



Cubbingon C of E Primary School

POLICY FOR RECOGNISING AND SUPPORTING BEHAVIOUR

Reviewed: December 2022

Next Review: December 2023

Signed: Juliet Jones 15/12/22

Headteacher

Signed: Nick Wylie 15/12/22

Chair of Governors

1. Introduction

Cubbington Church of England Primary School strives to be a nurturing and inclusive setting in which all children can flourish and be the best they can be. We believe that all children are unique and can come from a variety of different backgrounds and cultures with a mix of lived experiences. We recognise that children are all individuals and can have a variety of needs with behaviours that may be a reflection of this. We therefore see all behaviour as communication. Our role, in partnership with parents, is to try to understand what is being communicated by the child.

This behaviour policy has been developed over a time with the support of all stakeholders. This policy has been informed through experience, support, research and science. We recognise that behaviour can be learning behaviour, which links to academic attitude, and/or social behaviour, which relates to children's social interactions with each other and adults.

The purpose of our policy is to promote positive behaviour rather than merely deter unacceptable behaviour. We believe that by rewarding good behaviour we will develop an ethos of kindness and cooperation. However, we feel it is important that children understand the consequences of their actions and any unacceptable behaviour will be dealt with fairly and in line with this policy.

The following sources have informed and supported the development of this policy:

- Neuroscience – This is a scientific study of the brain and nervous system.
- Attachment Theory – This is based on psychology and focuses on the stages of attachment we form in early childhood and as adults.
- The 'Thrive Approach' – This is a systematic approach to the early identification of emotional development needs in children and young people. This approach is informed by neuroscience, attachment research, learning theory and child development.
- Restorative practice – Using the principles of this to enhance a positive learning environment where pupils are supported to take responsibility for their own behaviour and are supported to develop the necessary skills to self-regulate their own behaviour and learning. This approach focuses on respect, responsibility, repair and re-integration.
- When the Adults Change Everything Changes by Paul Dix
After the Adults Change Achievable Behaviour Nirvana by Paul Dix
A School without Sanctions – A New approach to behaviour management by Steven Baker and Mick Simpson
These books are about behaviour management in schools and they focus on the impact that the adults behaviour has on children.
- Behaviour in Schools – DFE September 2022
- Suspension and Permanent Exclusion in maintained schools – DFE September 2022

2. General Aim Statement

It is as easy as ABC – Achieving, Belonging and Caring

To achieve this vision we aim:

- To enable us all to be receptive, self motivated and confident in our learning;
- To encourage the development of all our skills in a safe, stimulating and rewarding learning environment;
- To celebrate the achievements of ourselves and others;
- To nurture a caring school environment where there is trust, respect and honesty;
- To encourage and support families' involvement in learning inside and outside of school;

- To develop a positive self image and pride in ourselves and our school;
- To involve the local, national and global community in our learning;
- To provide an outdoor learning environment that promotes creativity and enjoyment;
- To prepare learners to be responsible members of our diverse society;
- To promote positive social, emotional, spiritual and cultural values.

3. Specific aims of this policy for recognising and supporting behaviour

The whole school policy aims to:

- to create a learning environment where every child feels safe, valued, supported and special
- to promote good relationships – between children and between children and adults
- for children to take responsibility for their actions - when behaviour has occurred that is not deemed acceptable, children work with adults to understand the choices they have made and receive support with the underlying factors that may have contributed to this
- increase children’s awareness of, and responsibility towards, the needs and rights of others
- ensure that every member of the school community is valued
- to support children to develop empathy towards others – this is done through using the ‘Thrive’ approach and principles of restorative justice
- to develop and build upon a child’s resilience and ability to self-regulate – supporting children to cope with those times when things don’t go their way or life is hard.
- to support children’s independence in managing their own behaviour.
- to support children in their growth – through the school’s nurturing approach and Christian values we aim to develop our children’s social skills, spirituality, wellbeing and resilience.
- to work with parents/carers to support children in managing their behaviour.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring, Christian community, whose values are built on mutual trust and respect for all and we encourage the development of high self-esteem. The school's policy for recognising and supporting behaviour is therefore designed to support the way in which all members of the school can live and work together in a supportive, safe and healthy way. It aims to promote an environment in which everyone feels happy, safe and secure. We have high expectations with regards to behaviour in school, from our pupils, staff, helpers, governors and parents. We expect all behaviour, whether from children or adults, to reflect our strong Christian ethos.

