

Grove Street Primary and Nursery School

Grove Street
Primary School



MINDS | LEARNING | FUTURES

Every child deserves a Champion

Relationships & Behaviour Policy

Date of Policy	September 2023	Due for Review	September 2026
Headteacher Signature	<i>Lisa Walsh</i>	Chair of Governors Signature	<i>Nicky Cornford</i>

Legal framework

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) Behaviour in Schools; Advice for Headteachers and Staff
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Anti-bullying Policy

Key Research / Evidence

This policy was created with all staff: checking and challenging initial thinking; drawing on the school's own insights and evidence of what has been effective; developing a shared understanding and confidence to implement change based on the broadest possible knowledge and expertise.

[Interventions to prevent school exclusion - Youth Endowment Fund](#)

[Putting Evidence to Work - A School's Guide to Implementation | EEF](#)

[Timpson Review of School Exclusion](#)

[Interventions to prevent school exclusion](#)

[Behaviour in schools - GOV.UK](#)

[Education Commission](#)

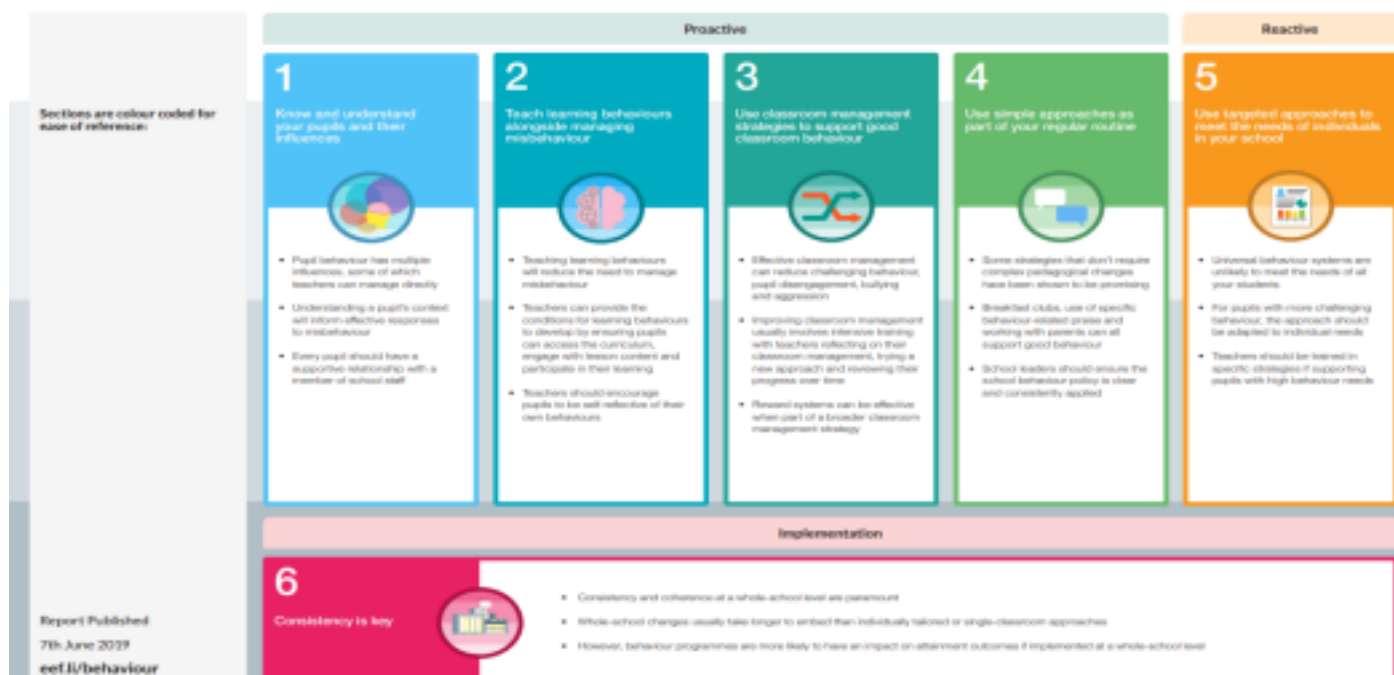
[Improving Behaviour in Schools | EEF](#)

[https://www.tpctherapy.co.uk/wp-content/uploads/2021/11/The-therapeutic-school-award .pdf](https://www.tpctherapy.co.uk/wp-content/uploads/2021/11/The-therapeutic-school-award.pdf)

[Mental health and behaviour in schools - GOV.UK](#)

[Special Educational Needs in Mainstream Schools | EEF](#)

[Guidance Report SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS](#)



Behaviour Policy Principles

At Grove Street we are committed to creating an environment where positive behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful, and Safe'.

