHCP) must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHCP.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- Daily contact with the school's behaviour support worker
- A plan with personalised strategies

Pupil transition

The school will support incoming pupils to meet behaviour expectations by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff hold transition meetings to share information about pupils.

To ensure behaviour is continually monitored and the right support is in place, information related to individual behaviour issues may be transferred to relevant members of staff at the start of each term or year.

Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

Training

Staff are provided with guidance on managing behaviour as part of their induction process. Staff also have access to regular training on managing behaviour to improve their practice, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management also forms part of continuing professional development.

Partnership with parents/carers

We work closely with parents/carers to ensure a consistent approach. Class teachers will keep parents/carers informed of any incidents or changes in their child's behaviour. If a pupil's behaviour gives cause for concern, and a plan is required, then parent/carers will be invited into school to discuss and contribute to the plan. Where support is requested from outside professionals, parents/carers will be kept informed and invited to attend any meetings.

Monitoring, assessment and evaluation

- Risk assessments will be evaluated by the class teacher and SENDCo as part of the Assess, Plan, Do, Review cycle.
- Boxall assessments may be used as a way of measuring progress for pupils with difficult or dangerous behaviour.
- Pastoral care notes, plans and evaluations will help measure progress of the therapeutic approach.
- ABC charts will be analysed to assess and monitor incidents of difficult and dangerous behaviour.
- The school will report to governors the impact of the approach.

Monitoring arrangements

This policy will be reviewed annually or earlier if considered necessary. At each review, the policy will be approved by the full governing body.

The written statement of behaviour principles (see Appendix 1) will be reviewed and approved by the governing body annually.

Links with other policies

This policy is linked to the following policies:

- Allegations of Abuse Against Staff Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Physical Intervention Policy
- Suspension and Permanent Exclusions Policy

Approved by governors: July 2026

Last reviewed: June 2026

Next review: June 2027

Appendix 1

Statement of Behaviour Principles

- All pupils, staff and other members of the school community have the right to feel safe at all times whilst in school. Everyone must be protected from disruption or abuse, and we expect all members of the school community to behave responsibly and to treat each other with respect.
- Every pupil has the right to learn and achieve their potential. Staff also have the right to teach without any pupil disrupting the learning of others. It is expected that all adults – staff, volunteers and governors – will set excellent examples to the pupils at all times.
- We are an inclusive school and all members of the school community should be free from discrimination, harassment and bullying of any sort.
- We believe in consistent systems and pupils taking responsibility for their actions. The school rules will be detailed in the behaviour policy and displayed around school. We expect these rules to be applied consistently by all staff.
- We believe positive behaviours should be rewarded to encourage good behaviour in the classroom and around school. The rewards system should be applied consistently and fairly by all staff.
- Sanctions for unacceptable or poor behaviour should be known and understood by all staff and pupils. These should be applied consistently, fairly, proportionally and reasonably, taking into account SEND and the needs of vulnerable children, and offering support as necessary.
- We feel that exclusions, particularly those that are permanent, must only be used as a last resort.
- Where there are concerns about a pupil's behaviour, the school will work with parents/carers to strive for common strategies between home and school. Where necessary, the school will also seek advice and support from appropriate outside agencies.
- The behaviour policy will include guidance on the use of reasonable force.

Appendix 2

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video or written content generated by artificial intelligence

Details of our approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

Appendix 3

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher or designated safeguarding lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. ‘I will ask you to turn out your pockets and remove your scarf.’
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate sanction. If they still refuse to co-operate, the member of staff will contact the headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items listed in the behaviour policy.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions or tray.

Outer clothing includes:

- Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Trays
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (as listed in the behaviour policy).

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above.
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed above), including incidents where no items were found, will be recorded on CPOMS.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (as listed in the behaviour policy). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's Child Protection and Safeguarding Policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an Early Help intervention or a referral to Children's Social Care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on the school premises will only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on the school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the pupil's parents/carers to inform them that the police are going to strip search their child, and ask them whether they would like to come into school to act as their appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on the school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's Child Protection and Safeguarding Policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an Early Help intervention or a referral to Children's Social Care is appropriate.