4. Principles

We follow the common educational psychology belief that all behaviour is communication. This relates to both the behaviour of the child, but also the interpretation of the behaviour of the adult by the child. We expect adults to work with each other, the SENDCo and other professionals to interpret and support the child in managing their behaviour.

A positive approach to behaviour management is therefore essential for this policy to be effective and to meet our aims. Also vital is the consistency in which this policy is followed and carried out by adults.

Therefore, we expect all adults to adhere to the following key principles to help us to achieve our aims:

- **All children are different** – The way in which we work with children at Cubbington must take account of their individual differences. This may be related to their age, ability, personality, special needs and disabilities, social, emotional and mental health, religion, race and their lived experiences.

- **The adult should be the best role model for the child** – The adult’s behaviour should provide the best example to a child of how to behave. Children should be able to mimic/copy the behaviour of an adult. E.g. If we do not want children talking to each other in collective worship, adults should not be talking to each other during these times also.
- **Praise as often as possible** – Notice desirable behaviours and highlight to the child through verbal praise, allowing others to hear the praise. This helps to create a positive learning environment for all and encourages these behaviours to be repeated by others.
- **Deal with undesirable behaviour as privately as possible** – The behaviour of one child is not everyone else’s business. It is between you and the individual. Any sanctions that could be considered public or using shame must not take place. Examples of these would be for a child to be sent out and made to stand outside a classroom, writing names on the board for a negative reason, etc.
- **Focus on the positive** – Recognise the good in a child, do not focus on undesirable behaviour.
- **Talk respectfully to children** – Adults should not use raising of their voices or shouting as a behaviour management strategy. Adults should also be mindful of the language they use with children and avoid any negative or derogatory terms such as naughty, silly, bad, etc.
- **Deal individually with behaviour** – Do not sanction with blanket punishments. If a child or a number of children need to be spoken to and behaviour discussed, do not involve or punish the whole class. Instead be positive and praise those in the class that have not been involved in the issues.
- **Work as a team and support each other** – Help your colleagues, support them, give them time out and take over if they need it. Be mindful of each other’s wellbeing. If you have any concerns regarding a member of staff’s wellbeing, please share this with their line manager.
- **All children deserve a fresh start** – Whether this be the start of each day or following a period of unsettled behaviour. All children should be given the opportunity to move forward positively without dwelling on the past. It may be necessary to include parents / carers in this.
- **Involving parents** fully in decisions where necessary.

At the start of each new school year each class will discuss The Golden Rules (ABC) and use the poster (Appendix 1) to ensure all children have an age appropriate understanding of the rules.

BEHAVIOUR AND ATTITUDES WE ENCOURAGE	BEHAVIOUR WE DISCOURAGE
<ul style="list-style-type: none"> • Respect for each other, ourselves, the environment • Understanding, tolerance and acceptance of others • Mutual care, consideration, thoughtfulness, courtesy • Co-operation and willingness to share • Self-discipline: taking responsibility for our own actions • Regular or improving attendance 	<ul style="list-style-type: none"> • Physical aggression • Bullying including cyber bullying • Verbal aggression, including racist comments, threatening, name-calling, lying, defiance • Theft and vandalism • Other antisocial behaviour, eg. spitting, teasing, interfering with other people’s work • Misuse of space, equipment or materials • Rudeness and discourtesy

5. Recognising Desirable Behaviour

Cubbington Church of England Primary School recognises and celebrates behaviour in many ways: some as a whole school, some within class and others on an individual basis.

