



BREDENBURY
PRIMARY SCHOOL

Bredenbury Primary School Behaviour Policy

Staff Responsible:	Head of School
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1. Introduction

Bredenbury Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school acknowledges that behaviour can sometimes be the result of other factors, for example, social, emotional and mental health difficulties, special education needs and disabilities, medical needs and previous adverse lived experiences. **In light of the Covid-19 pandemic adjustments and additions have been made to this policy and are noted in red throughout the policy.**

Bredenbury Primary School is committed to:

- Promoting desired behaviour.
- 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 positive 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/carers.
- 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.

2. 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
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) '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'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Physical Restraint and Reasonable Force Policy
- Exclusion Policy
- Special Educational Needs and Disabilities and Inclusion Policy
- Anti-Bullying Policy
- E-Safety Policy
- Mobile Phone Policy
- Child Protection and Safeguarding Policy
- Preventing Radicalisation and Extremism Policy

- Complaints Policy

3. Roles and Responsibilities

The Governing Body has overall responsibility for:

The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any social, emotional and mental health related drivers of poor behaviour. Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation. 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 Policy.

The Head of School, Mrs McAtear is responsible for:

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/carers and pupils at least once a year. Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any social, emotional and mental health related issues that could be driving disruptive behaviour.

Class Teachers are responsible for:

Being aware of the signs of social, emotional and mental health related behavioural difficulties. Planning and reviewing support for their pupils with social, emotional and mental health related behavioural difficulties in collaboration with parents, the SENCO and designated Safeguarding Lead, Mrs McAtear, and, where appropriate, the pupils themselves. Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment or experiences. 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 social, emotional and mental health related behavioural difficulties will be able to study the full national curriculum. **More time will be devoted to social stories, circle time, PHSE and outdoor activities to support the emotional well-being of pupils as a result of the Covid-19 epidemic.** Teachers will be responsible and accountable for the progress and development of the pupils in their class. Being aware of the needs, outcomes sought, and support provided to any pupils with social, emotional and mental health related behavioural difficulties. Keeping the relevant figures of authority up-to-date with any changes in behaviour.

The SENCO and Designated Safeguarding Lead is responsible for:

Overseeing the whole-school approach to mental health and behavioural difficulties, how staff are supported with managing pupils with social, emotional and mental health related behavioural difficulties, and how the school engages pupils and parents/carers with regards to the behaviour of pupils with social, emotional and mental health difficulties. **Communicating the changes needed to ensure the well-being of all pupils and staff will be reviewed and developed on a regular basis, being discussed in weekly meetings to ensure the views of all are considered and needs addressed. The safety and wellbeing of every individual within school is of paramount importance during this challenging Covid-19 time.** Leading continual professional development of staff regarding mental health and behaviour. Providing professional guidance to colleagues about social, emotional and mental health difficulties and the links with behaviour. Supporting teachers in

the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support. Developing and reviewing individual behaviour plans and positive handling plans for children. Referring pupils with social, emotional and mental health related behavioural difficulties to external services for additional support e.g. ELSA, other schools, CLD Counselling, Child and Adolescent Mental Health Service, School Nurse, Children's Services, Educational Psychologists, Behavioural Support Team and independent or voluntary bodies. Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing. Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned. Advising on the deployment of the school's budget and other resources, such as Special Education Needs and Disabilities resources and the pupil premium, to effectively meet the needs of pupils with social, emotional and mental health related behavioural difficulties. Undertaking day-to-day responsibilities for the successful operation of the behavioural and social, emotional and mental health policies to support pupils with Special Educational Needs and Disabilities.

Pupils are responsible for:

Their own behaviour both inside school and out in the wider community. Reporting any unacceptable behaviour to a member of school staff.

Parents/Carers are responsible for:

Parents/Carers are responsible for the behaviour of their child(ren) inside and outside of school.

Parents/Carers are required to:

- Ensure regular attendance and punctuality at school.
- Ensure their child(ren) is aware of how to behave appropriately in all situations.
- Be good role models for their child(ren).
- Show an interest in all that their child does in school.
- Attend any meetings arranged to discuss your child's behaviour.
- Show respect for all members of the school community.
- Form good relationships with the school
- Support the school rules and expectations.
- Ask for advice if experiencing behavioural problems at home

4. Definitions

For the purpose of this policy, Bredenbury Primary 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, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, 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 acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.
- 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
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting, violence or aggression

For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the pupil and/or other pupils, including, but not limited to, the following:

- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Use of mobile phones without permission
- Graffiti

“Low level unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.

“Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

5. Smoking and Controlled Substances

In accordance with part 1 of the Health Act 2006 Bredenbury Primary School is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas. Parents/Carers, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes. The school has a zero-tolerance policy on illegal drugs and legal highs. Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present. The staff member will store the sample in name of secure location. The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols. The school will name the pupil from whom the drugs were taken to the police, and a full incident report will be completed. Any further measures will be undertaken in line with the school’s Child Protection and Safeguarding Policy. Where controlled substances are found on school trips away from the school premises, the parents/carers of the pupil, as well as the local police, will be notified.

6. Prohibited Sexual Harassment

Bredenbury Primary School prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet or email
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

Bredenbury Primary 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.

Sanctions 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.

Bredenbury Primary School will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

7. Items Banned from the School Premises

The following items are banned from Bredenbury Primary School premises:

- Fire lighting equipment: matches, lighters, candles etc.
- Drugs and smoking equipment: cigarettes, tobacco, cigarette papers, electronic cigarettes, alcohol, solvents, illegal drugs, any other drugs except medicines covered by the prescribed medicines procedure.
- Weapons and other dangerous implements or substances: knives, razors, catapults, guns, replicas gun, BB guns, laser pens, knuckle dusters and studded arm bands, whips or similar items, pepper sprays and gas canisters, fireworks, dangerous chemicals.
- Expensive and electronic items: i-pads, i- pods, games consoles.
- Other items: liquid correction fluid, chewing gum, caffeinated energy drinks,

offensive/inappropriate materials/literature, aerosols including deodorant and hair spray, make up, jewelry.

All members of staff can use their power to search without consent for any of the items listed above. Searches will be conducted by a same-sex member of staff, with another same-sex staff (if available) member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item. The school is not liable for any damage to, or loss of, any confiscated item. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil. Parents/Carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office. The Head of School, Mrs McAtear, will always be notified when any item is confiscated.

8. Effective Classroom Management

Bredenbury Primary School understands that well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments (e.g. those made for pupils whose special education needs and disabilities or social, emotional or mental health difficulties which may affect their behaviour), pupils will be expected to follow the school and classroom rules.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom rules
- Routines
- Praise
- Rewards

9. Classroom Rules

Class Teachers establish classroom rules in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to. **There will be a number of additional rules around social distancing, reducing movement around school and conduct when seated that will be shared with the children, the rationale behind them explained and support given**

to those who need it to establish the new routines.

Class Teachers ensure that classroom rules are always clear, comprehensive and enforceable.

Attention is given to how rules are worded – Class Teachers ensure they use positive language rather than negative, e.g. “I will act respectfully towards my peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

Before committing to the classroom rules, Class Teachers ensure that all pupils fully understand what they involve and what is expected of them.

Class Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.

Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity.

Class Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

Whole School Rules	Early Years and KS1 Classroom Rules	KS2 Classroom Rules
Always do your best and be ready to learn Respect yourself and others Be polite and use good manners Take care of our environment Be safe and sensible in your play Never hurt anyone with words or actions Move around the school quietly and considerately Make sure your teacher always knows where you are Do not touch property belonging to others without their permission	Be polite, kind and friendly. Be a good listener. Remember to use your classroom voice. Do as adults ask straight away. Care for our classroom and each other.	Respect everyone and everything Listen attentively Put your hand up when answering questions Follow instructions carefully Always try your best

10. Routines

Bredenbury Primary School understands that pupils work best when there is an established routine, and that behavioural problems can arise as a result of a lack of consistent routine.

Class Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these regularly.

Class Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine.

Class Teachers ensure that the routine remains consistent and is practiced throughout the year to create a more productive and enjoyable environment.

New routines are in place to ensure we are Covid-19 safe. These routines can change and are regularly explained to the children and the rationale behind them explained.

As per government guidance, staff encourage and remind pupils to adhere to social distancing measures and stay 1 metre apart from each other and 2 metres away from staff. Bredenbury Primary School has a risk assessment in place which outlines how school will help to minimise risks and promote social distancing whenever possible.