Any pupil who has been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Appendix 4

Responding to specific situations

Unsocial behaviours If you become frustrated by this, you can cause the behaviour to become difficult or dangerous				
	Positive phrasing (can include distracting or re-directing)	Limited choice	Disempowering the behaviour and/or de-escalation	Protective or Educational Consequences
Leaving their table without permission	'Stay seated in your chair... (name).'	'Are you going to sit on your own or with the group?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to ... before you go out to break.'
Leaving the carpet during input/story without permission	'Who else can I see sitting well at their table?'	'Would you like to sit on the chair at this table or that table?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to ... before you go out to break.'
Leaving the carpet during input/story without permission	'I can see you may not be comfortable there but stay seated until we have finished.'	'Would you like to sit in your carpet space/at your table, or next to me?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to ... before you go out to break.'
Refusing to complete the work set	'I know you want to do ... first. I need you to ..., then you can ...'	'I can see you are not ready to do maths now, so we can spend 5 minutes now (alternative activity) ... and come back to maths when you are ready.'	'You can choose to finish it later.'	Rehearsing and practising Completing tasks Differentiated curriculum – possibly practical and creative activities to encourage engagement in class
Refusing to complete the work set	'Can you tell me .../show me ...?'	'I wonder if we will be faster at the table.' (repeat)		
Refusing to take part in PE	'Are you starting your work with the words or a picture?' (repeat)	'You can work with a friend or on your own.' (repeat)		
Refusing to take part in PE	'I can see you are not ready to join in with PE now so you can join in with the middle bit or the end bit.' (repeat)		'You can watch if you would like to?'	'At break, we will talk about the bits you find difficult in PE.'
Choosing to do an activity that is different to the one the class are doing	'I can see you are choosing to ... now rather than join in. If you do this first, then you can ... after that.'	'You can choose to do this now or later.' (repeat)	'You can choose to do this later if you would like to when the others are doing ...?'	'We can check you understand what to do at break.'
Rocking on their chair				
Rocking on their chair	'Put the 4 chair legs on the floor.'	'Do you want to sit on the chair or the carpet?' (repeat)		'We may need to practise how to sit on the chair safely at break.'
Calling out/talking to a friend	'Who else can I see listening carefully?'			'We can check you understand what to do before you go out to break.'
Calling out/talking to a friend	'I can see you are not choosing to listen at the moment. Would you like me to explain again after the lesson?'			

	Positive phrasing <i>(can include distracting or re-directing)</i>	Limited choice	Disempowering the behaviour and/or de-escalation	Protective or Educational Consequences
Not listening to/ following instructions	'I can see you are not choosing to listen at the moment. Would you like me to explain again after the lesson?' 'Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.' 'Fantastic listening from ... I like the way you are staying still and listening so you can follow my instructions.'		'You can choose to have another go later.'	'We will check you understand how to ... at break.'
*Playing/fiddling with equipment <i>(some children may need to do this when listening – if they are not disrupting they may need to be given a fiddle toy)</i>	'I can see you want to fiddle with the pen/ruler when we are listening. It may be distracting others.' 'Put the pen/ruler on the table.'	'Put it on your table or give it to me.' <i>(repeat)</i>		

Difficult behaviours *Note the frequency – only very frequent and persistent difficult behaviour will require SLT intervention*

	Positive phrasing <i>(can include distracting or re-directing)</i>	Limited choice	Disempowering the behaviour and/or de-escalation	Protective or Educational Consequences
Aggressive shouting or calling out disruptively Continued interruptions Answering back or mimicking	'I can see that you are not ready to learn. When you are ready we can talk about the learning at break.' 'I can see you are not choosing to listen at the moment. Would you like me to explain again after the lesson?' 'I can see you know the answer but at the moment it iss turn to share their thoughts.'	'We can talk about ensuring others are able to learn when you are ready. Who would you like to talk to, me or ...?' <i>(repeat)</i>	If the interruptions are 'valid' and the pupil is keen to get their point across, ensure they understand the 'rules' of conversation. If it is being done to disrupt others then use the phrasing and choices. Ignore and speak later to individuals.	Conversation and exploration