“A whole-school approach to behaviour. Schools should ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents. The school’s approach to behaviour should be easily apparent to anyone joining or visiting the school. Everyone should treat one another with dignity, kindness and respect.” DfE 2022

Aim of the behaviour policy

“Creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning” DfE 2022

- To provide a safe, nurturing and caring environment where optimum learning takes place
- To provide clear guidance for children, staff and parents regarding expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour
- To use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise behavioural norms for individual children
- Promote high levels of self-esteem and self-regulation
- Teach appropriate behaviour through positive interactions

All staff must:

- Take time to welcome children at the start of the day
- Teachers to take and collect children to / from playtimes, lunch and hometime
- Never walk past or ignore children who are failing to meet expectations
- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe'
- Acknowledge all children they pass with a smile or a greeting
- **"Some pupils may require additional support to meet a school's behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary." DfE 2022**

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour. ● Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour. ● Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this. ○ Determining the school rules and any disciplinary sanctions for breaking the rules (these were updated during the September 2022 INSET training with all staff collaborating and agreeing our updated routines)
 - The day-to-day implementation of this policy.
 - Publicising this policy in writing to staff, parents and children at least once a year. ○ Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

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

The SENCO will be responsible for:

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

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/postcards and dojo messages

- Ensure staff training needs are identified and targeted
- Support teachers in managing children with more complex or challenging behaviours, this could include SLT taking the class to enable the class teacher to support the child

Members of staff who manage behaviour well:

- Follow the agreed Relentless Routines
- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and manage their own emotions
- Demonstrate unconditional care and compassion
- Use de-escalation strategies (see appendix A)

Children want teachers to:

- Give them a ‘fresh start’ every lesson
- Help them learn and feel confident
- Be just, fair and consistent
- Have a sense of humour
- Make them feel like they belong

Parental



2. SETTING A BOUNDARY RATIONALE

A boundary replaces a sanction - no more being set upstairs in time out and rejected. We are not punishing. We are teaching and guiding - life lessons. **Remember:** When they are older, they will not put themselves on time out for doing something wrong, instead they need to know how to make it right - boundaries help teach that life skill.

REMEMBER THERE ARE TWO WAYS TO ENFORCE A BOUNDARY



Responsibility
Where you ask them to do something - to encourage a direct correlation between behaviour and action to help them learn to make a remedy.

I would like you to stay behind and clear up the pet pots.

I would like you to wipe up the floor and pick up the pieces.

I would like you to help me lace up the books.

A boundary which includes a responsibility will have the most impact for children

OR

Limitation
Where you take something away - a pending positive thing they now cannot do

I am going to have to take tablets out of our snack time today and just stick with fruit.

It's a real shame, but I am afraid we won't be going to have iPad time anymore, we will have to save that for a day when we are all taking care of one another.

I am afraid we won't be able to watch a film during our play today.

A limitation is helpful to reinforce the rule but use them sparingly

Expectations:

- To work in partnership with the school to:
 - Reinforce the use of relentless routines
 - Consistent use of boundaries at home in collaboration with school
 - High expectations of how children speak / behave around other children and adults
 - Attend meetings with SLT if their child's behaviour has fallen below Grove Street expectations; agree to discuss and follow up at home

Behaviour for Learning

Grove Street's aims: 'Be Ready, Be Respectful and Be Safe'

[TPC Therapy Connection vs Disconnection](#)

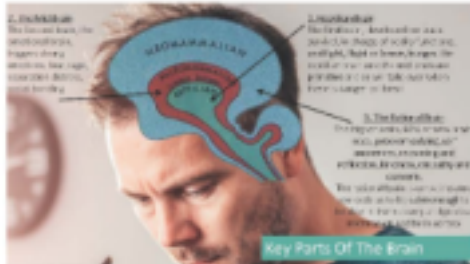
We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our aims set out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the Therapeutic Teaching Principles. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.






