Barley Lane School

Ready, Respectful, Safe.

Headteacher: Mr D. Jones

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Good Behaviour through Safety, Happiness and Wellbeing
Behaviour Policy

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1. Roles and Responsibilities

The Governing Board **is responsible for:**

- Reviewing and approving the written statement of behaviour principles (appendix 1);
- Reviewing this behaviour policy in conjunction with the Headteacher;
- Monitoring the policy's effectiveness;
- Holding the Headteacher to account for its implementation.

The Headteacher **is responsible for:**

- Reviewing this policy in conjunction with the Governing Board;
- Giving due consideration to the school's written statement of behaviour principles (appendix 1);
- Approving this policy;
- Ensuring that the school environment encourages positive behaviour;
- Ensuring that staff deal effectively with poor behaviour;
- Monitoring that the policy is implemented by staff consistently with all groups of pupils;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary;
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

All Staff **are responsible for:**

- Establishing and maintaining clear boundaries of acceptable pupil behaviour;
- Implementing the behaviour policy consistently;
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- Modelling expected behaviour and positive relationships;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Considering their own behaviour in relation to the school culture and how they can uphold school rules and expectations;
- Recording behaviour incidents promptly;
- Challenging pupils to meet the school's expectations;
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

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Parents and carers **should where possible:**

- Get to know the school's behaviour policy and reinforce it at home where appropriate;
- Support their child in adhering to the school's behaviour policy;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Get to know the school's behaviour policy and reinforce it at home where appropriate;
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions);
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school;
- Take part in the life of the school and its culture.

Pupils **will be made aware of the following during their induction into the behaviour culture:**

- The expected standard of behaviour they should be displaying at school using Ready, Respectful and Safe as their guiding platform;
- That they have a duty to follow the behaviour policy and with support;
- The school's key rules and routines;
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard;
- The pastoral support that is available to them to help them meet the behavioural standards.
- Pupils will be made aware of the following during their induction into the behaviour culture: Use **Ready, Respectful, Safe** as a framework of behaviour and conduct.
- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

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2. Introduction

"*The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is love*". Bruce Perry – The Boy Who Was Raised as A Dog. (2007)

This policy aims to:

- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Create a positive culture that promotes good behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment:
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school, promoting Ready, Respectful and Safe throughout;
- Outline the values and expectations and restorative practices around behaviour incidents;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination;
- Have a framework which recognises 'behaviour' as an educational and wider societal matter and not just a system of control and punishment. A framework which combines understanding and curiosity with a sense of caring for the well-being and happiness of the children and role modelling appropriate behaviours and interactions.

Principles of the policy

- To support the general aims of the school through concern for the various approaches to happiness, safety and learning:
- Building relationships on trust and respect;
- Encouraging high expectations and a sense of purpose within a supportive climate;
- Providing a relevant curriculum to maximise engagement in learning;
- Developing teaching and learning styles which take account of children's learning styles and needs;
- Recognition that inclusive learning is the responsibility of all staff within the school.

3. Our Core Values

Ready, Respectful, Safe

Our refreshed values from September 2022, on our journey of self-improvement, centre around three very simple and accessible requirements from the whole community.

They are to be: Ready, Respectful, Safe

We want a behaviour framework that focuses on the positives. In our setting, we appreciate that whilst the goal is for these values to be in their current order, they are interchangeable, oftentimes reversed and so they provide a simple and accessible framework for children and families to know and apply consistently and daily.

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By consistently living these values, we can focus on the things that build our self-worth and dignity: ensure learning progress and significantly, prepare for an adulthood that can lead the young people onto happy lives and successful opportunities.

Ready, Respectful and Safe are the three values and expectations which underpin our behaviour policy. The adults in this school will always ensure that they model and coach for our young people Ready, Respectful and Safe. This will encourage and support the children and young people to be Ready, Respectful and Safe.

'Ready' - Ready to learn, ready to listen, ready to participate, to be prepared and focused.

'Respectful' - Respect for themselves. Showing respect to each other, to adults, to our environment and learning.

'Safe' - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part. They need to understand what safe is, what it looks and feels like. We achieve this through discussion sand reinforcement.

How can children and young people remain		
Ready	**Respectful**	**Safe**
• School uniform for community and each other. • Focused and prepared for learning. • Listening for instructions for learning and behaviour expectations. • Come to school and participate.	• Listen to others and expect to be listened to. • Appropriate language and tone. • Look after the building, displays and equipment. • Represent Barley Lane at its best, both in and out of school. • To the teaching and each other's learning	• Be in the right place at the right time. • No physical contact that is unwelcomed or prolonged. • Stay safe online both in and out of school. • Report any problems to a trusted adult. • Use identified quiet spaces and areas of safety.

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4. Our ethos and culture as a team

Our staff team acknowledges that:

- The children and young people and their families and carers have a right to high expectations and the best possible service and outcomes;
- We "change us to change them" and we each take personal responsibility in a bottom up model that understands and is committed to the power of positive role "modelling" and instinctively optimistic, proactive and problem solving;
- We focus our professional energies and curiosity always on the children and young people; our teaching and "parenting", on being there, being engaged and "present";
- We want to develop our practice to ensure that every interaction brings kindness from a team that is self-aware and self-improving;
- We believe there is greater power in the collective and coaching; we learn and develop and improve together with a team ethic;
- In challenging and improving our own practice we will model and promote the humility and healthy self-evaluation and self-motivation our young people must acquire to thrive beyond school;
- In caring for, respecting and guiding the children and young people we will model and promote the reason, kindness and compassion they must acquire to be happy people and to make others happy;
- When we challenge and seek to change inappropriate behaviours in the young people we do so safely and in that context of reason, kindness and compassion;
- We encourage the making of good choices and promote self-control;
- We must always consider a child's individual needs and circumstances when supporting their behaviour.

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How can adults remain

Ready	Respectful	Safe
• Lessons planned well ahead – weekly, termly, annually. • Resources prepped and ready for use, including drinks and snacks ready in the classroom. • Phones, keys and radios on, charged and in school ready for the working day. • Staff present to welcome students in when they arrive. • Warm and welcoming environment. • Aware of what is going on with the students in your class. • Arriving to work and lessons in good time.	• Polite, kind and courteous in all interactions with students and each other. • Being open and honest in our practise. • Well prepared for the day • High expectations of all students. • Consistency in approach to praise and behaviour management. • Being supportive of students and other staff members. • Wearing appropriate clothing that role-models' expectations to our students. • Leading by example in our behaviour for staff and students.	• Being present and listening to students and staff. • Following up on all concerns we have about students and staff. Safeguarding is everybody's responsibility. • Looking out for everyone including adults. Using the 'cup of tea' protocol when needed and offering to others. • Being self-aware with consistent routines. • Adults being proactive rather than reactive adults. • Professional and personal boundaries. • It is about the children – not the adults! Resilience in the adults, emotional awareness being self-aware.

Below are the behaviours in adults that fit into multiple heading headings:

- Adults being proactive rather than reactive. Having and the willingness to develop situational awareness.
- Continuous professional development with the professional curiosity to do things consistently well, differently or better. It is about the children first and foremost; adult relationships are important to. self-evaluative/self-reflective.
- Consistency in classroom expectations, in teaching and preparation.
- Resilience in the adults.
- Being self-aware and maintain professional and personal boundaries.
- Logging everything that is asked and needs to on CPOMS, Serious Incidents (SI's) Physical Interventions (PI's) and attending all safeguarding meetings where applicable.
- Looking out for each other and keeping our community happy.
- Visible consistency and visible kindness.

Unhappy children don't learn well.

Unhappy teachers don't teach well.

We are a community of learners and we are all on the same team.

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Every behaviour intervention, positive or those that challenge us, must be punctuated with Ready, Respectful or Safe and our pillars of practice.

Adults must be consistent when referring to our three values, always pinning behaviour to the same three values every time. This is a core consistency for all adults working at our school. This is explained at interview and supported once part of the family. Coaching, access to training, continued support from the entire adult team. We have discussed as an adult team and consulted with the children and young people about adult expectations surrounding Ready, Respectful and Safe. It is essential as adults we get this correct for the children and young people in our care. What follows are some of what we must get right for those in our care.

5. Keeping everyone safe in our setting

Every day starts and ends as a team together. The first question is about the safety, happiness and welfare of the children and young people. This begins with risks across the range of child protection and safeguarding themes, be it neglect or County Lines, and from the explicit and tangible to the intuitive and instinctive and includes vigilance about our own behaviours. We talk about the things we must and can do each day to sustain the calm and respect and 'readiness to learn' that Ofsted noted permeated our community. This is no easy thing in our context. Some "behaviours" are very risky and our student body, by its nature as SEMH, contains and presents a whole range of known and unknown, emerging and shifting risks. There is also a risky "chemistry" in the students' interactions and relationships with each other and all those they encounter from teachers through visiting professionals. Regular risk summaries and individual pupil plans are generated and regularly reviewed and updated and shared with the team so we can respond to these ever-shifting risks.

6. You can't behave or be happy if you don't feel safe

The SEMH student community is complex and diverse. The school staff team must be flexible to understand and meet pupils' needs, achieving a secure, positive and purposeful climate in every classroom and in the wider school community. This is a serious challenge every day. Without an atmosphere of warmth, kindness and optimism, there can be no positive behaviour, no happiness and so no learning. This must be role-modelled and publicly so, by the adults at all times. In recent years, the staff team has demonstrated that a primary model, with its stability and familiar expectations, rhythms and routines, brings a security and comfort that moving from class to class and teacher to teacher can be difficult to achieve. We have moved to this model because we have a staff team capable of meeting the challenges and opportunities it brings. Most notably it creates an ethos of belonging and calm, promotes safety and happiness and encourages good behaviour which allows learning and personal development

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to happen. We have also recognised that a minority of our student community are significantly more complex. Whilst for the majority, our core offer of flexible teaching in small nurturing classes is enough, for this minority something even more flexible, bespoke and pragmatic is needed.

7. Sometimes we hold children to keep everyone safe

The vast majority of our children and young people are never held. For the minority who are, it is a rare, speedy and relatively light touch event. Holding children is a last resort. However, in an emergency a last resort is in practice a first resort. It always remains reasonable, proportionate and to prevent greater harm or to promote a greater good. Experience has led to the identification of risk where holding a child may be necessary and reasonable. Typically, this is to prevent an assault on another person, but may also prevent absconding or prevent very significant damage to property. Holding children happens within the framework of the law, guidance and best practice. This is the link to the DFE reasonable-force document. We undertake annual, specialist accredited training in holding children. We keep detailed and regularly reviewed individual plans for individual children who are known to be physically challenging, confronting or avoid doing what is best for them and other children, or are known to be aggressive towards others. We will work to create a climate, context and values that prevent the need to hold children.

As a staff team, we will:

- Do our work well and build safe, influential and warm but authoritative relationships and scaffold these with a wider positive culture and climate;
- Have a warm, orderly and welcoming environment; Demonstrate a willingness always to "change us to change them" starting with ourselves by continuing on the journey of self-improvement.

Behaviours can be complex and high risk in our setting and physically intervening can become necessary and proportionate but we must always ask:

- Have we made clear to the child, calmly and fairly, what is fair and responsible and safe?
- Are our reasons clear and credible and our motives sound?
- Will our decisions and actions stand up to scrutiny?
- Is there another way we can deal with the situation?
- Have we tried de-escalation enough?
- Have we paused, reflected, considered and planned options with supporting colleagues?
- Are we aware of the risks and dangers of holding and what triggers to be aware of and to avoid?

The critical question is, is there a greater good if we hold a child and a risk of greater harm if we don't?

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We will be required to document events and to describe in as much detail as we can, the context, the recent history, the efforts to be supportive and preventative over time and as the incident and risks unfolded. This will be cross referenced to a child's IBSP, where one exists, or created in the event that restrictive intervention in necessary and for the first time.

We will remember that:

- The children are susceptible when elevated to the way staff behave, so we will be the change we want to see in them;
- We should always seek win-win outcomes where reasonable choices and fair-play and dignity are preserved for everyone;
- If the student's behaviour remains unsafe and unreasonable, staff have a duty to protect health and safety, maintain good order and discipline and to preserve the dignity and rights of all members of the school community, including the right to feel safe and the right to learn;
- A physical intervention can be necessary and justified as long as staff have acted in good faith and the positive routes of high-quality teaching and care, intelligent behaviour management and positive reinforcement have been exhausted;
- We should be clear and comfortable in our thinking and decision making and any intervention within our PRICE training or improvised in good faith;

- We must act on what our recording framework asks: "What kindness and support was offered and what opportunity was given to the young person to reflect on how they felt and behaved? What can be usefully learned?"

During any incident which may result in being held, we should be mindful of the following:

- What do we know or not know about this child?
- It is safe to hold the child?
- What about the risks of misrepresentation and malicious allegation?
- What will be the impact on the child, you, your colleagues and the wider school community?
- Will it make matters worse?
- Who is around to help and support? How capable and experienced are they?

Throughout all our work, we can ask - what would we want for our own child because there is no greater responsibility than the care of someone else's.

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8. Promoting good relationships and sustaining a positive climate

- The children and young people get a warm welcome on arrival each morning. They are offered unlimited breakfast and a range of activities indoor and outside. This is a positive start to the day and beginnings and transitions are critical in our setting.
- Younger and more complex older children are discreetly but closely supported and guided. The majority moving freely into school and breakfast and then activities and finally to their tutor rooms for the day to begin. Both approaches encourage and scaffold calm and goodwill.
- The staff team knows each classroom must embed a positive climate rooted in good relationships and a warm assertive style. Equally, that lesson content and teaching style must bend and flex to the needs of a very complex student body. Relationships thrive and learning happens, when we as adults get this right. Good habits in adults and children embed ritual, rhythm and routine and can be very powerful.
- Children collect points for being kind and cooperative and engaging with their learning. These accumulate and they can select from a range of rewards including bespoke ones. All staff are encouraged to develop fun and engaging ways of tangibly rewarding the children and young people and celebrating the many good things they do.
- Most children and young people, most of the time are in class and pretty content and productive as a result. However, some children sometimes are neither. In that case, we:
- offer of food or drink;
- use skilled but light touch listening and questioning and time;
- offer a range of spaces for the child to move to, from. Find alternative, available classrooms; spaces like the dining room (our kitchen team are also brilliant practitioners with the children)
- small quiet spaces with comfortable seating and no doors, where children can reflect or ventilate or talk.

Most children return to class quickly and successfully.

- Some children benefit from “tactical capitulation”, typically a distracting activity. This works better for some children than the ‘have a cup of tea and a natter’ option. Throughout, there are opportunities for supporting staff to engage, to both support and challenge the child.
- The day is roughly divided into three parts. Each part of the day is punctuated by an opportunity to access a range of activities or to recover learning and reflect on behaviour.
- The school always prioritises the safe supervision and support of students. Where this is secure and staffing allows, breaks/play, lunch and tutor times can offer an opportunity for lost learning to be recovered or behaviour to be discussed and challenged; time to reflect, to put right and repair relationships, learning and behaviour.

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- Some of our children and young people have faced and continue to face very tough experiences and feelings. Staff are quick to be flexible and offer support to distressed children if they have an established rapport. Our school counsellor and ELSA lead will make themselves available outside planned interventions. We know the children and young people seek out those they trust and respect. We will always try to facilitate this when a child is hurting and upset and get the best person, their person of choice to them.
- Although relatively rare, we can encounter intense and angry behaviours, where the children and young people become very heightened and dysregulated. We try to find the physical space and time in a supportive climate, rooted in good relationships, to enable the child to calm and recover. We recognise that these episodes are distressing and unsettling for not just the child experiencing such intense feelings, but also for those children who witness it.
- Our aim is to deal fairly and promptly with day-to-day difficulties and enable youngsters to move on quickly to a fresh beginning.
- In order to keep our ethos simple and accessible to the children and their families, our team of staff consistently applies **Ready, Respectful, Safe** and In doing so, we talk about what this means with the children.

9. Challenging, risky and inappropriate behaviours

- Our emphasis is on the space, time and kindness. We want children to reflect, recover and successfully return to their class and to learning without any negative consequence, rather than using punishments. We do however explore and remind of proportionate, natural consequences.
- In all our work there must be a strong sense of putting things right, of repairing and recovering, a “restorative” approach where the children and young people can reflect and learn how to behave.
- The school has few rules but has a clear expectation that we are “kind” to each other and that we show “friendship” and are “respectful”. Staff model and apply these as a template to all that we do together.
- Some behaviours are outside our core values and must always be carefully challenged by all staff. Graded intervention, through supportive guidance and advice to restorative justice that can sometimes mean a fair consequence, results. Without this the school community cannot be a just, stable and safe place.
- The school believes affirmation and praise are a more powerful and persuasive influence than criticism and sanction. However, this can only be meaningful and valuable when there are fair limits on, and reasonable consequences for, behaviour that is inappropriate and can damage the learning and happiness of the individual and other children.

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- If both challenge and consequence are necessary, they will only be effective if they are delivered by adults who are reasoned and respectful in applying them. Recognising our setting, all staff are and have been consistently and relentlessly generous in recognising and celebrating the innate worth and talent and efforts of every child and young person at every opportunity.
- All staff will ensure that their work has been sound and that they have reliably applied the "change us to change them" mantra. They will be self-critical and consider the complexity and needs in the child.
- If a young person has still been unfairly challenging or, as is more often the case, persistently challenging at a low level, to their detriment and to the detriment of other children, then reasonable consequences are a natural outcome. For example, if you can't abide by the rules of football and play safely then you can't play football. This will always be in a spirit of what is restorative - these are the expectations and boundaries and if you follow them, you can play football.
- Staff are and will be dogged in seeking a just and restorative outcome. This can be tough where youngsters escalate and the focus is on supporting the young person to develop the greater self-awareness and self-control. Key too is developing a sense of "win-win" outcomes, where everybody's dignity is promoted as is the ability to compromise and move on.
- If necessary, we will persist beyond the school day and the school assumes parental support in this, without 24-hour notice, because in our experience issues are best dealt with promptly so youngsters can then move on.
- Sometimes it is necessary to direct children offsite to help and support them in managing their behaviour and to make the community safer. This has strict protocols around it that include:

- communication with parents prior to any arrangement;
- the use of the schools Evolve platform that audits and demonstrates our prior risk assessment and management in taking pupils offsite; and our collaborative work with our external and suitably checked alternative mentoring providers. The providers are:

Inspire Interventions

Please see our guidance around mentoring support

All alternative provision arrangements will be regularly quality assured and monitored through safeguarding, attendance, progress and destination measures.

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10. Guidance for staff about expectations

- The school leadership team is highly visible, routinely engaging with pupils, parents and staff and maintaining the behaviour culture and an environment where everyone feels safe and supported. Staff, in particular school leaders, contribute to ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- All staff work collaboratively with new staff to induct them clearly into the school's behaviour culture, to ensure they understand its values and routines and how best to support all pupils to participate in promoting the culture of the school.

- As issues emerge, staff will seek support from senior and experienced staff promptly to secure appropriate behaviour and outcomes at an early stage We will not rush to sanction but give lots of dignified routes to redemption including recognising and acknowledging previously positive behaviour and therefore a willingness to offer some "slack".

- Our staff will model the values and behaviours of Ready, Respectful and Safe they want to inculcate in the children and young people. These values are rooted in our behaviour culture that means we work hard to encourage and nurture these qualities in the children.
- We do not have a rule book but have reasoned judgements made by staff about what is fair and reasonable and "kind". This hinges on mutual respect. However, staff are the referees who must win trust and respect by their fairness and good judgement over time. They must show a willingness to make unpopular decisions but equally demonstrate their obvious determination to be scrupulously fair.

To be credible, staff must:

- Be continually self-evaluative and suitably prepared, so that both challenge and support are rooted in the student's complex needs and/or challenging behaviour is not because of an uncared-for classroom, an ill-prepared lesson or clumsy behaviour management;
- Not apply consequences when responsibility lies with the member of staff themselves but learn from such incidences and seek to avoid repetition. Staff need to win the confidence and trust of students so that when they do apply sanctions, the children accept and respect them because they accept and respect the staff member and trust their judgment;
- If a child is obstructive or escalates matters further, try to distinguish between inappropriate behaviours rooted in the genuine difficulties the child faces and continues to wrestle with, and wilful childish testing of boundaries. Pursue the matter quietly and fairly;
- Give the child time to comply and not rush to confrontation and escalation;
- Create and embed a culture of mutual respect and positivity to support the challenging times, reminding the children of their many successes and efforts and ask them to describe, reflect on and learn from them. Emphasise how much they value both those achievements and them as people.
- Recognising the challenges of our setting, be prepared to go the extra mile for and with the children to compassionately challenge, resolve and repair and be there when the critical post-intervention reflection and healing goes on.

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11. There are some things we won't accept in our community

Anti-Bullying

It is the perception of the child experiencing the hurt and unhappiness that takes precedence.

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

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

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/ biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
child-on-child abuse	This includes when children use physical force, threats, trickery or emotional manipulation to elicit cooperation, it also can include non-coercive situations where the initiator proposes or starts a sexual act

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	that the victim does not understand the nature of and simply goes along with, not comprehending its implications or what the consequences might be. Current safeguarding expectations increasingly require schools to explicitly address: • sexual harassment • harmful sexual behaviour • sexualised language • nudes and semi-nudes • coercive behaviour

Prejudice and inequality

- Prejudice and inequality are wholly incompatible with our core values of Respect and recognition of British values. This means there are some "beliefs" we judge faulty and out of step with our core values and will not accept.

Aggression and intimidation

- Whilst rare sometimes we can face levels of aggression and intimidation and destructiveness that it is not safe to experience or witness. Whatever the root causes or the mitigating circumstances, no child or young person or adult should attend any school or workplace and face behaviours that are frightening even traumatising both for those subject to the aggression and those witnessing it.
- We will work hard to help and to be supportive and preventative but some childhood experiences and their impact and consequences need the expertise and people and resources we do not have and a new school or setting is needed.

Reckless and dangerous behaviours

- Reckless and dangerous behaviours are rare but can happen and the risks they generate and the emotional impact they have cannot be sustained unless they can be reliably reduced.
- We will work hard to help and to be supportive and preventative. However, if matters are judged irrecoverable or we cannot reasonably and quickly make them safe, then we will not rule out permanent exclusion. If, as a last resort we must consider and apply permanent exclusion, you will contacted immediately by the Headteacher, this will be followed up in writing.

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12. Sanctions we will use, if appropriate – There is also the matter of prevention.

Our school values offer some are clear framework for how all members of the community should conduct themselves – they are accessible and displayed around the school. Chiefly, we meet twice daily to discuss concerns as a team, we have CPOMS, professional links and relationships with children and families that seek to enhance our understanding of the challenges that can arise. Our expectations are clearly explained to children and their families and our rationale is sound around matters such as mobile phones. We have specialist staff supporting beyond the classroom and

- With vigilance, pragmatism, persistence and creativity and parental trust and support, we can and do successfully navigate some very risky behavioural challenges. However, if they are persistent and impact other children, to protect the community not to punish the individual, we may use fixed term suspension or mentoring to make matters safe.

- Sometime we recognise the dynamics are wrong and a change of class or adult staff can have an ameliorating effect. We use after school detention and with parental support and a rationale is rooted in better understanding, relationship building, improving our practices – not punishment, it is a relational tool that seeks to work with the child for mutual understanding and respect.

- We have a range of de-escalation techniques and skills that we reflect on both internally and via our externally accredited training with PRICE (Protecting Rights In a Caring Environment). Some examples include tertiary and secondary strategies, such as the use of humour, relationships, food and drink, a quiet space, a chance to redeem or reflect upon improvements and good choices, but also, we must remind pupils of our expectations that are derived from reasonableness and kindness, fresh starts and forgiveness. This a two-way offering and then we can begin to discuss other options such as removing the class from the disruption, polite reminders to stop or removal from class as a very last resort.

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Whilst the policy refers to removal as a last resort, I would strengthen it with:

Any removal from class will:

- be proportionate;
- be time limited;
- be recorded;
- be reviewed;
- aim for reintegration into learning as soon as possible.

Managing possible fixed-term suspensions

The school complies with the Department for Education's statutory guidance on suspension and permanent exclusion (July 2026), which comes into force on 26 July 2026. Suspension and permanent exclusion are recognised as important behaviour management tools to ensure a safe, calm and purposeful learning environment; however, permanent exclusion will only be used as a last resort when all other appropriate interventions have been exhausted. All decisions will be lawful, reasonable, proportionate and made on disciplinary grounds by the headteacher.

Prior to any decision, the school will carefully consider the individual circumstances of the pupil, including safeguarding, special educational needs and disabilities (SEND), equality duties and any unmet needs or mental health factors. The school will actively explore alternatives to exclusion, including pastoral support, off-site direction and managed moves, ensuring that any managed move is voluntary, permanent and compliant with the School Admissions Code. Unlawful practices such as off-rolling will not be used.

In line with the 2026 guidance, the school may, in rare circumstances, temporarily forbid a pupil from attending the premises for safeguarding purposes where it is necessary to separate pupils; this is not a disciplinary exclusion and will be managed in consultation with the designated safeguarding lead and relevant agencies. Where exclusion is necessary, parents/carers will be informed without delay, and the school will meet its statutory duties regarding notification, record-keeping and the provision of suitable full-time education from the sixth day.

The governing board will provide appropriate challenge and oversight of exclusion data, pupil movement and safeguarding practice, ensuring that exclusions are used appropriately, fairly and only when necessary.

Furthermore, as a school adopting the above we add to say that;

- Fixed term suspension is still sometimes a necessary and appropriate step, a last resort; a suitable response to issues that impact upon the health and safety, wellbeing and happiness of all members of the school community.

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- It is not applied to punish the suspended student but to support those affected by persistent or one-off serious behaviour and reinforce a strong message to the wider school community about our boundaries.
- We must work hard, creatively and flexibly to prevent and avoid fixed term suspensions because it can generate risk to wellbeing and safety. If it is applied, we must be confident it can be done safely and supportively. By working cooperatively and supportively with parents and carers, we must also be confident that parents and carers are able to supervise their children safely and without punitive economic consequence.
- We will share known facts of any incident with a potential for fixed term suspension with parents quickly but with the caveat that complex cases may necessarily require further and careful investigation. Parents should therefore be promptly told one way or the other, alongside a social worker (where appropriate), the LA and the school governors.
- The reason for a fixed term suspension may be that the child has made other people feel or be unsafe and unhappy in ways that are irrecoverable or we cannot reasonably make safe, and as result are unable to learn. By other people we mean everyone in our extended school community.

- Children and young people will ideally and most commonly leave school in a planned and agreed way but we will not rule out permanent exclusion.
- Highly reckless and dangerous behaviours are rare but can happen. The risks they generate and the emotional impact they have, cannot be sustained without improvement. We will work hard to help and to be supportive and preventative but if matters are judged irrecoverable or we cannot reasonably and quickly make them safe, we will not rule out permanent exclusion.
- In applying a fixed term suspension, we will always inform the parent, the chair of governors and the LA and in some cases the Head of virtual school. In the case of a permanent exclusion, prior reflection and discussion will take place with all the above. Where the child has a social worker or any other medical professional closely attached, they too will be informed, as will the DCC Inclusion and 0-25 team.

Further information on SUSPENSION AND PERMANENT EXCLUSION

Barley Lane School is committed to abiding by the latest DfE Guidance and this policy has been constructed considering the following:

'DfE Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement Guidance for maintained schools, academies, and student referral units in England – August 2024

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- Suspension and permanent exclusion guidance

Further information is available in this detailed national guidance.

Suspension

In some extreme behavioural circumstances, a fixed term suspension may be necessary to offer a period of reflection and repair for the student. A fixed term suspension should only be used as a last resort and be a proportionate response to the behaviour displayed. Suspension should enable further planning and assessment and provide opportunity for reflection for both the student and staff. Relational approaches such as solution focused, and restorative, will be used to reintegrate a student back into the school community on a fresh start, positive basis.

The school will consider the domestic reality for families and be flexible about timings and timescales seeking to apply the shortest and fairest period of suspension.

The school will also consider the impact on children and families that come under the following categories;

Early Help (EH)

Child in Need (CIN)

Child Protection (CP)

Looked After Children (LAC)

Free School Meals (FSM)

- When dangerous violence, recklessness or criminality are involved, parents must accept that the school has the right to suspend for up to five days. We will use this power rarely and wisely and we will always strive to agree a period of suspension that is brief and regarded as fair by all parties including the victim and his family.
- If matters around a suspension become contentious and agreement cannot be reached, it is essential that a meeting is set up and any decision deferred until that face-to-face meeting can take place. That meeting should seek to achieve agreement and consensus.
- In the absence of agreement, the Headteacher will decide the outcome as he has the authority to do so. It may be that this will be contentious in the short term but we hope over the longer term, firstly, such intervention will be rare and secondly, over time such decisions will come to be regarded as necessary and reasonable.

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Permanent Exclusion

Barley Lane School does not advocate the use of permanent exclusion unless all other viable alternatives have been exhausted. However, as an absolute last resort, we recognise that there may be exceptional circumstances where a student is no longer able to have their needs met at Barley Lane School. The decision to exclude a student permanently will only be taken:

• 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 student or others such as staff or students in the school.

At Barley Lane School, we recognise that most of our students self-regulate their behaviour and actively engage in their learning in our specialised setting, for the majority of the time. We also acknowledge that at times our students will need additional support to help them regulate their behaviour to engage in their learning.

We believe that:

• Our students want to behave well.

• Behaviour is a form of communication - we must ensure that students are supported to communicate their needs safely and appropriately using their preferred communication systems.

• Positive and safe relationships are imperative to our practice between all members of our school community.

• Students are happy when their needs are understood and met enabling them to self-regulate and behave well, this should be recognised and acknowledged by staff in the school.

• Students and staff in the school have a sense of belonging, feeling safe, secure and

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valued.

• Students learn to cope with all aspects of their lives with support from others.

• Students need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs. We must also consider learning needs of the students.

• We must have realistic expectations about the rate of progress students will make when learning to adapt or develop new positive behaviours - for some it's a short journey, for others a long one.

• Respect for other people, their views and feelings and circumstances are an essential lifelong skill that our students need to be supported to develop.

The development of empathy with the feelings of others affected by one's actions, promotes positive future life chances.

• Mistakes are part of the learning process, and we recognise that all our students are at different stages of the development process. All staff will support and guide our students to help them to get it right.

• All staff at Barley Lane School can learn strategies to support students to improve their behaviour. Staff will:

- Utilise a range of resources such as behaviour data, student records, care plans, communication Individual Behaviour Support Plans (IBSP) and Individual Holding Plans (IHP), etc. to gain an insight into why our students can become dysregulated and reflect on how these impact on their behaviour.

• We need to work collectively with our students, their parents/caregivers and other professionals to develop strategies as part of a positive behaviour approach to support students to self-regulate and manage their behaviour in a positive manner.

• We need to foster a culture where there is a willingness to create opportunities for reflective change in students and staff.

Barley Lane Staff can support students by:

- Relentlessly promoting and living out our core values and principles
• Being mindful and reflecting on the quality of our relationships with each other and the students.

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• Reflecting with parents and carers and other professionals so we are well-informed and have an

insight into and understanding of an individual student's needs.

• By observing gathering and analysing data on emotional development and behaviour and

utilising relational approaches with all students. This will ensure our interventions are personalised,

well informed and planned according to the personalised needs of each student within the

context of their class, or with in a particular situation or activity.

• To work in partnership with our students, their parents and carers, and other link professionals,

e.g. social care, therapy services, CAMHS, etc.

• To invest time and allow safe spaces and opportunities for students to practice these skills and

make mistakes from which they can learn, develop and grow.

13. Although we prefer 'values', of course there are rules

Digital Behaviour & Online Conduct: Procedure, Policy and Values

At our school, we recognise that digital spaces are an integral part of students' learning and social lives. Our behaviour policy reflects a commitment to promoting responsible, respectful, and safe use of technology both in and out of school. We educate all students to uphold the same high standards of conduct online as they do in person, including on school devices and social media. Our procedures include clear expectations for acceptable digital behaviour, coaching and consequences for misuse (such as cyberbullying, sharing inappropriate content, or using AI tools dishonestly), and reporting systems for online incidents. These policies are underpinned by our core values of Ready, Respectful, Safe. Through education, modelling, and consistent enforcement, we aim to create a digital environment where students act and feel safe, supported, and empowered to make positive choices.

We recognise that promoting positive digital behaviour and safeguarding pupils online requires collaboration between school and home. To support this, we work closely with parents and carers to ensure consistent messages about online safety, digital conduct, and appropriate use of technology. We provide regular communication, guidance, and opportunities for discussion to help families understand emerging risks, such as cyberbullying, online grooming, and misuse of social media or AI tools. When concerns arise, we involve parents promptly, working together to support the pupil's wellbeing and put appropriate measures in place. By building strong, trusting partnerships with families, we aim to create a

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unified approach that safeguards pupils both in school and beyond, helping them to navigate the digital world with greater confidence and care.

The school will treat the malicious use of artificial intelligence, including the creation or distribution of deceptive, harmful or inappropriate content relating to pupils or staff, as a behaviour and safeguarding matter.

Mobile phones and all internet technology

- The school's approach reflects current DfE guidance encouraging schools to prohibit the use of mobile phones during the school day in order to maintain a calm, safe and focused learning environment.
- Mobile phones and technology capable of accessing the internet **are not allowed** and personal belongings are discouraged. Unless you are an independent traveller to school on foot, bike or public transport and then the phone is handed in to the office on arrival.
- Mobile phones are not needed and are a distraction. Their misuse can range from the disruptive to the risky and the very risky with bullying and accessing inappropriate material on the web. This includes taxi journeys to and from school whereby an opportunity to secrete them into the building is too tempting. The sensible thing to do is to leave them at home; we are all safer and happier without them.

Doing things that are unhealthy

- Typically, this is smoking. We will respond decisively and strongly to protect the children and promote their safety and will suspend if necessary to stop smoking and all its risks getting any foot-hold in our community. We are clear SEN does not justify concessions around smoking.
- There have been very rare occasions where substance misuse has taken place. This is something that no good or responsible parent would allow or condone. This has a very risky subculture where bullying of all kinds for example can thrive because they are by their nature secretive and furtive. We are all safer and healthier in their absence.

14. Some housekeeping that makes life easier for everyone – Uniforms

The expectation is that uniform is worn every day, with the exception of when children are doing things beyond school. They can of course wear clothes suitable for the activity. For example, if they are at college doing building trades or going on a country walk or horse riding.

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The uniform code is simple and facilitates active participation: black sweatshirt; plain black or white polo or t-shirt and black trousers or tracksuit bottoms. We will always provide explanation and clarity before being punitive. Recurrent challenges are around trainers that are not mostly black; fashion hoodies or sweatshirts over the uniform; trendy coats the young people don't need and can then refuse to remove.

Snacks and drinks

- We provide everything the children need in school from freely available water, squash, juice, milk, tea and coffee (decaffeinated) and a range of healthy snacks are available all day and, in all classes, so only children who bring a packed lunch need a bag.
- In a school where a significant minority of our children and young people can make poor decisions, we plan to prevent difficulties which can be caused for example by multiple bottles of water/juice brought into school daily and which in the possession of the children will lead to mischief.

Outdoor clothing and rucksacks

- We have a large stock of outdoor clothing and rucksacks for rainy days and trips out so there is no need and we do not allow bags or rucksacks as these have been used to conceal inappropriate things.
- The only exception is for our independent travellers who may need them to carry their lunch and warm clothing and they will hand in their bags with their phones on arrival in school.

Personal belongings

- We discourage personal belongings and do not allow gadgets because they are not needed and get damaged, broken and lost leading to conflict and upset.

Support from parents and carers

- We rely upon the support and vigilance of parents and carers because they control and have responsibility for what their children wear and bring to school. We will always be patient, pragmatic and flexible. For example, we keep a stock of spare uniform and we will look to sort things out but persistent breaches of these expectations could lead to a short-fixed term suspension.

15. Searches and confiscation

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We follow the guidance set out here: Behaviour in schools 2023 DFE guidance and will also use in-house relational practices with families, parents and carers to ensure that the guidance is communicated and applied consistently, fairly and openly.

Parents will normally be informed before or after searches where appropriate. Staff may conduct lawful searches without consent where legislation permits.

Searches are an extremely rare occurrence but a necessary safeguarding tool because of the children's propensity at times to bring to school prohibited items. These include;

- Mobile phones or any technology with internet capability – this includes the taxi journey to school but excludes independent travel
- Bags – bags conceal things
- Knives, weapons or sharps e.g screw drivers and tools
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, E-cigarettes and or vapes
- Fireworks
- Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Searching a pupil should only be conducted by an authorised member of staff or a staff member they appropriately delegate to. These are:

David Jones – Headteacher and DDSL

Carl Moore – Head of Pastoral care and DDSL

Searches must only be conducted in the presence of a witness. The authorised witnesses are:

John Brantigan – Operational lead and PRICE Trained Instructor

Mark Halse – PE lead and PRICE Trained Instructor

John Liddon – ELSA, PE and PRICE Trained Instructor

In our setting as an all-boys school, searches must only be conducted by same sex staff in line with the guidance. The appropriate female staff can act as a witness or sanction a search following guidance.

Vicki Sessions – Deputy Headteacher and DDSL

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Helen Kidney – Safeguarding officer, Attendance lead and DSL

Raz Miah – KS 2 lead, PRICE Trained Instructor, teacher, MHFA Lead

Vicki Parr – ELSA, Pastoral Safeguarding and operational lead

The Headteacher and in his absence his deputy/DSL/DDSLs can sanction a search. They must authorise a search if they suspect a child has a prohibited item upon their person or as last resort, as demanded by the guidance and a risk assessment. This decision will be made if absolutely necessary and through wider consultation with the team.

Parental consent must be sought prior to any search unless there is a pressing emergency, in which case parents must be informed. In cases such as where we suspect the carrying of knives and other dangerous and risky items, we should then consult with the police by calling 999. It is rare but if this is the case, the police may be the best option to conduct a search.

Parental support is critical in all aspects of safeguarding, including the prevention of bringing prohibited items into school. We rely on the vigilance and supervision of parents prior to the child leaving home that such items are never brought to school.

Applied and dynamically risk assessed safeguarding is critical and if there is no time to react or opportunity to consult the Headteacher can and will delegate the decision making around searches and confiscation to all staff members, male and female in severe and entirely risky and dangerous situations only. Last resort situations where their honest held belief is that there is a greater risk of harm about to happen, for example a child who brandishes a knife must be safely managed immediately if safe to do so, or the community is made safe in whatever the situation demands. The child who has a mobile phone on them allows us to time to think and respond.

What if there is a belief that the guidance has been applied incorrectly?

If anyone believes that the guidance has not been followed, they must share their reasons for thinking this with the Headteacher/DSL/DDSLs immediately. This will then be investigated appropriately including consideration being given to the risk assessment; the necessity to search and the outcomes; the use of CCTV and witness accounts if any. It may be necessary to consult the chair of governors and or the LADO. Failure to do so, could lead to escalated consequences including professional guidance and suspension initially.

Confiscation

> "Schools staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have

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confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case." Behaviour in schools 2023 DFE guidance

Please also refer to DFE Guidance around searching, screening and confiscation

Appendix 1 - Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others;
- All pupils, staff and visitors are free from any form of discrimination;
- Staff and volunteers set an excellent example to pupils at all times;
- Rewards are used consistently by staff, in line with the behaviour policy;
- Sanctions and reasonable force are used rarely but consistently by staff, in line with the behaviour policy. The behaviour policy is understood by pupils and staff
- Suspensions and exclusions will only be used as a last resort, as outlined in the behaviour policy;

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- Pupils are helped to take responsibility for their actions;
- Parent and carers are involved in behaviour incidents to foster good relationships;
- Dangerous and violent behaviour will not be tolerated.

Appendix 2 - Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to their own learning and the disruption of others

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour Possession of any prohibited items. These are:
- Mobile phones and technology capable of accessing the internet, other than school property (Except for those who travel independently; these handed in upon arrival) • Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images
- Rucksacks and bags
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Sexual violence,
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes

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- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Appendix 3 - Research theory

- **Family Systems Theory (Bowen)** - build safe, influential and warm but authoritative relationships; fair and reasoned consequences or limitations has its place in any "parenting".

- **Positive Psychology (Seligman)** – Optimism; there is a prevailing atmosphere of warmth and kindness and optimism; the only real and impactful "therapy" is the steady and relentless drip of kindness and the day to day interactions; recognising and celebrating the innate worth and talent and efforts of every child and young person at every opportunity; When times are hard remind them of their many successes and honourable efforts and how much you value both those achievements and them as people; Fresh starts and glasses that are always half-full

- **Attachment Theory (Bowlby)** – Friendship; staff have a strong and authentic and emotional connection; staff are able to manage their emotions and remain self-aware and self-controlled; each classroom must embed a positive climate rooted in good relationships; the emphasis is on the space and time and kindness to reflect and recover; Check-in with the children and young people; Keep them in mind; Validate don't judge: empathise and be curious, seek to understand them; They are present – Both in actually being in work and being attuned in feeling what they feel day to day

- **Hierarchy of Needs Theory (Maslow)** – there is plentiful and on demand good food, and drink and comfortable and welcoming surroundings and a prevailing atmosphere of warmth and kindness and optimism

- **PACE approach (Playfulness, Acceptance, Curiosity, Empathy) (Dan Hughes)** - all staff are encouraged to develop fun and engaging ways of tangibly rewarding the children; I was just wondering: explore how things might feel by saying it out loud;

- **Social Learning Theory (Bandura)** - Model the behaviours you want to encourage in the young people.

- Restorative Approaches (Humanistic Psychology) - everyone in our diverse school community is committed to forgiveness, redemption and fresh starts; time to reflect on and put right and repair relationships, learning and behaviour.

- **Solution Focused Approaches (from Brief Therapy)(de Shazer)** - Remember successes: when things are hard look back on the good times and get them to revisit and tell you about them;

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- **The Trauma Recovery Model (Skuse and Matthew)**

foundational belief in redeemability. Through good choices things can become better starting by the want to put things right.

Appendix 4 - Some examples of our approach to prevent bullying

- Staff are visible and engaged and vigilant so their presence and behaviours are both preventative and encourage respect and friendship respectively (staff are accessible to families too so they have a voice and can quickly flag concerns)

- Staffing and supervision are constantly reviewed and fine-tuned to prevent difficulties and ensure the benefits proactive prevention rigorous and intelligent supervision brings and we record incidents of bullying diligently so we can see patterns and plan interventions;

- There is the ongoing vigorous promotion and modelling and celebration of fairness, responsibility and friendship as an alternative to conflict and aggression;

- We are alive to emerging risks and we return to the issue regularly in the first few weeks and check in with the young person and then periodically to check it has not re-emerged.

- We are quick to affirm and celebrate positive behaviours and reward them: responding warmly but assertively to low level bullying and seeking to encourage reconciliation and friendship.

- The children and young people have open and trusting relationships with staff who are “present” and engaged and who actively listen and respect their views and perceptions and they therefore freely speak up and we are vigilant and notice and take practical steps to help them;

- We actively seek to build their confidence and resilience and help them with practical strategies to stay safe and develop their sense of control: they can make safe choices for example not engaging on-line with those who disrespect them or in school choosing safe places and people and not putting themselves at risk.

- The perceptions of children, parents and carers are treated seriously and investigation and action are prompt to make and keep the children safe and to secure a reliable and balanced and fair understanding of what has happened.

- Equally experience tells us we must also be both scrupulous and brave enough to call out any manipulation when it is clear a young person is being unbalanced and unfair in alleging bullying because this happens too and there is a kind of bullying of others through “victimhood” one where every difficulty and disagreement however small or speedily resolved is escalated and catastrophized and sometimes parents and carers and professionals contribute to this also.

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- We promptly and pragmatically move the person who is at risk away from any immediate risk and or harm for example we take them home in a school vehicle if they are anxious in their taxi and we reassure the child and find a place of safety and calm for them.

- We see the bullying as a both a consequence as well as a cause of unhappiness and work to support and challenge all the children and young people because happy people are more tolerant and kinder and forgiving.

- We are mindful everyone is failed if we ignore incidents as our inaction can be interpreted as tacit approval by the person causing the hurt and the victim can be left feeling abandoned and more vulnerable; better for us to become the focus of any hostility and show solidarity with the person being targeted and indeed deflect that hostility onto us;

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

- Behaviour in Schools - Advice for headteachers and school staff Feb 2024
- Behaviour in schools - GOV.UK
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- School suspensions and permanent exclusions - GOV.UK
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour

principles, and give schools the authority to confiscate pupils' property DfE guidance explaining that maintained schools must publish their behaviour policy online

Appendix 5 - Positive Behaviour Support & Relationships

Supplementary Positive Behaviour Support & Relationships is currently a working document and the most up to date version can be asked for and provided upon request.

Appendix 6 - Inclusion & Inclusivity

Inclusion and inclusivity are **daily actions**, not static ambitions. Through our core values and PRICE Principles, reflection and joined-up practice, we continue to challenge ourselves to create a school that holds all pupils—

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and staff—in mind. We are not perfect, but we are persistent in ensuring every person feels seen, heard and valued.

Inclusion is not a bolt-on—it's the bedrock of who we are. We have always challenged ourselves to model inclusivity because we know the cornerstones of best practice are **protection, connection, understanding and care**. We welcome Ofsted's sharper focus on inclusion as it aligns with our unwavering commitment to being key government policies, **Ready, Respectful and Safe, relational practice and relatedness** — for every pupil and adult in our community.

Within our values of **kindness, empathy, compassion, forgiveness, and fresh starts**, we know that relationships are central to progress. We strive to sustain a **culture of trust, respect and belonging** where people come first, and no one is left behind.

Principles of Inclusive Practice

We recognise the limits of what can be achieved and communicate those boundaries honestly and transparently. However, we **Plan, Do, Review** continuously, taking a **person-centred approach** to behaviour, communication and support, and working relentlessly to remove barriers.

Our approach is grounded in:

- **Joined-up working**, internally and externally
- **Professional curiosity**, not assumptions
- **Relational approaches**, not punitive reactions
- **Transparency and fairness**, not bias or guesswork

Our Inclusive Approach in Practice

1. Data-Driven Monitoring

We monitor and analyse key data to ensure no group is disadvantaged:

- All behaviour incidents are logged on CPOMS
- Serious incidents are separately recorded and monitored
- Known protected characteristics are recorded alongside incidents
- Trends are analysed half-termly by SLT for patterns of disproportionality
- Data includes: behaviour logs, reasonable force as a last resort, removals, attendance, exclusions, managed moves, safeguarding, and stakeholder surveys
- Good behaviour, strong attendance and positive engagement are interdependent and essential prerequisites for learning. The school will work proactively with pupils, families and external agencies to address barriers to attendance and participation.

2. Responding to Behaviour: Support and well-being First

We commit to:

- Challenging all misbehaviour fairly and consistently

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- Maintaining high behavioural expectations, while adapting to need
- Taking personal circumstances into account
- Avoiding automatic or heavily punitive sanctions – where possible

We know that **removal from class is not a solution**, and only ever used as a **last resort**, not a default strategy.

3. Supporting Pupils with SEN or Mental Health Needs

Behaviour may signal unmet or unidentified need. We:

- Refer patterns of concern to pastoral leads and SENDCo
- Avoid assumptions about cause and impact of SEN
- Consider reasonable adjustments before issuing sanctions
- Check whether pupil needs are being met—and adapt as necessary

4. Parent & Professional Collaboration

We believe no intervention is fully effective without **shared understanding**. We:

- Involve parents/carers early and consistently
- Share school expectations clearly (e.g. website, policy, communication)
- Hold collaborative meetings using a 4-step model:
    1. Identify causes
    2. Analyse triggers
    3. Develop a joint plan
    4. Review effectiveness together
- Engage external professionals when appropriate (e.g. VSH, social workers, CAMHS)

5. Restorative and Relational Approach

We are committed to:

- Restorative conversations over retributive sanctions
- Teaching self-regulation and reflection through nurture and pastoral support
- Using fixed sanctions only when necessary, proportionate and fair
- Avoiding rigid responses that ignore background, trauma or individual context

6. Safeguarding First

Behaviour can be a **safeguarding concern**. Our approach includes:

- Considering barriers to disclosure, recognition and support
- Recognising that children with SEND or from minority groups may face greater safeguarding risks
- Prioritising the pupil's safety—even when behaviour is challenging

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- Offering support and referring to DSL or external services where needed

We expect all staff to consider **context before consequence**.

Appendix 7 – PRICE – Protecting Rights In a Caring Environment

For nearly 20 years we have adopted the PRICE approach to de-escalation, care, prevention and put children at the heart of personal growth and development.

Protecting rights in a caring environment involves promoting dignity, safety, and autonomy while using positive, person-centred strategies to manage challenging behaviour.

Principles of a Caring Environment

A caring environment prioritizes the dignity, rights, and well-being of individuals. This includes:

Person-centred care: Tailoring care plans to the unique needs, preferences, and values of each individual, ensuring they feel respected and valued

Active participation: Encouraging individuals to make decisions about their own care, which supports autonomy and self-worth

Privacy and confidentiality: Providing private spaces for personal care and securely handling personal information

Empathetic communication: Using respectful, non-judgmental language, listening actively, and responding thoughtfully to concerns

Emotional support: Facilitating access to counselling, support networks, and validating feelings to enhance dignity

Managing Challenging Behaviour

In settings such as adolescent mental health, learning disabilities, autism, or children with SEN and SEMH, it is sometimes necessary to use physical interventions safely. The PRICE training program emphasizes:

Preventative strategies: Recognizing early behavioural signs and triggers to prevent escalation

Non-restrictive interventions: Using de-escalation, diversion, distraction, or strategic capitulation to manage behaviour without coercion

Restricted Physical Intervention (RPI): When necessary, applying safe, non-pain compliant techniques to protect the individual and others

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Legal and ethical compliance: Understanding relevant legislation, including duty of care, health and safety regulations, and the rights of children and vulnerable adults

Restrictive physical intervention will be analysed termly by leaders and governors to identify patterns, training needs, protected characteristics and opportunities to reduce the need for intervention.

Training and Implementation

PRICE training provides structured courses for staff in care, health, and educational settings to:

Develop skills in positive behaviour support and restraint reduction

Learn to assess risks, identify triggers, and implement strategies to prevent incidents

Apply teamwork and conflict resolution techniques to maintain a safe environment

Key Takeaways

Protecting rights in a caring environment requires a balance between safeguarding and promoting autonomy. By combining person-centred care, empathetic communication, preventative strategies, and safe intervention techniques, care providers can ensure individuals are treated with dignity, their rights are respected, and challenging situations are managed effectively

Appendix 8 – Pillars of Practice

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

Ready - Ready for learning, ready to listen

Respectful - Showing respect to their peers, to adults, to their environment, to themselves.

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Ready, Respectful, Safe.

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Safe - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part

Five Pillars of Practice The pillars of practice underpin our de-escalation and behaviour management system. Consistency runs throughout each pillar				
Consistent, calm adult behaviour consistency, adult behaviour, emotional control, teacher expectations	**First attention to best conduct** Praise in Public - PIP rewards, recognition, praise, motivation, engagement, class rewards, praise slips home, showing work to other adults	**Relentless Routine** rules, routines, follow-up, non-verbal cues – delivering sanctions – same language, deliberate calm challenge	**Learning Behaviours** calm and safe learning environment, learning adapted to meet the learner's needs - resources to ensure children can assess their learning, working walls	**Restorative Conservations** restorative practice, structuring sanctions, working with the most troubled, developing relationships – pupil voice
CONSISTENCY				

Consistent, calm adult behaviour -

Key to this point is strong **relationships** with the children you look after.

Children want adults who:

- Remain calm and keep their emotions consistent - changing anger to shades of disappointment
- Respond to poor behaviour with deliberate calm
- They treat children how they would like to be treated (how they would like their children to be treated)
- Taking time to get to know each child and making them feel valued
- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Know their classes well and develop positive relationships with all children
- Demonstrate unconditional care and compassion
- Relentlessly work to build mutual respect

First attention to best conduct

- Classes to have their own whole class reward system including E-praise, where the whole class get a treat i.e. film, extra playtime, trip to the local park
- Dojo's – linked to assembly certificates, Star of the day, Star of the week, Head teacher's awards
- Class stickers/charts to be used in individual classes
- IBLSP's that bring our relationships and working practices to life - continually reaffirming our professional curiosity

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Relentless Routines

- Daily register – Good morning and smile, children and adults using names
- **Food –** class, familial breakfast before learning
- Organised prepared lessons – resources ready for the lesson at the time of the lesson
- Clear expectations agreed with children
- Adults on the doors at the correct time- children should not be waiting outside for adults to collect them
- Transition within the classroom and to other rooms in school - Lining up quietly, walking sensibly to other rooms
- Corridor Expectations **- *wonderful walking*** for example
- Walking on the left-hand side of the corridor
- Walking quietly (low volume)
- Walking in single file (adults at front and back of line)
- Encourage use of 'Cold Calling' and if children don't know ask someone else and then the original child telling you the answer after hearing it. Hands up only to be used when necessary, (T&L policy)
- No shouting out when you want a class response
- **Consequences** – time out at breaktime to finish work or have some thinking time.

Restorative Conversations

After going through the primary, secondary, tertiary and NRT process we undertake a restorative conversation. Restorative approaches encourage pupils to think about how their behaviour affects others (see questions posters around school), both pupils and staff. It helps children to develop respect, responsibility and truth telling.
It allows children to talk through what happen, understand their behaviour and reflect on what has happened.

What happened? (Neutral, dispassionate language)

- What were you feeling at the time?
- What have you felt since?
- How did this make people feel?
- Who has been affected? What should we do to put things right? How can we do things differently?

Learning Behaviours

We recognise if we do not get the learning conditions right for children then behaviour can't change. We ensure we provide:

- Calm and safe learning environment
- Learning adapted to meet the learner's needs – we recognise that if work it not pitched at the correct level this can cause a change in children's behaviour – teaching must be adapted, work must be accessible and differentiated as needed for all children, particularly for children on pathway 1.
- Scaffolding resources (CPA) to ensure children can assess their learning
- Instructions are given clearly
- Lessons broken down into steps of learning

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- Working walls, worked examples, scaffolding, word mat, mind map See 'Teaching and Learning' policy for more specific method used.

For pupils with more challenging behaviour, the approach should be adapted to individual needs e.g. personalised meet and greets, ELSA time, trusted adult time time, IBLSP awareness.

Consequences (that follow primary, secondary, tertiary…strategies)

In all consequential actions, it is important that the child understands that it is the behaviour that is unacceptable rather than the child as a person. When considering consequences, the pupil should be given the chance to improve their behaviour first.

If a child continues to not follow the expectations, the staff member may opt for one or a combination of the following consequences to help repair the situation:

- The child might have to miss some time of their break time (to catch up with the work they have missed)
- The child may be supported to answer the restorative questions to help identify how they could have handled the situation better.
- The child may need to be removed to protect learning.

If a child is consistently going beyond respectful or safe behaviours, the teacher will take action and call for support recording this on CPOMS with follow up action – Teachers must 'pick up their tab' with SLT support.