Below is a list of some of the ways in which we recognise and celebrate positive examples of children’s behaviour:

- **Verbal Praise** – All members of staff are encouraged to verbally praise children for positive behaviour, including the Headteacher, teachers, teaching assistants, lunchtime supervisors, office staff and the caretaker.
- **Written Comments** – Positive written comments can be written on children’s work by the staff.
- **House Points** – Behaviour and good work can be rewarded with house points. House points can only be given, they must not be taken away. In Monday’s collective worship the house with the most points will receive a trophy and the house captains will tie on the house colour ribbons. The winning house will earn extra playtime for all children in that house. All children should have opportunities to attain several house points each week.
- **Merits** – Merits can be awarded for excellent work, effort or behaviour. These are awarded in Thursday’s collective worship. Teachers should keep track of who these are awarded to.
- **Headteacher Awards** – Teachers can choose to send children to the headteacher for outstanding work, effort or behaviour. The children will be awarded a personal certificate. Teachers should keep track of who these are awarded to.
- **Christian Value Certificates** – These certificates can be awarded to children who demonstrate any of our 18 Christian Values although class teachers may choose to focus on the value that is currently on display. The certificate names the value and reason for the award. The certificates are given out during Thursday’s collective worship.
- **Individual class rewards** – In addition to these the class teacher may choose to put in place their own reward system for their class. If a teacher chooses to do this they must ensure that it supports the principles of positive behaviour management strategies. They must also have the agreement of the Headteacher.

6. Positive Behaviour Management Strategies

Cubbington Church of England Primary supports children by celebrating positive examples of desirable behaviours. The staff also support children in a variety of positive ways to self-regulate their behaviours when appropriate. The aim of our positive behaviour strategies is to support the children to recognise what behaviour is expected at various points of the day.

Below is a list of some of the strategies we use:

- **Classroom calm areas** – In each class there is a calm area in which children are able to take themselves to if they need to calm and regulate their emotions. The intention of these areas is to allow a child who may be dysregulated or aware they are becoming dysregulated to take control of their emotions. These areas can allow a child to independently take control of their behaviour without disrupting or upsetting others.
- **Out of class calm areas** – For some children a class calm area is not always the best place to regulate their emotions. This may be due to a sensitivity to sensory stimulus in the classroom, such as noise, light, smell, etc. It may therefore be appropriate to agree on an area outside of the classroom to use as a calm area. We are fortunate at Cubbington that we have various options of areas and rooms that can be used for this purpose.
- **Emotion thermometers** – Some children may benefit from being given a strategy to recognise and discuss their emotions. This can be particularly useful to children who find regulating those emotions of anger, sadness or anxiety. If a child may benefit from this strategy they will be supported closely by a key adult.
- **Nurture strategies** – This may be short regular nurture support at key times of the day with a familiar adult. Common times for this support would be at the start of the day, arriving into school, after lunch, before home time. Nurture support could also be more intense, this could mean taking part in Thrive activities with trained staff.
- **The ‘Thrive’ approach** – All staff have received training on this approach. This way of supporting children with their behaviour and emotions relies upon a common positive approach to speaking to

and managing children. The 'Thrive' approach can also involve individual or group interventions and support. If it is felt a child would benefit from this intervention, parents will be consulted and permission requested.

- **Lunch club** – Lunch club is provided every day in the Old School. Some children may need a quieter space during lunch and support is available throughout the session.
- **The 'Taking Care' programme of work** – the school follows Warwickshire's programme on protective behaviours called 'taking care'. This programme is delivered to all children for one half term a year throughout their school life, Reception to Year 6. This programme supports our teaching of safeguarding and behaviour.

7. Dealing with Undesirable Behaviour

The intention and purpose of Cubbington Church of England Primary Schools 'Recognising and Supporting Behaviour Policy' is to give children the opportunity to recognise and manage their own behaviour. This can be achieved either independently, with some support or with significant support in school and at home.

At Cubbington we recognise and name the behaviour and deal with the primary behaviour. When dealing with undesirable behaviour we remain focused on the primary behaviour and do not move to any secondary behaviour, unless this poses a health and safety risk.

We believe that behaviour in school fits into three levels:

Level 1 – Low level behaviour

This is unacceptable behaviour that can disrupt others learning or the general order in the classroom. This behaviour should be quick and simple to deal with by an adult in class. It should be behaviour that does not regularly happen.

Examples of such behaviour would be:

- chatting at inappropriate times
- calling out
- not getting on with work
- being disrespectful or rude
- wasting time
- inappropriate language
- distracting other children in the class. E.g. tapping a pencil on the table, touching others, knocking chairs with their feet, etc. This level of behaviour is unlikely to result in parents / carers being involved.

