Laureate Community Academy

Positive Relationships Policy

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| Updated | September 2024 |
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# INTRODUCTION

The purpose of the Positive Relationships Policy, which includes the statutory requirements of a Behaviour Policy, is to clarify how we ensure that Laureate is a safe environment in which all pupils can learn and reach their full potential. The policy states how we:

* Encourage good behaviour and respect for others;
* Secure an acceptable standard of behaviour of pupils;
* Promote, among pupils, self-discipline and proper regard for authority;
* Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
* Ensure that pupils complete any tasks reasonably assigned to them in connection with their education;
* Otherwise regulate the conduct of pupils.

Beyond the statutory requirements, the policy explains to all members of our school community how this is achieved by a trauma-informed approach which is aligned to our school ethos, so that everyone feels safe, respected and able to do their best.

This policy should be read in conjunction with other school and trust policies including, but not limited to:

* Anti-Bullying Policy;
* Physical Restraint Policy;
* Exclusion Policy;
* SEND Policy;
* Safeguarding Policy & local Child Protection Procedures;
* Staff Code of Conduct.

# Section A: Our Aims & Values

At Laureate Community Academy, we are determined to create an inclusive learning community where everyone is given the opportunity to fulfil his or her potential. We aim to challenge and support all of our pupils, helping them strive to become lifelong learners and preparing them for life in modern Britain.

This is encapsulated in our **‘REACH’** acronym: We want everyone involved at Laureate to **Respect** each other, **Enjoy** their time in our school, **Aspire** to be the best that they can be, learn how to **Communicate** effectively with those around them and lead a happy and **Healthy** lifestyle.

A crucial element in achieving these aims is to promote positive relationships through a whole school approach. This will be achieved by:

* Using agreed and consistent strategies based on a trauma-informed approach (see below);
* Communicating these strategies effectively to pupils, staff, parents, governors and visitors.

## Rights and Charters

Our whole school rights link our REACH values and the United Nations Convention on the Rights of the Child (UNCRC):

* We have the right to be respected (linked to ‘Respect’ and based on UNCRC Article 12 – respect for the views of the child);
* We have the right to enjoy ourselves (linked to ‘Enjoy’ and based on UNCRC Article 31 – leisure, play and culture);
* We have the right to be the best that we can be (linked to ‘Aspire’ and based on UNCRC Article 29 – goals of education);
* We have the right to be listened to (linked to ‘Communicate’ and based on UNCRC Article 13 – freedom of expression);
* We have the right to the best possible physical and mental health (linked to ‘be Healthy’ and based on UNCRC Article 24 – health and health services).

In addition, each class will have a class charter based on Articles of the UNCRC which has been agreed with the pupils and adapted in an age-appropriate way; these may overlap with the whole school REACH Rights.

All classrooms will have the following items displayed:

* Their class charter;
* Posters of our REACH Rights and Laureate Learning Characteristics (including an additional poster for the Learning Characteristic which is the focus for the half term) where pupils demonstrating any of these can be recognised.

#### Section B: Positive Relationships

#### ‘It is the small stuff, the daily acts of care, the perpetual generosity of spirit, the interest that you show

#### in (pupils’) lives that matters most – what my friend Hywel Roberts calls botheredness.’

(*When the Adults Change, Everything Changes* by Paul Dix)

#### Positive relationships are at the heart of everything that we do at Laureate. We adopt a trauma-informed approach, underpinned by research into what is most effective in helping pupils who have suffered adverse childhood experiences (ACEs) to thrive and predicated on the belief that one emotionally available adult can make all the difference to a child. Everyone is treated with dignity, respect and kindness at all times in order to build safe, stable and nurturing relationships.

#### All staff have completed training on trauma-informed practice in order to better understand behaviour; new staff complete this training as part of their induction.

**Reframing Behaviour**

All behaviour is a form of communication; therefore, understanding behaviour is more important that the behaviour itself. Difficult and harmful behaviour is rarely random – much of it is likely to be stress-related (i.e. the child is not fully aware of what they are doing, or they have limited capacity to act differently). Thinking of a child as struggling to handle a difficult situation encourages staff to help them through their stress and prevent distress (as opposed to an incident of misbehaviour where the child was aware that they shouldn’t have done something and was capable of acting differently, in which case a sanction may be appropriate).

Typical ‘labelled’ behaviours are likely to be a form of communication on the part of the child, such as:

* ‘Defiant’ behaviour is likely to be when a child is in ‘fight’ survival mode;
* ‘Attention seeking’ behaviour is likely to be when a child needs to feel connected;
* ‘Lack of engagement’ is likely to be when a child doesn’t feel safe.

#### Promoting Positive Relationships

Laureate is invested in supporting the very best relational health between all members of our school community. To this end, we are committed to educational practices which **protect**, **relate**, **regulate** and **reflect**:

* **Protect:**
  + We aim to increase ‘safety cues’ in all aspects of the school day for our pupils and each other, e.g. members of SLT greeting pupils at the gate and staff greeting pupils at the classroom door;
  + Staff are warm, empathic and curious in order to move pupils from flight/fight/freeze positions and build relationship and trust.
  + We ensure that interactions with pupils, their families/carers, other agencies and each other are socially engaging, not socially defensive.
  + We are committed to approaches which exclude the use of harsh voices, shouting, put-downs, criticisms and shaming (which are proven to be psychologically and neurologically damaging).
  + All members of our school aim to ‘interactively repair’ occasions when they themselves move into defensiveness, e.g. acknowledging, apologising and rebuilding after a negative incident.
  + Strategies that help staff to get to know children better on an individual basis (e.g. ‘I wish my teacher knew…’ transition activities) are used to enable children to feel safe enough to talk, if they wish, including about painful life experiences which are interfering with their ability to learn.
  + Vulnerable children have easy, daily access to at least one named, emotionally available adult that they feel able to connect with.
  + Our school staff adjust their expectations for our pupils, their families and carers in accordance with their developmental capabilities and experience of traumatic stress; this sometimes involves removing vulnerable and traumatised pupils in a kind and non-judgemental way from situations they are not managing well.
  + ‘Bubble Time’ provides a clear, confidential and non-shaming system for children to self-refer whenever they need to talk.
  + All adults are nurtured so that they feel valued and supported, and can therefore interact throughout the school day with positive social engagement rather than defensiveness.
* **Relate:**
  + We are committed to a whole school approach which enables our pupils to see themselves, their relationships and the world positively, rather than through the lens of threat, danger or self-blame.
  + Our school provides everyone with repeated relational experiences, alongside emotionally available adults, to support everyone to move from ‘blocked trust’ (not feeling psychologically safe with anyone) to trust, and from self-help to ‘help-seeking’.
* **Regulate:**
  + Relational interventions are specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe.
  + We use evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic experiences, through emotionally regulating, playful and enriched interactions.
  + The emotional wellbeing and regulation of staff is prioritised in order to prevent burn-out, stress–related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued.
  + Our school provides spaces which enable staff to take the time they need to reflect and rejuvenate, which in turn supports the release of natural anti-stress and pro-social neurochemicals (opioids and oxytocin).
* **Reflect:**
  + Staff training and development includes effective listening, dialogue, empathy and understanding (instead of asking a series of questions/giving lectures).
  + The adults in our school feel confident to develop relationships with pupils, their families and each other, and to have empathic conversations about their lives.
  + Within the context of an established and trusted relationship with a member of staff, pupils are given the means and opportunity to symbolise painful life experiences through a range of media, as a key part of ‘working through’ these experiences, e.g. art/play/music/sand/emotion worksheets/emotion cards.
  + Our school promotes discussions with our pupils that helps to make sense of their life, to develop a language for their emotions and a narrative that makes sense of their experiences and how they feel; this supports our pupils to understand their thoughts, feelings, bodily sensations and reactions, and in doing so enables them to identify and explore new options and strategies for ways forward, e.g. as part of the PSHE curriculum.
  + Staff development and training enables staff to help children move from displaying stress behaviours which communicate their trauma/painful life experiences, to being able to reflect on those experiences, e.g. through empathic conversations.
  + This policy is not based on punishment, sanctions and isolation, but instead models enquiry, reflection, resolution and interactive repair (e.g. using restorative conversations).

**Mediating Conflict**

Pupils will learn from the way in which adults mediate conflict; therefore, we use these steps as guiding principles, dealing with incidents as we would if the child’s parent were present:

* Decide whether or not it is necessary to intervene;
* Check your own feelings and body language, ensuring that you remain calm;
* Separate the opposing parties and move away from any audience;
* Give time for both sides to cool down;
* Listen to all points of view;
* Give each side a chance to speak without being interrupted;
* Ask pupils what happened, how they are feeling now and what they want now;
* Ask them to come up with solutions which they both feel happy about;
* Apply this policy consistently at all times.

The following is a list of typical ‘script’ prompts which all adults will use in order to ensure a calm, consistent and kind approach to building positive relationships at Laureate. A pupil with a Behaviour Support Plan may have a more specific script, which must be shared with all adults who may interact with that pupil. There are two elements to the script: verbal and non-verbal.

Examples of verbal elements:

* **Positive, not negative:** *Show me how we walk in school* (instead of *stop running!)*
* **Thank you, not please:***Pick that up for me, thanks (*instead of *pick that up, please*)
* **I, not you:** *I need everyone to put their hand up* (instead of *you need to put your hand up*)
* **Talk about the behaviour, not the child:** *We do not accept swearing at Laureate* (instead of *you are rude!*)
* **Maintain the relationship:** *I am not going anywhere. You are going to be brilliant*
* **What, not why:** *What happened?* (instead of *why did you do that?*)
* **When…** **then…:** *When you are calm, then we will talk about what happened*
* **If… then…:** *If you continue to shout out, I will ask you to move to a different table*
* **Choice and consequence:** *If you choose to remain outside the classroom, you will lose that time at break*
* **Lesser of two evils:** *You can either complete the work now, or at break time*
* **Stuck record:** *When you are standing ready, then we will go out to break… When you are standing ready, then we will go out to break…* *When* etc.
* **State the obvious:** *You were talking in assembly*
* **State the expectation:** *I expect you to come off the field when the second bell goes*
* **Gain attention, pause, give direction:** *Charlie… I need you to turn around and face the board*
* **Catch them being good:** *Remember when you did that amazing piece of work yesterday? That’s exactly what I expect to see from you in this lesson*
* **Thank you (again):** *Thank you for choosing to come in, Billie – that’s exactly what I expect to see*

Examples of non-verbal elements:

* **Assertive, not aggressive:** Maintain calm authority, expecting compliance, without using anger, aggression or intimidation
* **Take up time:** After stating the expectation, move away from the pupil and leave them to their choice, start walking towards where you expect them to meet you etc.
* **Remove the audience:** Either send everyone else away, or move to a different part of the room, playground etc. (after stating the expectation that the pupil will follow you)
* **Ignore secondary behaviour (for now):** If a pupil answers back, rolls their eyes etc., decide if it can be dealt with swiftly and assertively, or if doing so will escalate the conflict – if it’s the latter, come back to it another time (but make sure you do come back to it, even if it’s the next day)
* **Remain calm:** If necessary, give yourself take up time, or ask a colleague to support you
* **Don’t get drawn in:** If you find yourself engaging in a ‘back and forth’ discussion with a pupil, revert to the script (*When… then…* is a good way out)
* **Body language:** Consider what you’re communicating, e.g. by having your arms folded, pointing a finger etc., and **do not position yourself to block a pupil’s ‘escape route’**
* **Listen without prejudice:** Make sure that pupils are treated with respect and given a chance to explain, talk about what’s upset them etc.

#### SECTION C: BEHAVIOUR AND THE LAW

**Exclusions, Managed Moves & Alternative Provision**

In the case of the most serious incidents, it may be necessary for the school to execute its power of suspension or exclusion, either for a fixed period, or ultimately on a permanent basis (depending on the nature of the behaviour and the pupil’s individual history, circumstances etc.). Please see the Exclusion Policy for details.

A managed move to another mainstream school may also be used if it is in the pupil’s best interests.

As a final preventative measure to support pupils at risk of permanent exclusion, alternative provision (such as a pupil support unit) may be used to improve behaviour and maintain learning, with the goal to successfully reintegrate pupils into mainstream lessons. This will be done in conjunction with the trust and/or Local Authority. If a pupil is in an alternative provision but remains on the school roll, regular contact will be maintained with the alternative provision in order to maintain safeguarding procedures and relationships with the pupil and family.

**Use of Reasonable Force**

‘Every child and young person has a right to be treated with respect and dignity,

and deserves to have their needs recognised and be given the right support.’

(*Reducing the Need for Restraint and Restrictive Education* by HM Government)

At Laureate, all staff are trained in what is and is not considered to be appropriate physical contact in order to keep children safe and provide necessary support whilst fostering independence.

If a pupil, through their behaviour, is at risk of harming themselves or others, it may be necessary to physically restrain him/her. For full details of our policy and procedures in the event of this occurring, see our Physical Restraint Policy.

The key details from the Physical Restraint Policy are as follows:

* Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:
  + Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
  + Causing personal injury to or damage to the property of, any person (including the pupil himself); or
  + Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

## The staff to which this power applies are defined in section 95 of the Act; at Laureate, all paid staff working at the school have this authorisation.

* There is no legal definition of 'reasonable force' so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used; however, any restrictive intervention must be based on an assessment that the intervention is likely to cause less harm than not intervening.
* Physical restraint will only be considered when all other means have failed, and/or to prevent imminent danger to staff or pupils. In such situations, the minimum amount of force will be used for the minimum amount of time.

**Incidents Outside of School**

‘Teachers have power to discipline pupils for misbehaviour which occurs in school and,

in some circumstances, outside of school.’

(*Behaviour and Discipline in Schools* by HM Government)

All staff have a statutory power to sanction pupils for misbehaviour outside of the school premises as follows:

* When a pupil is taking part in any school-organised or school-related activity;
* When they are travelling to or from school;
* When they are wearing school uniform;
* When they are, in some other way, identifiable as a pupil at the school;
* When the behaviour could have repercussions for the orderly running of the school;
* When it poses a threat to another pupil;
* When it could adversely affect the reputation of the school.

The above situations include both online and offline behaviour, for example in order to address cyberbullying incidents. Please see the Online Safety Policy for details.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

**Searching and Confiscation of Property**

Staff have the statutory authority to confiscate, retain or dispose of any items which they feel are dangerous or harmful, either to the pupil or to others. Staff are not liable for loss or damage of confiscated items if they act lawfully – that is, the confiscation is proportionate, necessary in a democratic society and in pursuance of a legitimate aim.

Staff may search for any items which are banned by the school, provided that this has been clearly communicated, and for prohibited items such as:

* Knives and other weapons;
* Alcohol, tobacco (including cigarette papers) and illegal drugs;
* Stolen items;
* Fireworks;
* Pornographic images;
* Any item that could be used to commit an offence, cause injury or damage to property.

Weapons and knives, and extreme or child pornography, must always be handed over to the police; otherwise, it is for the school to decide if and when to return a confiscated item. Reasonable force may be used when conducting a search for only these items listed.

Pupils should not bring toys, jewellery, electronic equipment or other valuable items into school unless specifically requested by their teacher. If they do, they will be asked to put them in their school bag until the end of the day. The school will not be responsible for the safety of these items.

Any pupil bringing a mobile phone to school should hand it in to their class teacher, named, where it will be kept safe until the end of the school day.

**Detentions**

Detentions may be used within the school day (i.e. at break and/or lunchtime) for all pupils; however, time will always be given for pupils to eat, drink and/or go to the toilet. Detentions after school will **not** be given.

**Safeguarding**

The school has legal duties in respect of behaviour which also has safeguarding implications, as specified in:

* HM Government’s *Keeping Children Safe in Education*;
* The trust’s Safeguarding Policy;
* The school’s Child Protection Procedures.

For example, we have a statutory duty to address incidents of child on child abuse. This could include but is not limited to: physical and sexual abuse, sexual harassment and violence, emotional harm and on or offline bullying. We have a zero-tolerance approach to child on child abuse. Any incidents which could be perceived as this are taken very seriously and not, for example, dismissed as ‘banter’ or ‘children being children’. We do, however, understand that some behaviours that fall into this category may be a result of young children not understanding the seriousness of their actions, so they are addressed in a sensitive, age appropriate way that supports the child to understand this. See Section 7.7 of the school’s Safeguarding Policy for further information.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

**Online Behaviour**

We expect the same standards of behaviour online as offline, so that everyone is treated with kindness, respect and dignity. Although parents are responsible for online behaviour which occur outside the school day and off the school premises, online incidents may pose a threat or cause harm to another pupil, and/or could have repercussions for the orderly running and/or reputation of the school, in which case the school will intervene, including applying sanctions as appropriate.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and/or videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the Designated Safeguarding Lead when an incident raises a safeguarding concern.

**Pupils with SEND and Other Vulnerable Pupils**

We will make reasonable adjustments to this policy for pupils with specific difficulties such as those with SEND or those with known ACEs. These pupils will be identified in advance and all staff made aware of adjustments required. We will engage with specialist services to help us to meet the needs of all of our pupils. Examples of reasonable adjustments and other preventative measures which may help to reduce or eliminate the likelihood of a pupil with SEND’s behaviour being negatively affected include, but are not limited to:

* Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
* Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
* Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
* Training for staff in understanding conditions such as autism.