	Positive phrasing <i>(can include distracting or re-directing)</i>	Limited choice	Disempowering the behaviour and/or de-escalation	Protective or Educational Consequences
Swearing Name calling Lying	'I can see that you are not happy at the moment.' 'I can see you are upset.' 'We can talk when you are ready and I am ready.'	'When you are ready we can talk here or in the' <i>(repeat)</i> 'We will carry on when you are ready.' 'We can talk when you are ready. Who would you like to talk to, me or ...?' <i>(repeat when calm)</i>	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' <i>(then ignore until they are ready)</i>	Conversation and exploration 'Thank you for telling me/showing me how you are feeling. If you tell me more I can listen/help.'
Refusal to carry out an adult's request	'Put the pen on the table.' 'I can see you are not ready to do this right now.' 'I can see something is wrong, if you want to talk I will listen. I am here to help.'	'Walk with me to the ... or the' <i>(repeat)</i>	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' <i>(then ignore until they are ready)</i>	Rehearsing and practising Completing tasks
Distracting and/or disrupting others' learning by shouting, banging, making noises	'I can see that you are not happy at the moment and you are not ready to learn/play.'	'When you are ready we can talk here or in the' <i>(repeat)</i>	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' <i>(then ignore until they are ready)</i>	Rehearsing and practising Completing tasks
Throwing small equipment Pushing over furniture	'I can see that you are not happy at the moment. Use your words and I will listen.'	'When you are ready we can talk here or in the' <i>(repeat)</i>		Immediate removal of other pupils may be necessary Pick up the items thrown or overturned Consider pre-emptive strategies when faced with similar situations
Leaving the classroom without permission	'I can see that you are not happy at the moment.'	'Come back into the room when you are ready and we can talk here or in the Who would you like to talk to, me or ...?' <i>(repeat)</i> 'You can come and find me when you are ready.'	I can see you are not happy at the moment. When you are ready to come back to class, I will listen.' <i>(then ignore until they are ready as long as another adult is in the vicinity)</i>	Educational opportunities – identify early warning signs for needing to leave Create a 'safe space' in the classroom if staying in class is difficult
Damage to property	'I can see that you are not happy at the moment.'	'When you are ready we can talk here or in the' <i>(repeat)</i>		Assisting with repairs or planning the repairs
Stealing	'I can see that you have taken something that doesn't belong to you.'	'When you are ready to return it, you can give it to me or put it in the box.' <i>(repeat)</i>		Research the real-world implications

Dangerous behaviours will likely need SLT support after following the script				
	Positive phrasing <i>(can include distracting or re-directing)</i>	Limited choice	Disempowering the behaviour and/or de-escalation	Protective or Educational Consequences
Leaving the school building	'I am not chasing you. I'll be standing here to make sure you are safe. When you go to (adult) inside, we can solve the problem.'	'I can see there is something wrong. Do you want to come inside and talk to ... or ...?' <i>(give a choice of two appropriate adults who are available)</i>		Conversation and exploration Possible limit to outside space
Leaving the premises	'(Name), you have left the school premises, so I am calling the police.'	'I can see there is something wrong. Do you want to come inside and talk to ... or ...?' <i>(give a choice of two appropriate adults who are available)</i>		Escorted in social situations/ breaktimes Restricted off-site activities
Spitting (directly at another) Pushing aggressively Scratching Pinching Hair pulling Hitting Kicking Fighting Biting Punching Throwing furniture	'Your actions have hurt me/.... Use your words and I will listen.'	'I can see there is something wrong. Do you want to come inside and talk to ... or ...?' <i>(give a choice of two appropriate adults who are available)</i> <i>(If already inside, the choice would be to come and talk to one of these adults and away from wherever they are now).</i>	'(Name), I can see something has happened.' 'I am here to help.' 'Talk and I will listen.' 'Come with me and'	Possible limit to outside space Escorted in social situations/ breaktimes Restricted off-site activities Differentiated teaching space Exclusion

All unsocial, difficult and dangerous behaviours need time, patience and praise when the child is showing valued behaviour following any of these difficulties

Examples of responses

'(Name), you have used your safe space, well done.'

'You are making a good effort with your learning.'

'Thank you for telling me how this made you feel.'

'Thank you for being honest with me and telling me the truth.'

'I can see that you are upset. Your body language is showing me you are cross.'

'I can understand how that could be upsetting/annoying'

Post incident recovery and debrief measures (Restorative Practice)

'It is time for a chill and chat.'

'Tell me what happened when ...'

'How were you feeling when you ...?'

'Who has been affected ...?'

'How can you help to put this right?'

'Let's practise what we have learnt so that we can do things better next time.'