Level 2 – Repetitive negative behaviour

This would be similar behaviours to Level 1 but continues, and is repetitive, even after an adult has put the spotlight on it. This could happen in the same day or over a series of days. This behaviour would be dealt with as appropriate but would warrant a restorative justice meeting with the class teacher.

This level of behaviour would result in parents/carers being informed and the class teacher keeping a record of the incident.

Level 3 – Harmful behaviour

This is behaviour that could be considered harmful to someone else's personal safety or mental health. This is higher level behaviour that must be dealt with immediately. This would also warrant a restorative meeting and the involvement and support of parents/carers. Examples of such behaviour would be:

- Physical violence towards others.
- Physical aggression, resulting in unsafe actions – such as throwing furniture.
- Verbal abuse or inappropriate gestures towards others.

- Prejudice - relating to race, gender, nationality, social status, sexual orientation, or religious affiliation.
- Stealing and vandalism.

We may use some of the following strategies in school when supporting and managing behaviour we wish to discourage:

- Non-verbal communication - this may simply be a look or a gesture to draw to the attention that the adult has noticed their behaviour. This may then be taken as a prompt to the child to calm down, using appropriate strategies independently.
- Verbal communication – An adult may choose to move on to verbally shining a light on a child’s behaviour. When possible, this will be done privately. Prompts may be given to suggest a calming down strategy or an opportunity to discuss any contributing factor to this.
- Restorative Meeting – These are meetings that a child may be asked to join following unacceptable behaviour. This meeting will be normally led by the class teacher, it may be deemed appropriate for a member of the Senior Leadership Team to take the lead or join this meeting also. The meeting can be held during a break or lunchtime period. The intention of this meeting is to restore, redraw and repair. This meeting can be held in an area of the school that may feel less intimidating for the child, an adult must make sure they are not in a closed room with the child. Prior to this meeting it may be necessary to allow the child time to regulate themselves and calm, this should be in one of the calm areas, where possible. The restorative meeting can then take place once the child is in a calmer frame of mind. The adult leading the meeting may use up to five questions as the basis of this meeting, known as ‘The Restorative Five’ (see below)

The adult may choose five questions from the selection of questions below:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

When a child has demonstrated high level behaviours the parents will be informed by either the member of SLT or the child’s class teacher. This will primarily be done face-to-face but if this is not an option a parent will receive a phone call. If high level behaviours are regularly demonstrated, the class teacher will inform the parents / carers and a meeting shall be arranged with a member of the senior leadership team and the class teacher. The school will then work closely with the parents to support the child in managing their behaviour.

High level behaviours should be recorded on CPOMS using the ‘behaviour’ tag.

8. Individual Behaviour Plans

After many of the strategies have been worked through the Headteacher may feel it necessary, after discussions with the teacher, to write an individual behaviour plan. Parents will be informed and expected to agree to and sign the plan.

A behaviour plan should be used as a strategy to reinforce expected behaviours and praise for these. It is based on a traffic light system of colours. Its first intention is as a means to highlight to the child what is expected behaviour (GREEN) and what is not (RED) The AMBER zone should indicate to the child and the staff that things are not going well and what strategies could be used to get back to GREEN. The plan should be used as a method to praise, when appropriate, throughout the day. Its second intention is to be able to inform parents/carers about the day their child has had.

The final purpose of using a behaviour plan is to help staff to notice what behaviour occurs and the possible triggers for it. Over time we can look for patterns or for evidence for other professionals that may be working with the child to support them.

9. The role of staff

- It is the responsibility of class teachers to ensure that the school rules are adhered to in their classes, and that their classes behave in a responsible manner during lesson time. Enthusiasm, confidence, warmth and authority need to be clearly communicated to the children. Body language, eye contact and voice control are all significant. When supervising a class or large group of children adults should remain aware of the entire group even whilst talking to an individual or small group.
- All adults in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- All adults enforce the classroom code consistently. Children are treated fairly and with respect and understanding.
- When dealing with behaviour issues, an individual child should be spoken to privately. The adult should remain calm and rational. We should emphasise it is the behaviour, not the individual, that is wrong. A child should never be humiliated.
- Children's work should be treated with care and respect; it should be marked and returned promptly.
- If a child misbehaves repeatedly in class, the class teacher follows the policy and keeps a record of all such incidents. However, if misbehaviour continues, the class teacher may seek help and advice from a Senior Teacher or Head Teacher.
- Detailed record keeping is essential and each class will keep records of rewards and sanctions as well as relevant documentation etc.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- With parental permission, the class teacher may take advice from external agencies to support the understanding and management of a child's behaviour. The class teacher may, for example, discuss the needs of a child with the Educational Psychologist or the LA's behaviour support service.
- The Warwickshire 'Staff Code of Conduct' guidance informs and supports this policy and the expectations of adults that work with children at Cubbington Church of England Primary School. Further information relating to staff behaviour can be found in this document.