End of day collection has been organized to ensure social distancing can be maintained with K.S.1 leaving at 3pm with the bus children, Lower K.S.2 at 3:10pm and Upper K.S.2 at 3:20pm. Parents have markers on the floor 2 metres apart, outside the school gate identifying where they should stand.

Movement around school is kept to a minimum and the 2 bubbles are kept separate at all times, both having their own one-way system around school. Staff and pupil must try to keep 2 metres apart and there are markers on the corridor floor and in the classroom.

Staff and pupils must wash their hands regularly for at least 20 seconds with running water and soap and ensure they are dried properly. Hand sanitizer will also be used when necessary for those children whose parents/carers have given consent.

11. Praise

Bredenbury Primary School recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, Class Teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance and independence are encouraged.

Class Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.

Praise that is given is always sincere and is never followed with immediate criticism.

Class Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

12. Rewards

Bredenbury Primary School understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. 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

Bredenbury Primary School uses three different categories of rewards – these are:

- Social – praise and recognition, e.g. a positive phone call, letter or email home.
- Physical – material rewards, e.g. reward charts, stickers, certificates, prizes, well done notes
- Activity – activity-based rewards, e.g. extra play, free/choosing time, helping in another class, special responsibilities/positions.

Every class has an individual system for recording positive behavior in the form of a sticker chart. The individual format records up to 25 stickers for each pupil. **Children keep their chart in their individual resources folders at the moment due to Covid-19.** Pupils receive a star sticker when they have behaved well e.g. really good sitting and listening, effort with work. When a child receives 25 stickers they can choose a prize from the Head of School, Mrs McAtear's, prize cupboard as recognition of their positive behaviour.

Class Teachers may implement different types rewards as they see fit with approval from the Head of School, Mrs McAtear or SENCOs as part of an Individual Behaviour Plan however, as a general rule, the above are used.

13. Partnership and Positive Relationships and Approach

Positive Class Teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow Class Teachers to understand their pupils and create a strong foundation from which behavioural change can take place. **At the moment, more time than usual is being spent supporting pupil well-being to ensure strong teacher-pupil relationships are formed and children feel happy in school, having a 'Key' person they feel they can discuss anxieties with. Time is spent in lessons and outside, whilst enjoying the school grounds.**

Class Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and breaktime.
- Focusing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Positive Class Teacher-Parent/Carer relationships are key to combatting challenging behaviour. Parents/carers are children's first and most important teachers and role models. Building a strong partnership with Parents/Carers is crucial. It is important that Parents/Carers and staff work in partnership, sharing clear expectations and providing a consistent framework in which children develop caring, responsible and self-disciplined behaviour.

Class Teacher will enforce a number of strategies to establish positive relationship with parents/carers these may include:

- Greeting parents at the start and end of the day.
- Ensuring parents/carers understand what is expected of them and their child.
- Gathering views of parents/carers through meetings, questionnaires and surveys.
- Offer support via the Student and Family Support Worker and other external agencies.

14. The Classroom Environment

In order to prevent poor behaviour, Bredenbury Primary School understands that a well-structured environment is paramount.

Class Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the Class Teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the Class Teacher can move around the room so that behaviour can be monitored effectively.

Wherever possible, Class Teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Before starting lessons, Class Teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

Class Teachers establish different methods for regaining pupils' attention, e.g. clapping hands and placing their hand in the air means pupils must stop what they are doing and look at the Class Teacher – any methods teachers use are made clear to pupils from the outset.

At Present, children are seated in forward facing rows with additional spaces within rows where possible. Movement is kept to a minimum and children are not allowed to walk around the classroom unless it is necessary.

15. Understanding Behaviour

Where pupils frequently display negative behaviour, Bredenbury Primary School uses the antecedent-behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent (A): what happens before the behaviour occurs.
- Behaviour (B): the behaviour that occurs.
- Consequence (C): the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

A Behaviour Contract and/or Individual Behaviour Plan is developed for each pupil displaying challenging behaviour and the ABC analysis may be completed to inform this contract/plan – this outlines the expectations of the pupil and the support required.

Necessary staff members will be familiar with the pupil's Behaviour Contract and/or Behaviour Contract to ensure staff are equipped to deal with instances of negative behaviour.