Pupils with SEND will be identified on school tracking procedures and necessary information will be made available to all relevant staff, including visiting staff (supply teachers, observers etc.).

**Malicious Allegations Against Staff**

If a pupil makes an allegation against a member of staff which is found to be unfounded and malicious, appropriate sanctions and/or support will be agreed on a case by case basis in consultation with our multi-academy trust, Unity Schools Partnership, and the Local Governing Body.

#### SECTION D: BEHAVIOUR MANAGEMENT STRATEGIES

#### Curriculum

Our positive approach to behaviour management reflects the values of our school and reinforced the importance of pupils’ readiness to learn and respect for others. These will be taught to all pupils, so that they understand what behaviour is expected. Positive reinforcement will be used regularly and consistently by all staff when expectations are met, while sanctions are occasionally required to address unacceptable behaviour.

The majority of the teaching of expected behaviours is through the establishment and reinforcement of commonly understood routines, both in individual classrooms and across the whole school, which are consistently and clearly communicated by all staff. In addition, explicit links to behaviour will be made within the curriculum, such as in PSHE and on transition days; this may be further enriched by (for example) visits from a local PCSO to talk to older children about ‘crossing the line’ (when they reach ten years old and become responsible for their behaviour in the eyes of the law).

#### Rewards

Pupils are rewarded for making positive choices in a variety of ways. The following rewards will be used consistently throughout the school to encourage positive behaviour:

* **House points** are awarded by all staff throughout the day, including break and lunchtime, for great attitudes, behaviours and learning characteristics, such as:
  + Amazing work in a lesson;
  + Excellent attitude to learning in a lesson;
  + Getting full marks or beating your personal best in a weekly test;
  + Improving presentation;
  + Always setting a good example;
  + Demonstrating you are respecting the rights of others;
  + Demonstrating the Laureate Learning Characteristics;
  + 2 house points for achieving your tenth Reading Champion certificate;
  + 5 house points for something outstanding (this is the maximum to be awarded at any time);
* **Tangible rewards** will be awarded to at least one pupil per class throughout the day for excellent behaviour, including their attitude, behaviour for learning and demonstration of the Laureate Learning Characteristics, e.g. a ‘Star of the Day’ sticker, note to take home, wristband with written praise etc.;
* **Frequent and targeted verbal praise** will be given regularly, which points out the good behaviour (e.g. “Well done Sam, I can see that you have been listening carefully”);
* **Parents** will be informed when pupils have made a real effort to behave well, e.g. verbally at the end of the school day or in writing via planners, Tapestry, a postcard from the Headteacher etc.;
* **Rights Respecter** certificates will be awarded to one pupil per class every week to reward excellent behaviour at lunchtimes (these are presented to pupils in the weekly celebration assembly);
* **Behaviour Grades** will be recorded in planners prior to every parents’ evening.

In addition, individual classes may implement their own systems to encourage and reward positive behaviour in their class (e.g. marbles in a jar, table points); ‘job share’ teachers will both apply systems consistently.

#### Sanctions

The vast majority of pupils are capable of choosing to behave or not. The use of sanctions should be used consistently so that children know, without doubt, what the results will be if they **choose** not to behave.

The use of sanctions will be adapted according to the age and understanding of pupils involved, but the following approach to dealing with escalating or persistent negative behaviour will be used consistently:

Quiet reminder

⇩

Verbal warning

⇩

Final warning

⇩

Time out (in a different part of the classroom, outside the classroom or in another supervised room)

⇩

Restorative conversation at a break or lunchtime (see below)

Consequence agreed (e.g. missing playtime)

**FRESH START**

***Process begins again, unless behaviour resumes immediately afterwards, in which case move to next section***

⇩

The Headteacher or another member of SLT will be called

⇩

Restorative meeting with the Headteacher or another member of SLT (see below)

Being asked to leave, or removal from, the classroom for disciplinary reasons (as opposed to non-disciplinary reasons, such as a pupil going to a sensory space to regulate their emotions as part of a planned response) is a serious sanction. Staff will use their professional judgement to determine how quickly a pupil may return to their classroom, with the guiding principle being that this should take place as soon as it is safe for other pupils and staff, and the learning of other pupils will not be significantly affected.

If a pupil is asked to move to, or is removed to, another room, this room will always be supervised, and will never be locked except as a last resort for safety (as opposed to disciplinary) reasons.

Parents should be informed on the same day if their child has been asked to leave, or has been removed from, the classroom. If a child has a social worker or a Personal Education Plan under the supervision of the Virtual School, they will also be informed.

**Restorative Practice**

The restorative approach in schools is values-based and needs-led. It highlights the importance of relationships for emotional wellbeing, resolving conﬂict, preventing harm and building resilient communities. The approach works by ensuring a consistent and congruent approach to the building, maintaining and repairing of relationships. The approach enables decisions to be made with reference to ﬁve core restorative principles:

* Everyone has a unique perspective;
* Our thoughts and feelings inﬂuence our behaviours;
* Our actions have a ripple eﬀect;
* We have needs that connect us to people and purpose;
* The people best placed to ﬁnd solutions to problems are the people aﬀected by the problem.

At Laureate, all staff are trained to support pupils through informal restorative conversations, which are scaffolded using five questions:

* What happened?
* What were you feeling or thinking which made you behave like this?
* What are you feeling or thinking now?
* Who else has been affected? How?
* How could you deal with something like this differently in the future?

In the vast majority of cases, low-level incidents of conflict and misbehaviour can be addressed informally by the member of staff who initially dealt with the situation, with the dignity and self-esteem of all parties being maintained or improved.

**Recording and Monitoring Incidents**

In the case of a single, more serious negative behaviour incident, a record of the restorative conversation and/or any other actions will be logged on CPOMS by the member of staff dealing with the incident; it may be necessary to involve a member of the Senior Leadership Team.

These behaviours are classified as follows:

* Violent behaviour;
* Threatening behaviour;
* Name calling;
* Swearing/aggressive language;
* Defiance of staff;
* Persistent disruptive behaviour;
* Bullying**;**
* Prejudice-related incident**.**

If a pupil has multiple incidents as defined above in a single term, this will be addressed as follows:

* If **three incidents** are recorded in a single term, the class teacher will arrange a meeting with the pupil’s parents;
* If **four incidents** are recorded in a single term, the Key Stage Leader will arrange a meeting with the pupil’s parents;
* If **five incidents** are recorded in a single term, the Headteacher or Deputy Headteacher will arrange a meeting with the pupil’s parents.

Pupils who are likely to have five or more incidents in a term will have a Behaviour Support Plan, written by the class teacher (supported by a member of the Senior Leadership Team as appropriate) and shared with parents and all relevant staff. This is a proactive, preventative intervention to support the pupil, and not a punitive process; however, these pupils will still be subject to the principles and practices within this policy, with reasonable adjustments made to manage their behaviour in a positive manner.

For serious incidents (e.g. violent behaviour, bullying, prejudice-related incidents) both the victim’s and perpetrator’s parents will be informed immediately, irrespective of how many incidents the perpetrator has had previously.

Bullying and prejudice-related incidents are categorised separately on CPOMS and are followed up with the victim after the incident (e.g. within two weeks) to ensure that there have been no further incidents; they are reported to the Governing Body (as part of the Headteacher’s Information Report) and shared with Ofsted (as part of an inspection).

Bullying incidents and prejudice-related incidents are also analysed by the Headteacher in order to monitor the regularity and severity of incidents, and identify areas where current practice may need to be refined and improved. If necessary, appropriate risk assessments will be drawn up and implemented.

Any injuries to staff or pupils will be recorded on the appropriate forms.

An Incident Recording Form will be completed for any serious incident where a summary on CPOMS is not sufficient. Typically, these pupils will have a Behaviour Support Plan or a Risk Assessment in place; if they do not, a decision will be taken to determine if they need either or both following the serious incident.

#### Frequent and Severe Behavioural Challenges

There should be regular contact and discussion with parents in cases of consistent challenging behaviour. Where a pupil requires additional support, the following strategies may be used:

* For some pupils, it may be necessary to create an individual system of rewards and consequences focusing on targeted aspects of their behaviour, agreed with the child and parents and communicated to all relevant members of staff;
* It may be necessary to support these pupils during break and/or lunchtime by having positive individual supervision as a preventative measure (see below);
* Additional support may be given by a member of staff, either in lessons, outside of the classroom or at lunchtimes;
* Additional support with emotional literacy and managing feelings may be given by (e.g.) an Emotional Literacy Support Assistant (ELSA) or Family Support Practitioner (FSP);
* An informal behaviour contract may be initiated in consultation with parents;
* A more formal Behaviour Support Plan and/or Risk Assessment may be initiated in consultation with parents, particularly where it is likely that outside agencies may be involved in the future and/or there is a risk of suspension or permanent exclusion;
* Outside agencies may be involved (e.g. the Specialist Education Service);
* Additional staff may be employed to provide specialist and/or one to one support (e.g. in line with a pupil’s Education, Health and Care Plan);
* Bespoke transition arrangements may be made for some pupils, including additional visits to their new classroom and/or additional time with their new staff, as well as a detailed review of any Behaviour Support Plans, Risk Assessments etc. which are currently in place at both pre- and post-transition meetings.

**Lunchtimes**

A member of the Senior Leadership Team will be on duty every lunchtime in order to support the lunchtime staff and deal with more serious incidents.

Should an MDSA or Play Leader require immediate help with a particularly challenging incident, walkie talkies or the internal telephone system will be used to ask a member of SLT to support as a matter of urgency; a sensible child may be sent to find the member of the Senior Leadership Team on duty when necessary.

Inappropriate behaviour at lunchtime will be reported by the member of staff who dealt with it to teachers, indicating what happened; where a restorative conversation is needed, the member of staff who dealt with the initial incident should ideally be the person who completes this with the child(ren).

Pupils who require additional support in order to manage their behaviour at lunchtime may be invited or required to participate in structured activities led by a member of staff such as a Play Leader. This may be for a fixed period or an ongoing basis and will help pupils to develop social skills and learn to regulate their behaviour appropriately; in all cases, pupils’ behaviour will be reviewed regularly in order to assess the impact of the support provided and to determine what support, if any, is still necessary.

Persistent inappropriate behaviour may result in temporary or permanent exclusion at lunchtime. In such cases, parents would be responsible for collecting, supervising and returning pupils to school.

**SECTION E: SUMMARY**

This policy will be reviewed at least annually.

#### Communication of the Policy

This policy will be communicated to **parents** as follows:

* Available at reception on request;
* School website;
* Displays in classrooms and around the school.

It will be communicated to **pupils** as follows:

* Assemblies;
* Appropriate aspects of the curriculum;
* Class discussions;
* Display in classrooms and around the school.

It will be communicated to **governors** as follows:

* Policy reviews;
* Presentations and discussions at Local Governing Body meetings;
* School website.

It will be communicated to **staff** as follows:

* Discussions with, and support from, the Senior Leadership Team;
* Staff meetings and briefings;
* As part of induction and annual training.

It will be communicated to **supply teachers**, **visitors** and **volunteers** as follows:

* Displays around the school;
* Discussion with staff (e.g. Teaching Assistants) & Senior Leadership Team.

**SECTION F: APPENDICES**

**Appendix A: Daily Low-Level Physical Interventions Recording Form**

To be used if an identified pupil demonstrates particular behaviours which require a low-level intervention using strategies that staff have been trained to use, and which need to be tracked over time in order to monitor patterns, triggers, frequency etc. These must be uploaded to CPOMS at the end of each week.

**Appendix B: Incident Recording Form**

To be used following a more serious incident, for example:

* If a member of staff has been hurt (also logged on the staff accident form);
* Where there is a pattern of challenging behaviour which may require additional support;
* More serious physical behaviour (if restraint is required, this needs to be logged separately).

These must be sent to the Headteacher, who will record and follow up as appropriate.

**Appendix C: Behaviour Support Plan**

To be used with pupils who require additional support and a consistent approach to minimise/eliminate more challenging behaviour over time (if they are/need to be on the SEND register, this will be in addition to, not instead of, the usual SEND paperwork). These must be sent to the Headteacher and SENDCo, who will record and monitor, and shared with all staff who will be supporting the child at all points during the school day.

**Appendix D: Risk Assessment & Action Plan**

To be used with pupils whose behaviour poses a risk to themselves and/or others (if this is required, this will be in addition to, not instead of, a Behaviour Support Plan). These must be sent to the Headteacher and SENDCo, who will record and follow up as appropriate, and shared with all staff who will be supporting the child at all points during the school day.

**Daily Low-Level Physical Interventions Recording Form**

Child: Teacher: Date:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Tick, with clear adult initial of person who did the intervention** | | | | |
| Time / Trigger / Outcome | Distraction | Deflection | Indicating Touch | Collect | Support Hold  (only for trained SLT members – CD/RK/DP) |
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| --- | --- |
| **Debrief young person(s)?** Yes/No  *If so: by whom?* | **Debrief staff member(s)?** Yes/No  *If so: by whom?* |
| **Any amendments to the risk assessment and/or behaviour support plan needed?** Yes/No  *If yes: what needs to change, who will be responsible for doing it and by when?* | |
| **What needs to be implemented to avoid the situation(s) happening again?** | |
| **What was successful, which could be used prior to behaviour happening next time and/or to reduce the need for intervention?** | |
| **Parent/carer informed?** Yes/No  *If yes: by whom, when and how?* | |
| **Any information that needs to be recorded from parents/carers?** | |

**Incident Recording Form**

|  |  |
| --- | --- |
| **Date:** | **Day:** |
| **Time:** | **Duration:** |

|  |
| --- |
| **Name of pupil** |
|  |

|  |
| --- |
| **With whom (staff, other pupils etc.)** |
|  |

|  |
| --- |
| **Situation (consider what happened before, during and after)** |
| **A**ntecedent (set the scene what was the activity prior to any signs of behaviour)  **B**ehaviour (exact description of behaviour and what happened)  **C**onsequence (What happened after the incident. Did the child hide / seek adult support?) |

|  |
| --- |
| **Reflection (what went well, how could triggers be avoided, what could be done differently next time etc.)** |
|  |

**Behaviour Support Plan**

|  |  |
| --- | --- |
| **Name of pupil** |  |
| **Date** |  |
| **Any known special needs?** |  |

|  |
| --- |
| **Which specific behaviours is this plan focussed on?** |
|  |

|  |
| --- |
| **Triggers *(anything known to bring on the behaviour?)*** |
|  |

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| --- |
| **Warning Signs *(any behaviour changes which indicate child is becoming agitated?)*** |
|  |

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| --- |
| **Interventions to avoid** |
|  |

|  |
| --- |
| **Early interventions *(to be used as soon as early warning signs or triggers are seen)*** |
|  |

|  |
| --- |
| **Active interventions *(to be used as soon as behaviour is displayed)*** |
|  |

|  |
| --- |
| **Identified skills to be taught to reduce problem (*e.g. if behaviour is assault, identified skill is managing proximity of likely targets)*** |
|  |

|  |
| --- |
| **How will this be achieved? *(TA support? Praise for successful transition? Time out?)*** |
|  |

|  |
| --- |
| **Reward system for improved behaviour** |
|  |

|  |
| --- |
| **How will you measure success?** |
|  |

|  |
| --- |
| **Key staff** |
|  |

|  |
| --- |
| **Identified training required** |
|  |

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| --- |
| **Review date** |
|  |

|  |
| --- |
| **Signature of lead staff member** |
|  |

|  |
| --- |
| **Signature of parent/carer** |
|  |

**Risk Assessment & Action Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pupil** |  | **Assessment date** |  | **Review date** |  |

|  |  |
| --- | --- |
| **Description of assessment**  **(e.g. activity, equipment, environment)** |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Types of hazard(s) identified**  **(assuming no controls)** | **Who might be harmed and how** | **Likelihood**  **(1, 2, or 3)** | **Severity**  **(1, 2, or 3)** | **Risk Rating**  **(H, M or L)** | **What are you already doing?** | **Do controls reduce risk to acceptable levels?\*** |
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|  | **\*If the answer to any of these is ‘no’, identify what else needs to be done in the action plan below** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessor’s Name** |  | **Assessor’s Signature** |  | **Date** |  |

**Action plan:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Hazard** | **Do you need to do anything else to control this risk?** | **To Be Actioned By: [Name of Person]** | **Date to be Done By: [Date]** | **Checked and Signed off By [Name]** | **Date Checked and Signed off [date]** |
| **Example:** Angry pupil lashing out at staff and pupils. | **Example:**  **Staff:** Behaviour support plan/5A plan to be completed and shared. Staff physical intervention training.  **Pupil:** Monitor behaviour, report incidents, complete F/A, identify early intervention strategies, complete BSP and 5As.  **Other pupils:** As above. | **Example:**  1:1 TA and class teacher to monitor behaviour, report incidents, complete FA. Complete risk assessment with SENCO and SLT. Strategies to be cascaded to other staff. | **Example:** Immediately – no later than xx/xx/xxxx | [Signature and Name] | [xx/xx/xxxx] |
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