CONNECTION VS DISCONNECTION



SUPPORT SHEET



REMEMBER

-  • REPTILIAN BRAIN (SURVIVAL)
-  • MID BRAIN (EMOTIONS)
-  • RATIONAL BRAIN (THINKING)

WHAT IS THE GOAL?

Learning how to manage behaviour is part of child development for every child. Our role is to HELP with that and not punish them for needing help.

Our goal should always be to help them to **learn a better way to increase their rational brains capacity to respond to an emotional moment.**

We cannot assume children can control their impulses and brain's reactions, especially if they have had little help with it at home.

The ability to calm down, control their brains and self-regulate requires input and guidance from adults - without it, it will not develop.



CONNECTION VS DISCONNECTION

- ✓ Raises emotional intelligence
- ✓ Keeps the rational brain on
- ✓ Encourages learning
- ✓ Encourages new patterns of behaviour

THE 4 STAGES TO CONNECTION AND REGULATION

- STEP ONE:** Respond therapeutically with connection, empathy and insight into the brain, shifting to rational brain
- STEP TWO:** Create opportunities to take responsibility for their actions and learn through setting boundaries
- STEP THREE:** Re-define 'punishment' and create opportunity to self-regulate and reflect instead
- STEP FOUR:** Create trust, reliability and security through consistency

CHILDREN WORKING FROM THEIR SURVIVAL REPTILIAN BRAIN CAN NOT LEARN - THEIR THINKING BRAIN IS TURNED OFF!

1.THERAPEUTIC RESPONSES: RATIONALE

We often shut children down and create a feeling of disconnection when dealing with behavior because we are so quick to focus on the behavior and the incident Focusing on the feeling **first** creates a feeling of connection and understanding, it helps everyone to begin to solve the problem together rather than punishing the children for having a difficult feeling.

NAME
FEELING
BEHAVIOUR
ENCOURAGE
BOUNDARY
TEACH

NAME "Eddie...."
FEELING "You are/ feeling"
BEHAVIOUR "I can tell because"
ENCOURAGE "You are"



1. SAY THE PERSONS NAME

Saying the child/ persons name will help create instant connection. When someone says your name you feel noticed - this is a good way to begin your reflection.



2. REFLECT BACK THEIR FEELINGS

"You are feeling angry"
"You are overwhelmed"

This allows them to hear what they are feeling. Often they do not know! Naming their feelings will help them identify feelings and how that feeling is impacting their behaviour. Extend this by also commenting on what has just happened "You are overwhelmed with your homework today"



3. REFLECT THEIR BEHAVIOUR

Help them to understand how their feelings are impacting their behaviour by saying things like, "I can tell because you've got your head down on the table" or "You have walked away and want to be alone"



4. ENCOURAGE

Keep connection with the child and let them know you still care about them even though you are telling them off or discussing their behaviour. They need to know you still accept and value them, but it is the behaviour that is not okay. Send them the message that you are here to guide them through their feelings and you know that can be hard. "You have worked so hard this morning", "You are great at helping people"

2. SETTING A BOUNDARY RATIONALE

A boundary replaces a sanction - no more being set upstairs in time out and rejected. We are not punishing. We are teaching and guiding - life lessons. **Remember:** When they are older, they will not put themselves on time out for doing something wrong, instead they need to know how to make it right - boundaries help teach that life skill.

REMEMBER THERE ARE TWO WAYS TO ENFORCE A BOUNDARY



Responsibility
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I would like you to stay behind and clear up the pen pots.

I would like you to wipe up the floor and pick up the pieces.

I would like you to help me tape up the books.

A boundary which includes a responsibility will have the most impact for children

OR

Limitation
Where you take something away - a pending positive thing they now cannot do

I am going to have to take biscuits out of our snack time today and just stick with fruit..

It's a real shame, but I am afraid we won't be going to have iPad time anymore, we will have to save that for a day when we are all taking care of one another.

I am afraid **we** won't be able to watch a film during wet play today.

A limitation is helpful to reinforce the rule but use them sparingly



TEACH WITH A "NEXT TIME TRY" STATEMENT

Children need help to know how to handle a situation better next time. Avoid statements like:

"I want to hear kind voices"

"I want to see nice playing"

"Play nicely"

"Use your common sense!"

Use "Next time try..." phrases instead. Give the children strategies and techniques to use next time they are struggling. These should come after your reflection and boundary (if they needed a boundary).



Empower the children

To find new ways of dealing with things next time. Use both:



Next time try saying...

Next time try doing...

" Next time try saying.. I am getting really frustrated and need some time alone to calm down. I will come and talk about it when I am calmer."

3. SELF-REGULATION RATIONALE

Re-define 'punishment'- this is not a sanction, this is a tool to calm down. Rather than approaching this incident with disconnection create opportunities for the children to self-regulate and reflect instead. You now know the children need help to calm their brains in order to make respond with reflection, problem solving and empathy. You also know they will not learn anything if they are not calm.

So, an important step when approaching behavior is to include time for self-regulation into your responses.

TWO WAYS TO HELP SELF-REGULATION

Self-Regulation/Calm time

After a behavior incident you offer the child some time to self-regulate, calm down and get back to rational brain. These are activities children can engage with themselves.

Thinking Time

If the child is finding it really hard to calm down and is hurting themselves or others, they might need you to take some control and help them to manage their emotional state WITH them.

? HOW?

Have a calm area in your home/ calm boxes/room (if you can staff it) Insert this into your reflective comments It is not a punishment! Allow 10 mins at least and no more than 30.

- Guided meditation
- Calming colouring
- Feelings journal
- Lie and listen to music with headphones/ or not
- 10mins with LEGO/ construction

**"THIS HAS REALLY UPSET YOU,
IT WILL HELP TO HAVE SOME
QUIET TIME, GO
AND CHOOSE SOMETHING
FROM THE CALM TIME BOX TO
HELP YOU FEEL BETTER."**

- ✓ Children are able to choose from a variety of things - this gives them the opportunity to find something that really does calm their mind. We all have different things that work for us
- ✓ This is quiet reflective time for them and shouldn't involve a 'talking to' about what has happened or even adult lead intervention. Allow them to become comfortable sitting in silence/ being along quietly. (Someone can be in the room with them getting on with their own stuff)
- ✓ Avoid asking "Do you want to..." they need to so instead say "Let's go and..."
- ✓ Allow at least 10 mins for this
- ✓ Encourage children to express when they need this time BEFORE a behaviour incident occurs

3. CONSISTENCY RATIONALE

Consistency means you will continue to respond in the same way each time an event happens: **Repetition is key!**

- Actions
- Word you choose to use
- Tone of voice
- Sanctions
- Steps to deal with the situation
- Facial expressions

Without consistency the children will learn that you don't mean what you say, and they will continue to push boundaries.

PUT IT ALL TOGETHER WITH ONE CHILD:

The NEW Policy		
Incident: Child gets angry and pulls down a display (ONE CHILD)		
1. Therapeutic response	NAME FEELING BEHAVIOUR ENCOURAGE	"Sarah you are so angry, you feel like no one is listening to you and no one understands you. You so frustrated with everyone you threw your dinner. You have been so happy this morning playing, it has been lovely to see your smile..."
2. Boundary	BOUNDARY TEACH (if ready to hear this)	"I am going to need you to clean this up. Maybe next time you could try saying, Jake I have tried to explain how I feel so many times but no one seems to be listening and I am getting angry now"
3. Self-regulation	Calm time Or Thinking time (OR both)	"You are really struggling to calm down. Let's go and go and have some calm time to help you."

PUT IT ALL TOGETHER WITH ONE CHILD:

The NEW Policy		
Child gets in to an argument and kicks someone (MORE THAN ONE CHILD)		
1. Therapeutic response	NAME FEELING BEHAVIOUR ENCOURAGE	"Adam, you are angry and frustrated for being left out of the game. You kicked Jack and threw the ball. Jack is crying now, his leg is bruised He is shocked about what happened... you two were playing so nicely this morning"
2. Boundary	BOUNDARY TEACH (if ready to hear this)	I am afraid I will have to take away the football for the rest of the day Maybe next time try saying "Jack I am getting frustrated because you are not letting me play I feel like you don't want me in the game."
3. Self-regulation (if required)	Calm time Or Thinking time (OR both)	"You are feeling overwhelmed and attacked, let's take 5 mins and calm down by having some calm time/ "You are really struggling to calm down and are feeling very angry, let's have some thinking time together to help you"

The school has 3 simple aims for relentlessness 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

We have adopted The Zones of Regulation curriculum to improve social and emotional learning and deepen children's understanding of how to self-regulate.

Behaviour is everybody's responsibility - to praise, challenge and support.

AM

- Staff to greet children at the gates (doors for EYFS / Y1)
- Calming music as they enter class

Playtimes

- Teacher walks class to the exit and collects at the end of break/lunch.
- Calming music as they leave and enter class
- Keep to the left when walking down the corridors and up and down stairs

Lunch

- Teacher walks class to the exit and collects at the end of break/lunch.
- Calming music as they leave and enter class
- All children take out water bottles, coats etc. - no return to class until end of lunch
- Keep to the left when walking down the corridors and up and down stairs
- Class box for lunch boxes sent to hall- collect at end of lunch
- KS2 children leave the lunch hall via the external doors
- Lines to separate areas on KS2 playground
- No children upstairs / in corridors (selected SEND may use computing room)
- EYFS / KS1 to use toilets near Reception- (staff on door- no more than 2 children at a time in toilets) ●
- KS2 to use toilets near 2E - (staff on door- no more than 2 children at a time in toilets)

Home links

- Positive messages passed to parents (on gate or via dojo or phone calls)
- Parent meetings with teacher and senior leadership team scheduled when expectations for behaviour repeatedly not met.

General classroom routines

- Calming music for all transitions
- Silent signals
- Daily use of Zones of Regulation
- Daily story at the end of the day
- High expectations for presentation and aspiration for all children
- Consistent use of language around 'Ready, Respectful, Safe'
- Recognition boards and specific praise not Dojo points
- Calming music for all transitions
- Manners and character. traits recognised and praised
- All staff model walking down corridors, up/down stairs on the left
- Only children with a green sash should be out the classroom
- Challenge low level behaviour
- Expectation that work is always completed
- Children included in ensuring classroom is kept tidy and organised
- Repeat of behaviour -work with parents/families
- Children should wear school uniform and PE kit on PE days
- General expectation of no toilet during lessons (unless medical)
- Positive quote/mantra to start the day
- Structure of restorative conversations comes instead of sanction
- Consequences for incidents outlined in behaviour policy
- No toys from home unless an identified SEND need

Focus: Relentless Routines

Praise in Public (PIP)	Wonderful Walking Around	Consistent Positive
Remind in Private (RIP)	School - to the left	Language

Stepped Boundaries

Gentle Approach, use child's name, child level, eye contact, deliver message

1. REMINDER:

I noticed you chose to (noticed behaviour)

This is a REMINDER that we need to Be (Ready, Respectful, Safe)

You now have the chance to make a better choice

Thank you for listening

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. WARNING:

I noticed you chose to (noticed behaviour)

This is the second time I have spoken to you.

You need to speak to me for two minutes after the lesson.

If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the quiet area (learner's name),

Do you remember when (Model of the child's previous good behaviour)?