Pupils and their Parents/Carers are involved in the development of the Behaviour Contract and/or Individual Behaviour Plan, and this is reviewed on a regular basis - the contract/plan will be reviewed sooner if it is not effective. Pupils and their Parents/Carers may be involved in the development and review of plans via formal/informal meetings, phone calls and emails.

Positive Handling Plans are put in place for pupils if there are concerns that staff feel that in the future there may be scenario where physical restraint may need to be used or where there has been incidents in the past where physical restraint has been necessary. This is reviewed on regular basis by the Parents/Carers, pupil and their Class Teacher.

16. De-escalation Strategies

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

- 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
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
- 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"

17. Intervention

In line with the school's Physical Restraint and Reasonable Force Policy, all 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.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom

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.

All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The following staff members are permitted to use reasonable force when conducting a search without consent for certain prohibited items:

Executive Headteacher: Mr M Farmer
Head of School: Mrs S McAtear

Certain prohibited items include the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff can search for all the items listed in section 7 of this policy, reasonable force will only be used, if necessary, to search for the items listed above.

Any physical intervention used will be conducted in line with the Physical Restraint and Use of Reasonable Force Policy.

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

After an instance of physical intervention, the pupil will be immediately taken to the Head of School, Mrs McAtear. The members of staff involved and witness to the incident will complete the Individual Bound and Numbered Book immediately.

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 Executive Headteacher, Mr Farmer, as to what behaviour constitutes for an exclusion. See Exclusion Policy for further information.

When using reasonable force in response to risks presented by incidents involving pupils with special educational needs and disabilities, social, emotional or mental health difficulties or medical conditions, the school will recognise and consider the vulnerability of these groups.

A proportion of staff are trained in Team Teach to teach positive behaviour management and approved methods of physical intervention.

Where a physical restraint on a child has been used a Positive Handling Plan should be put in place for the pupil immediately following this.

18. Managing Behaviour

Instances of poor behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts a 7-step program for handling challenging incidents. Class teachers record all daily incidents whereby the step program is used with pupils. Each week Mrs McAtear collects this data from class teachers. Behaviour meetings are held every 4 weeks to monitoring whole school behaviour via the schools behaviour "steps." The meeting identifies those pupils whose behaviour may indictor a potential SEND, medical or social, emotional or mental health difficulties. Concerns arising from this are discussed with the class teacher, parents and pupil

After an initial incident of negative behaviour, the following sanctions are implemented:

W = warning

Step 1 = Warning

Step 2 = Warning

Step 3 = 5 minutes in the thinking area

Step 4 = 10 minutes time out in the thinking area

Step 5 = Time out with Mrs McAtear for whole session and phone call by Mrs McAtear to parents

Step 6 = Meeting with parents

Step 7 = The Need for individual behavior support plan discussed/developed

19. Behaviour Off School Premises

Pupils at the school must agree to represent the school in a positive manner.

Staff can sanction pupils for misbehaviour outside of the school premises.

Staff may discipline pupils for misbehaviour off the school premises when the pupil is:

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

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

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

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

20. Monitoring and Review

This policy will be reviewed by the Head of School and DSL, Mrs McAtear, SENCOs Mrs Lane and Governors, on an annual basis, who will make any necessary changes and communicate these to all members of staff.

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

The next scheduled review date for this policy is Spring 2021.

Appendix B: Bredenbury Primary School Individual Behaviour Plan

To be completed by Staff and reviewed each half term

Child's Initials:

Date:

Class Teacher:

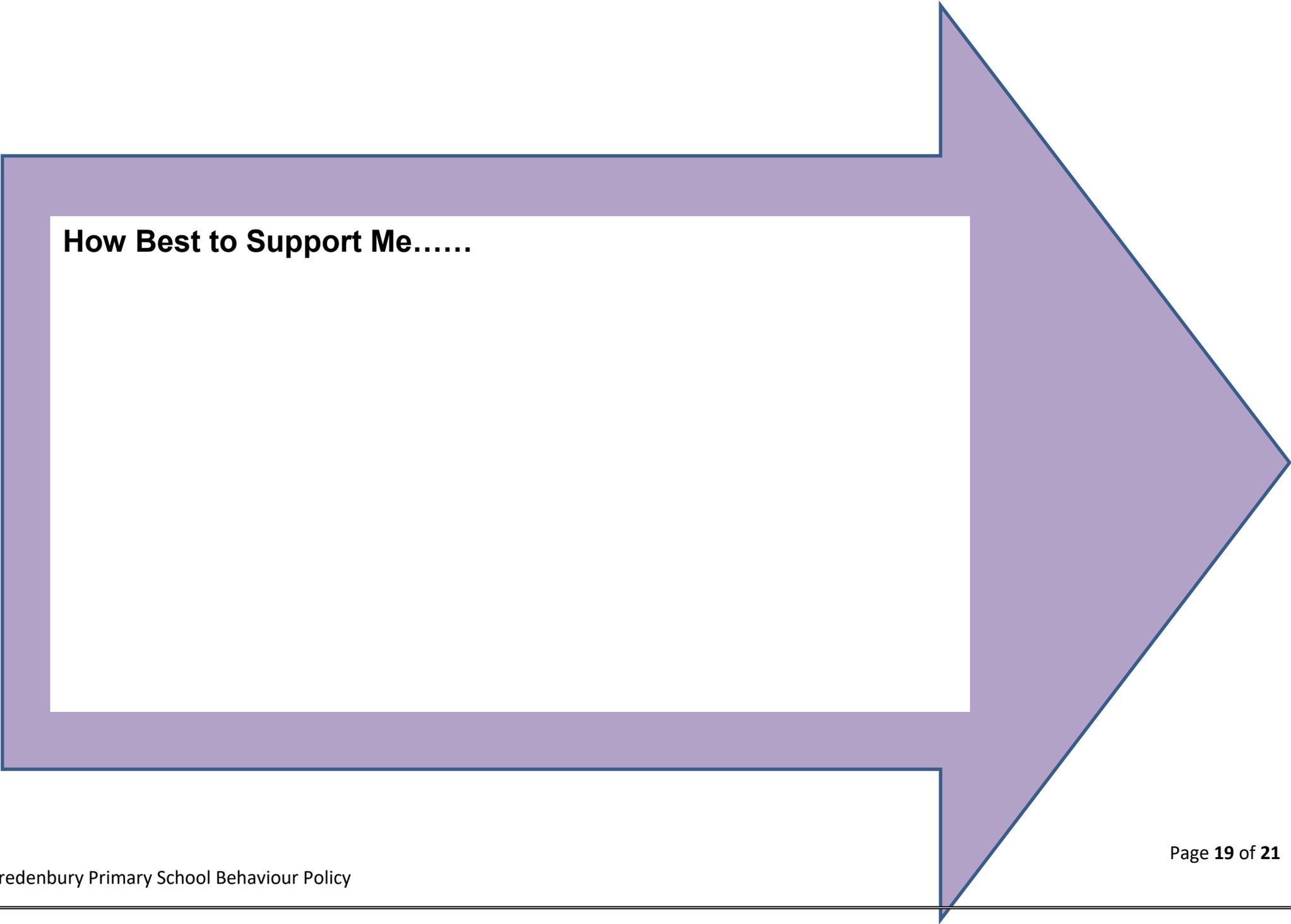
Review Date:

What have we tried?

What have we learned?

What's working? What is going well?

What's not working? What are we worried about?



How Best to Support Me.....

Appendix C: Bredenburg Primary School Positive Handling Plan

POSITIVE HANDLING PLAN

Name of student:	D of B:	Year:
<p><u>Behaviour triggers:</u> Describe situations that have led to a Positive Handling being used:</p>		
<p><u>Behaviour signals:</u> Describe the early warning signs/changes in body language / signs of distress that occur</p>		
Preferred de-escalation strategies:		
Verbal advice	Planned ignoring	Success reminder
Reassurance	Humour	
Distraction	Time out	
Choice	Change of adult	
Advising of consequences	Observed withdrawal	
<p><u>Positive areas to focus on:</u> (strengths, interests etc)</p>		
<p><u>Medical conditions to be aware of:</u></p>		
<p><u>Handling strategies:</u> to be used (as last resort & in best interest of student):</p>		
<p><u>Sanction Process</u></p>		

Staff to be informed of this plan:

Debriefing process to occur after an incident:

Agreed by:

Parent/Carer:

Pupil:

Member of staff: