Behaviour and Relationships Policy

April 2025

School Vision and Values

At our school we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our vision:

At Templars Academy, we inspire our children to reach for the stars, believe in their potential, and achieve excellence in all aspects of their lives through an inclusive, high-quality education and a nurturing school community. We are dedicated to fostering an environment where every child thrives, is encouraged to aspire to their highest academic, personal, and social capabilities, and is empowered to be the best they can be - reaching their full potential

Our School Reach Values:

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP) alongside our school's vision and associated values:

- Compassion and Kindness
- Connection, Belonging and Friendship
- Hope and Aspirations
- Respect

We endeavour to make sure that at our school these values run through all the school policies and practice.

Rights for All

Our rights are an expression of the fundamental values that we, as a community, encourage, teach and promote. To ensure everyone's rights are protected; members of the community must abide by the school rules and accept the responsibility of their own behaviour.

Values held by our schools' communities:

- A healthy school is a successful school
- Equality of opportunity and treatment regardless of gender and race
- Caring and tolerance by all members of the community to all members of the community
- Justice and fairness
- Personal responsibility
- To be happy and successful
- Co-operation and participation

We all have the right to
- Learn or teach
- Be treated with respect
- Be safe

OUR RIGHTS

RIGHT TO **LEARN**   RIGHT TO **RESPECT**   RIGHT TO BE **SAFE**

Our responsibilities are
- To respect the rights of others
- To have ownership of our behaviour
- To follow the class codes of conduct and school rules
- To respect our school environment

Teachers and pupils at the Templars Academy should work together to establish and maintain a learning and social environment which emphasises positive behaviour, and where care and concern for others are valued. Behaviour management is an integral part of the whole school curriculum which teaches appropriate and relevant social skills to all children.

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust, dignity and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work well together in a supportive way as a community. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

Together we are greater

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world – developing into respectful global citizens.

We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with children (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and are highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

General Expectations

We have high expectations for our children, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site. This means we

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

With these general expectations in mind, our school three rights are regularly shared and taught to pupils

Right to learn (and teach)	Right to respect and be respected	Right to be and feel safe
Be ready to learn The right to learn e.g. Arrive at school on time Have the correct uniform and P.E. kit Have equipment ready Show that we are listening	Be respectful of each other, to themselves and to property The right to respect and be respected e.g. listen when others are talking respect people's property be kind to others Respect that others have different ideas, beliefs, backgrounds	Be safe around the school The right to feel and be safe e.g. move around the school safely follow instructions use equipment safely Keep our hands and feet to ourselves

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that **every interaction is an intervention**, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points, we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure that children know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up including for collective worship
- Moving around the school
- Break and Lunchtimes

The Classroom

Adults should implement routines for transitions, such as the end of a lesson, before lunch, after break, tidying up etc. This will ensure children are aware of what is expected of them and will reduce the likelihood of any unwanted behaviour. Children should be taught the routines of the classroom, so they are familiar, and the children feel safe.

Entry and Exit	Learning starts at the classroom door; a well-established routine supports the development of consistent expectations	Adult positioning – Stand in doorway to ensure both corridor and classroom are in view Reinforce expectations of calm, silent transition Ensure children line up and leave in groups
Organisation	A well - organised classroom models the expectations of children	Ensure resources are well organised and accessible Use a visual timetable to support Ensure seating enables children to work effectively: • Can you move around the classroom? • Can you see children's faces? • Can they see you? • Can everyone see the board? • Can the children see one another? Ensure end of lesson expectations for tidying up; ensure you allow a few minutes to achieve this. Develop a well-rehearsed method for gaining attention – clap, count down, chimes etc.
Teacher Positioning	Non-verbal communication is key to establishing effective routines and expectations, so the position of the teacher is key.	try not to stand or sit with your back to any children, enabling you to identify appropriate and inappropriate behaviours immediately and respond appropriately. When using a board, write on an angle to have a full view of the classroom. Use gentle touch to ensure children know you have them in mind 'The look, nod, wink' are all powerful non-verbal tools to both discreetly reinforce positives and deter unwanted behaviours. Model how you sit, good posture, eye contact etc

What do we do to teach and promote positive management of behaviour?

Rewards should be given a much higher priority than sanctions – promoting all children to do the right things and to also be recognised.

- Verbal comments and praise
- Class Dojos
- House points
- Notes home (Praise Pads)
- Phone call home to parents (where behaviour has been exceptional)
- Recognition in celebration assembly/ golden book/ newsletters – recognition boards in the entrance hall etc.

- Hot chocolate with the headteacher on a Friday afternoon

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. Children will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school, staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the children so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our children's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

Our general responses to mistakes and incidents

Our school believes in the power of using *restorative approaches*. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, we use five questions:

• What happened?

• What were you feeling or thinking at the time?

• Who has been affected?

• What can we do to make things right?

• How can we do things differently in the future?

Using this approach, CYP have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used.

At our school the staff work with the children to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Restorative approach - Reflect, Repair and Restore

The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is an underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting this basically means that instead of simply being punished as a result of 'bad behaviour', a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others, and seek ways to bring about resolution and restoration.

A restorative approach following an incident brings together the harmed and the wrong doer. All people affected by an incident should re-visit the experience by retelling and talking about the incident. Where possible, together, they should negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. Solutions may also result in a consequence.

A restorative approach is highly effective because it:

- transforms wrongdoing into a learning opportunity
- supports the needs of the 'harmed'
- creates obligations and support for 'harmers'
- encourages a school-wide culture of mutual respect and care

Restorative Interventions take the form of:

- Restorative conversations (enquiry / chat / dialogue)
- Peer and adult mediation
- Classroom restorative conferences
- Problem solving circles

Using logical consequences

"If you want to establish true consistently over time, how and when you follow up is the crucial element"

Paul Dix

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- child or young person escorted in social situations
- differentiated teaching space
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time though better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approach is an example of one).

Progression of expectations:

At Templars Academy we use a **'Reminder, Warning, Time-out'** approach. This is always followed with 'Repair and Restore' conversations

Stage	Example behaviour
1.REMINDER	• Refusal/disobeying instructions • Disruption of others learning (indirectly) • Inappropriate behaviour (physical contact or annoying gestures) Inappropriate response
2.WARNING	• Targeted disruption of others learning • Continued refusal to comply with instructions • Physical aggression (to another or general) • Rudeness to an adult Persistent low-level behaviours
3.TIME OUT	• Lack of compliance after previous warnings • Persistent level 1 behaviours • Endangering the safety of others Seriously impacting on the learning of others

Levels of Behaviour

There is no simple 'one-size-fits-all' approach to managing behaviour. The response and consequences vary depending on the level of the behaviour displayed.

The chart below outlines examples of behaviours and responses. Whilst the aim is to provide some degree of clarity, it is important to remember that we are dealing with individuals in unique situations. The relationships you develop with children will enable you to know how to best intervene with them in a fair and consistent way.

	Behaviour	Approach	Follow up

Low Level Level 1	Example:
	
	• Out of seat
	
	• Calling out
	
	• Interrupting other pupils
	
	• Silly noises, actions
	
	• Fiddling with resources
	
	• Talking to other pupils ·
	
	• Pushing in line
	
	• Running in school
		• Praise of other children
		• Reminder of school rules/ rights
		• Eye contact (stern stare, raised eyebrow etc)
		• Assertive body language
		• Name/pause technique
		• Frown
		• Being close and whispering a firm reminder
		• Direct to seat
		• Quiet unobtrusive 'can you show me your learning/ other distracting conversation?'
		• Reassuring touch
		• Humour
		
		Distracting and deflect away from the behaviour. 'Jo can you pass me…'
		
		Reminding the pupil what they should be doing, using positive phrasing.
		
		   • Walking, thank you.
		
		   • Stay seated in your chair, thank you. «
		
		Limited choice
		
		   • Put the pen on the table or in the box.
		
		   • Are you sitting on your own or in a group?
		
		Tactical ignoring.
			Logging of incident not required
			
			Discussion and conversation away from the incident to determine any underlying causes for the behaviour
			
			If repeated several times behaviour may move to mid-level response

Mid level **Level 2**	**Beginning to Challenge -** Example: Continuing low level behaviours from step despite warnings Not completing reasonable amount of learning in a set time due to behaviour Deliberate disruption, creating a disturbance, e.g., trying to distract other pupils Lying or refusing to take responsibility for actions when they have been witnessed · Deliberately throwing small objects to cause disruption Late back to class without reasonable explanation Being silly in the toilets. Refusing to follow adult instructions. Leaving the classroom without permission (once). Swearing (not directly at an individual)	Use strategies as above Plus: Disempowering the behaviour You can listen from there. See de-escalation strategies below Come and find me when you are ready to talk Ask the child to spend a short period of time in parallel class to reflect (following reminder and warning) Time away from game if playtime	Behaviour recorded via MyConcern Inform class teacher and relevant staff members. Discussion and conversation away from the incident to determine any underlying causes for the behaviour (this could be pupils or parents/carers). Restorative conversation Class teacher to notify parent/carer by telephone or in person. Possible discussion with SENCo/ Safeguarding lead Agree appropriate consequence Complete missed learning in own time (if required)
High level **Level 3**	**Serious and deliberate** Example: · Recurrent medium level behaviour Deliberately throwing objects with the intention of causing harm. · Deliberately hurting someone Damaging school/other child's property Leaving class without permission – repeatedly. Repeated refusal Verbal abuse Prejudice related incident.(First occurrence) Bullying (first Occurrence) Directed offensive language, including swearing. Stealing.	Use strategies as above. Seek support from behaviour lead initially then senior leadership team. Use the de-escalation strategies	Behaviour recorded via My Concern Report to behaviour lead/ Senior Leader Restorative conversation once the child is calm after the incident. Behaviour lead/ Senior leader to agree and implement a meaningful consequence. Senior leader to notify parent/carer by telephone or in person. Possible referral to the SENCo. Consideration of Individual behaviour support plan or risk assessment/ consistent management plan Review individual behaviour support plan if already in place

| Crisis Level Level 4 | **Very Serious - Behaviour is creating a health and safety risk**
Example:

Running out of school and leaving the school grounds.

Intentional physical harm to other children ·

Throwing/kicking large objects at someone or around the room to cause harm or damage

Serious damage to school property or someone else's belongings.

Verbal abuse to any staff

Serious theft, e.g. taking money or a mobile phone from an adult's bag ·

Persistent bullying ·

Intentional prejudice behaviour

Harmful Sexual Behaviours

Bullying | Use strategies as above.
Plus

Seek support from the senior leadership team
.
Use the de-escalation strategies

Encourage the pupil to move to a "safe place".

Watch the pupil from a distance if they are safe

Change of adult

If the children is at risk of immediate danger to self or others and is not responding to other strategies, Physical intervention may be required. This must only be used as a last resort. | Behaviour is recorded

Must involve Head Teacher or DHT or SENDCo immediately

Restorative conversation once the child is calm after the incident.

Headteacher/DHT/ SENDCo to agree appropriate sanction Internal suspension/ Possible suspension/ exclusion

Consideration of appropriateness of school placement

Headteacher/DHT/ SENDCo to meet with parent

You may consider a temporary timetable reduction – **this would need to be agreed in line with the Local Authorities procedures** |

Managing unacceptable behaviour – de-escalation

The vast majority of our children behave well and behaviour is managed within the classroom.

On the occasion that we do have to deal with behaviour that is considered unacceptable and is escalating, staff need to use de-escalation strategies to minimise the risks and reduce the behaviour response. To support this, we will ensure our body language is as follows:

- Pupils are outside of an outstretched arm.
- Good distance between adults and children.
- Adults have a sideways stance.
- When in a room, leave the door open.

Harmful Behaviour (Crisis/ Level 4 behaviours) – a Zero tolerance approach

Harmful behaviour, in the school context, encompasses behaviour that has a duration, frequency, intensity or persistence and is beyond the typical range for the school.

The school defines harmful behaviour as:

- Disruption in lessons which interferes with the pupil's own and/ or other pupils' learning
- Disruption to the day-to-day functioning of the school such as corridors during transition times, and at break and lunch times which make the school a less safe and orderly environment.
- Physical aggressive behaviour towards adults or other pupils (including pushing, pinching, kicking, biting, scratching, spitting)
- Verbal abuse (and may include anti-social language/ swearing/ racist/ homophobic/ transphobic/ sexual abuse)
- Destructive behaviour, including the destruction of property and the environment
- Striking another adult/ pupil with an object.

Serious breaches of our school behaviour policy, mission and aims is defined as:

- Repeated breaches of the school behaviour expectations: based on the three rights to learn, be safe and respected
- Repeated harmful behaviour (listed above) despite intervention
- Repeated physical aggressive behaviour towards adults or other pupils (including pushing, pinching, kicking, biting, scratching, spitting)
- Any form of bullying
- Harmful sexual behaviour, including child-on-child abuse
- Fighting
- Racist, sexist, homophobic, transphobic or discriminatory behaviour
- Possession of any prohibited items. NB. This list is not exhaustive. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Vapor pens/ e-cigarettes
    - Lighters and matches
    - Laser pens
    - Pornographic images

In some instances, these could lead to permanent exclusion.

Ways to Record Incidents of Concern

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice.

All behaviour incidents worthy of recording are done so electronically through our central recording system: MyConcern. This allows a child's chronology to be kept in one place and enables close monitoring of all children by the SLT. Triangulation with other forms of recording (SEND notes, pastoral notes, safeguarding concerns) can therefore be ensured. If incidents reach the stage where a consequence is given and a repair conversation is required (repeated level 1 or level 2 behaviour) then this is recorded on My Concern. The headteacher, SENDCo and Safeguarding lead are alerted to these recordings. This ensures that effective monitoring can take place and patterns can be identified quickly leading to swift intervention involving parents and external agencies if required. Where necessary, children will be supported through their class team, the SEN team, the safeguarding/ wellbeing team or through ongoing mentoring.

All higher impact behaviours (Crisis/ level 4 behaviours) are automatically recorded on MyConcern and SLT are involved in these incidents. The child's parents will be involved with all of these incidents. Repeated level 4 behaviour, despite intervention, could be considered a serious breach of the school's behaviour policy and could lead to suspensions or even permanent exclusions. In extreme and exceptional circumstances, a one-off level 4 behaviour could result in a permanent exclusion following an investigation.

How we support children and young people with additional Social, Emotional and Mental Health needs

At our school, we acknowledge that some children will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the children's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the child be in a place to learn, connect and flourish.

Ways to Support Understanding

At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

Our methods for supporting and understanding this (with the production of guidance documents) will be developed as our staff implement/ further develop the TPP training this academic year. This will ensure a common understanding and consistency throughout the school.

Our Principles - the things we will do as adults

- Model our behaviour on the three Cs: **C**alm, **C**onsistent and **C**aring
- Model compassion and kindness, provide hope and support connection and belonging
- Understand that any event in a child's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have boundaries
- Regulate our own emotions
- Prioritise relationships to ensure all children feel safe and secure

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a child is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with children in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our children
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.
- Follow the principle of 'connection before correction'

Head Teacher

- Leads on all aspects of this policy
- Is the only person authorised to suspend or exclude a child
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

Other Senior Leaders

- Lead on all aspects of this policy
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all children across the school
- Provide support to staff, pupils and parents as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all children
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs

- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short-term difficulty a child may be having.
- Ensure incidents are reported/ recorded and all subsequent actions are followed-up (led by class teachers)

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families' representations about an exclusion
- Undertake their statutory role around exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and children, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the well-being of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or child) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Risk Assessment Process

In our school we use a risk assessment/ consistent management plan process as the starting point for preventing harm for identified vulnerable children. It identifies what is likely to cause stress to them, using all the information

known about the child. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed.

Physical intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

It can be found here

[Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources](#)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

This includes reporting to ECC via MySafety.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Screening and searching pupils

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils:

'The general power to discipline' and the 'Power to search without consent'; from the 'Behaviour and discipline in Schools - Advice for headteachers and school staff' (January 2016)

[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx (publishing.service.gov.uk)](#)

This was updated in July (2022): Searching, Screening and Confiscation: Advice for Schools

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- E-cigarettes/ vapes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation DfE sets out what must be done with prohibited items found as a result of a search.

Searches must be carried out under the direction of the headteacher.

Suspensions and permanent exclusions

The school follows the statutory guidance from the Department for Education: *'Suspensions and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (DfE, August 2024)*

Appropriate use of suspension is to allow the adults time to make the necessary adjustments to meet the needs of the child/young person going forward. This includes:

- reflecting, identifying needs and amending plans
- using the time to prepare psychoeducation or other appropriate interventions to support
- using co-regulation to develop self-regulation strategies.

Suspensions are issued with kindness and compassion. At our school we will always explain why the suspension is happening, separate the child/young person from their behaviours and ensure they have a safe adult who provides unconditional positive regard. We also provide hope for their return by planning for their reintegration and providing opportunities for them to share their views.

Only the Headteacher has the power to exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently for a serious breach or a persistent breach of the school's behaviour policy (see Harmful behaviours section above). It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

A suspension usually occurs after a serious incident or following a series of incidents relating to that pupil. All incidents resulting in fixed-term suspensions are investigated and documented thoroughly.

If the Headteacher excludes a child, he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Trustees. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the CEO/ Trustees about any permanent exclusion, and about any fixed-term suspensions. The Trustees cannot either exclude a child or extend the exclusion period made by the Headteacher.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

A decision to exclude a pupil permanently is a serious one. In the case of persistent breaches of the school's Behaviour and Relationships Policy, it is a final step in the process for dealing with disciplinary offences when a range of other strategies have been tried and failed (one planning, consistent management plan, reasonable adjustments).

The headteacher will only decide to permanently exclude:

"in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in school."

Extract from 2024 Exclusion Policy DfE

The incident or series of incidents leading to permanent exclusion are investigated and documented carefully. The parents and the pupil (age appropriate) are informed of the decision both verbally and in writing. The CEO/ Trustees and Local Education Authority receive a copy of the letter.

Students bringing a weapon into school (e.g. knife), using a weapon against another person, and persistent or extreme violence (towards staff or pupils), will trigger the Headteacher to consider permanent exclusion.

An extreme 'one-off' incident will trigger the Headteacher to consider permanent exclusion.

There is not an exhaustive list that can be produced. However, any serious breaches or persistent breaches (outlined above) will be investigated.

On the rare occasion that exclusion occurs, our school ensures:

- Positive goodbye with closure for staff, child/young person and their family
- A robust handover between school staff to support the transition to the new school/setting
- Ensuring the child/young person takes all their work with them to share with their new teachers, demonstrating their achievements and what they are proud of
- Restoration opportunities in the new school/setting, repairing the child/young person's relationship with education
- Encouragement to build new positive relationships to ensure a sense of belonging.

There are 15 DfE exclusion codes that can be used to record why a child/young person is excluded:

PP – Physical Assault against a pupil orientation and gender identity	PA – Physical Assault against an adult	VP – Verbal abuse/ threatening behaviour against a pupil
VA – Verbal abuse/ threatening behaviour against an adult	OW – Use or threat of use of an offensive weapon or prohibited item	BU – Bullying
RA – Racist abuse	LG – Abuse against sexual	DS – Abuse relating to disability
SM – Sexual misconduct	DA – Drug and alcohol related	DM – Damage
TH – Theft	MT – Inappropriate use of social media or online technology	DB – Persistent or general disruptive behaviour

As our school seeks to understand behaviour, we do not exclude for 'Persistent Disruptive Behaviour' as there are 14 alternative which provide a far more meaningful description of behaviours.

We refer to the [Education Access Team's Suspension Guidance](). And [Education Access Team's Exclusion Guidance]().

Further Guidance

1. [Keeping children safe in education 2023 (publishing.service.gov.uk)]()

2. [Behaviour in schools guidance Sept 2022]()

3. [Reducing the Need for Restraint and Restrictive Intervention June 2019]()

4. [Suspension and Permanent Exclusion Sept 2022]()

5. [Searching, Screening and Confiscation July 2022]()

6. [Positive environments where children can flourish (2021)]()

7. [Creating a Culture: how school leaders can optimise behaviour (DfE, 2017)]()

Appendix 1 – The Avenue, Enhanced Provision.

Our Enhanced provision is open to children who struggle to maintain positive behaviour within a mainstream setting. We have recently become open to Mid Essex, instead of an inhouse MAT wide provision.

When formulating an adapted behaviour strategy for The Avenue, we consider the following specific areas:

- **Whole School Approach**: Ensure that the behaviour policy is part of a whole school nurturing approach. This includes promoting positive mental health and understanding the link between mental health and behaviour.
- **Early Identification and Support**: Identify students with potential SEMH needs early and provide appropriate support. This might involve working with external agencies and implementing targeted interventions.
- **Positive Behaviour Strategies**: Use positive reinforcement and praise to encourage desired behaviours. Consistent use of positive strategies helps in managing challenging behaviours effectively.
- **Training for Staff**: Provide training for all staff on SEMH needs and positive behaviour management techniques. This ensures that staff are equipped to handle situations appropriately and support students effectively.
- **Restorative Approaches**: Implement restorative approaches to conflict resolution. This helps in addressing the underlying issues and promotes a supportive and inclusive environment.
- **Clear and Consistent Consequences**: Establish clear and consistent consequences for challenging behaviours. This helps in maintaining a structured and predictable environment for students.

By integrating these elements into the behaviour policy, schools can create a supportive environment that addresses the social, emotional, and mental health needs of all students.

Our behaviour policy follows the expectations of the mainstream, however in some areas we operate slightly different. We are fully aware that the individual needs of our children will vary and a personalised approach may be required. This will be evident in their personal educational support plans.

Additionally, we ensure all children within the Avenue are fully aware and understand our code of conduct.

The Avenue Code of Conduct
- Being kind to all
- Kind words used.
- Involving others in our play.
- Kind hands and feet.
- Sitting nicely when listening
- Keeping our body parts to ourselves
- Sharing

Communication with parent

When a child starts within our provision the parent has direct communication with the provision lead at all times. They can arrange a visit to the classroom at the discretion of the class lead. If for any reason the provision lead feels she needs to communicate anything with a parent, this will be carried out straight away. Parents are informed when the children start, that staff will intervene if they feel that a child will hurt themselves, others or school property. See guidance above.

Our expectations of staff within the provision.

Staff will have a clear understanding of all the children's individual needs, ensuring they fully understand any personal plans. This is to ensure we can support the children to the best of our ability and always have a child centred approach

Staff will all complete the TPP (Trauma, perceptive practise) training to ensure they understand behaviour and the triggers behind this.

Staff will all complete the necessary training with behaviour improvement to ensure the needs of the children are being met. Like any form of behaviour improvement, consistency is key to ensure this is successful.

All staff have positive handling training and the provision lead has train the trainer in this area as well as lead for TPP.

All staff will follow guidance from the provision lead and deputy (in their absence) with regards to any adaptation or variation to the behaviour policy that is required. This will be recorded.

Self-Regulation zone

In our classroom, we have a separate room, which is called the "Self-regulation zone" this is an open room which allows children to go in and regulate their emotions, without the distractions from others. This room has pillows, blankets and lights to help stimulate the children and bring down their heightened state. Children, upon arrival at the Avenue will be shown how best to use the self-regulation zone to support themselves.

Classroom phrases

In the classroom we use phrases like;

- Thinking time
- Use kind hands and feet
- Use kind words
- Use our words

These phrases are used through out the provision and the children know what is expected of them when they are used, the children are also able to say these phrases to one another as well, when another child needs help or support.

The six core strengths

We focus on 6 areas of development that supports SEMH (Social, Emotional, Mental Health). The six core strengths of Social, Emotional, and Mental Health (SEMH) are crucial in fostering positive behaviour in children and young people.

These strengths are:

- **Attachment**: Building strong, secure relationships helps children feel safe and valued, which can reduce anxiety and promote positive interactions.
- **Self-Regulation**: Learning to manage emotions and impulses enables children to respond to situations calmly and thoughtfully, reducing instances of disruptive behaviour.
- **Affiliation**: Developing a sense of belonging and teamwork encourages cooperation and respect for others, leading to a more harmonious environment.
- **Awareness**: Being aware of and responsive to others' emotions fosters empathy and understanding, which can prevent conflicts and promote supportive behaviour.
- **Tolerance**: Learning to accept and appreciate differences helps children navigate social situations more effectively and reduces prejudicial behaviour.
- **Respect**: Valuing oneself and others promotes positive self-esteem and mutual respect, which are foundational for positive social interactions.

These core strengths collectively support a child's ability to engage positively with their peers and adults, contributing to a more inclusive and supportive environment.

Our classroom reward system.

Dojo's

The children have their own dojo monsters, which they use as their base for the point they earn. The children are able to earn a Dojo, when they have achieved one of the 6 core strength targets, for example, being kind, supporting a friend, saying something positive about themselves or others, saying sorry etc.

Star of the week

Similar to the mainstream setting the children are able to earn star of the week on a Friday. However, the expectation of a star of the week is slightly different. It will be more based around the 6 core strengths and social, emotional, mental health (SEMH) rather than the National Curriculum activities.

Stickers

The children enjoy collecting stickers, for work they have achieved or for following our classes Code of Conduct.