That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3. CALMING TIME:

I noticed you chose to (noticed behaviour)

You need to: 1. Wait outside the classroom (this has to be for a very short time) or go to quiet area 2. Go to sit with other class 3. Go to sit in a Key Stage Leader's classroom 4. Go to HT's /an SLT office (AHTs / SENCO)

Playground: You need to: 1. Stand by other staff member 2. Sit on the picnic bench 3. Go to HT's/an SLT office

I will come and speak to you in two minutes

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You havenow chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' **TIME IN not TIME OUT that counts.**

DO NOT describe child's behaviour to other adult in front of the child

4. FOLLOW UP, REPAIR AND RESTORE (must be used after a step 3 incident)

1. What happened? (Neutral, dispassionate language.)

2. What were you feeling at the time?

3. What have you felt since?

4. How did this make people feel?

5. Who has been affected? What should we do to put things right? How can we do things differently? 6.

What would you do differently the next time you feel this way? ***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important**

ALL STAFF: Please record briefly on CPOMS when steps 3 & 4 are used

Where possible, restorative conversations are used as a preference to sanctions to support children to understand the impact of their behaviour on others. Sanctions should

1. Make it clear that unacceptable behaviour affects others and is not in line with our 3Rs

2. Not apply to a whole group for the activities of individuals.

3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

At Grove Street, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. **Phrases such as 'kicked off', 'battered', 'attention seeking'** are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow the stepped boundaries guidance and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher.

BEHAVIOUR PATHWAY

Reminder

Warning

Time-In/Calm Time

Follow up/Restorative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up conversation then follow the guidelines below:

- SLT/HT included in conversation
- Parents Phoned
- Parents Called To School
- Child learns in parallel class
- Exclusion

Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, school trips, extra curricular activities but the same principles of promoting good behaviour through the policy will always apply.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences, trauma and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they

exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

A behaviour plan will be filled in by the class teacher and will identify the member of staff who has the strongest relationship with a child demonstrating extreme behaviours. See Appendix A.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort - Appendix B.

The school will record all serious behaviour incidents on CPOMS

Exclusions will occur following extreme incidents at the discretion of the Headteacher. A fixed-term exclusion will be enforced under these conditions:

- Violent behaviour against a member of staff
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

“Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession.” DfE 2022

“Where circumstances arise that endanger the safety of a pupil or staff member, the school should act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.” DfE 2022

If these conditions are not met, other options may include a child learning in the parallel class or with SLT.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At Grove Street, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a ‘common sense’ approach to keep themselves and the child safe to manage the situation effectively. Staff can use ‘reasonable measures’ to protect themselves and should call for support if needed.

All staff should report incidents directly to the Headteacher, DHT or SBM. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child.

When all else has failed, we may have to use fixed-term suspensions as a last resort and only when the health and safety of staff and children has been at extreme risk.

Permanent Exclusion or Out Of School Transfer

Permanent exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Appendix A

POSITIVE BEHAVIOUR PLAN

Child's Name: Date of Plan: Review Date of Plan:

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours Stage 3 Crisis Behaviours

What are common triggers?

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De-escalation skills

	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			

Time-out			
Transfer adult			
Removing audience			
Supportive touch			
Success reminded			
Listening			
OWL- Observe, wait, listen			

Others

Appendix B

PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. DEFINITIONS

- **Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder • **'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury
- **'Reasonable in the circumstances'** means using no more force than is needed
- **'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom
- **'Restraint'** means to hold back physically or to bring a pupil under control

2. THE LEGAL POSITION

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave 🚪 Prevent a pupil:
 - who disrupts a school event, trip or visit
 - leaving the classroom where this would risk their safety or disrupt others from attacking someone
 - Restrain a pupil at risk of harming themselves through physical outbursts
- Schools cannot use force as a punishment – this is always unlawful.**

The school will record all serious behaviour incidents and any restraints on CPOMS

Appendix C

SEARCHING PUPILS, CONFISCATION OF ITEMS

Key Points Searching

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

Schools' obligations under the European Convention on Human Rights (ECHR) Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

Who can search?

Any teacher who works at the school, and any other person who has the authority of the Headteacher.

Under what circumstances?

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but **only** where you reasonably believe that there is a risk that **serious harm** will be caused to a person if you do not conduct the

search immediately and where it is **not reasonably practicable** to summon another member of staff.

When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Such items should be handed in to a senior member of staff.

Appendix D

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the Headteacher or other senior member of staff, who will apply appropriate sanctions, in relation to the general principles laid down in the behaviour policy.

In all circumstances the head teacher will consider whether it is appropriate to notify the police or antisocial behaviour coordinator in the local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's safeguarding policy.