10. The role of parents and carers

- The school collaborates actively with parents and carers, so that children receive consistent messages about expectations of behaviour at home and at school.
We expect parents and carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's behaviour or welfare.
- Parents and Carers are welcome and encouraged to come into school to discuss any concerns with staff at very early stages. We aim to build a supportive dialogue and believe that it is useful to share information that may be affecting a child's behaviour or attitude.
- We will encourage parents to sign up to Seesaw to enable them to be a part of day to day classroom life and to encourage positive, informal conversations about school.
- If the school uses any of the behaviour management strategies in this policy, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been supported, they should initially contact the class teacher. If this remains unresolved they may then contact a more senior member of staff, such as an Assistant Head. Following this, if necessary this can be referred to the Headteacher. If after following this process the concerns remain

unresolved, they should contact the school's Chair of Governors. This can be done by sending a letter addressed to the Chair of Governors through the school office, marked confidential. If these discussions cannot resolve the problem, a formal process can be implemented.

- We expect our pupils to discuss any issues with adults calmly, politely and with respect. In return we expect our staff to talk to the pupils with the same standard of respect. Therefore, it is only natural and right that we expect any conversations between parents/carers and staff to uphold these same standards of behaviour. If any parent/carer does not converse appropriately with a member of staff, the conversation will be terminated and a warning issued. If this behaviour continues or is repeated, a formal written warning will be issued to the parent/carer. If this pattern continues this matter would be referred to the school's governors and the parents may be banned from the school premises or asked to find alternative provision for their child.
- Any behaviour from an adult that is deemed to be intimidating, threatening, violent or aggressive will be referred to the police to deal with.

11. The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on recognising and supporting behaviour, but governors may be asked to give support to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The Headteacher reports to governors concerning any significant issues with regards to behaviour. Any exclusions are reported to governors in the termly Headteacher report to governors.

12. Early Years

In the Early Years the children are expected to follow this policy. The standards expected for behaviour are the same, however as this is the start of their school career, we are respectful that this may need to be handled differently. All staff that deal with the behaviour of the Early Years children do sensitively and at the age appropriate level.

13. The Curriculum

There is an apparent correlation between poor behaviour in school and special educational needs. A child with low self-esteem and a sense of failure is difficult to motivate. Similarly, a very able child who is not sufficiently challenged may lose motivation and become disaffected. All work provided should, therefore, be appropriate to the age and ability of the individual. Children should feel confident and secure in their competence to complete tasks because targets set, albeit challenging, are appropriate to their individual ability.

Work should be lively, exciting and interesting, with ample opportunity for practical experience. Children's personal experience should also be drawn upon where appropriate.

The curriculum, overt and hidden, should promote positive attitudes amongst all ages towards different groups in society and in school. This will include anti-racist teaching as well as teaching about gender and disability.

14. Classrooms

A well-organised classroom is essential. This means:

- easy access to equipment, curriculum areas and displays (i.e. a communication friendly environment)

- clearly-labelled, tidy resources
- children taking responsibility for care of resources, clearing up and tidiness
- furniture layout to suit the activities engaged in
- lively, interesting and practical displays of children's work
- tidy and safe cloakroom areas

15. School Trips

On occasions children will be taken out of school for trips and residential activities. The expectations for behaviour out of school remain the same. Whilst out of school children will be expected to uphold the school values and represent the school in a positive way. Children will be reminded of this prior to the trip. The school behaviour policy is expected to be followed whilst out of school and any issues shall be followed up as they would be in school.

16. Attendance

As an inclusive school Cubbington recognises that there are many factors that can adversely affect a child's attendance. We therefore do not link any awards to a child's attendance. We do however monitor each child's attendance closely and support families appropriately with this if appropriate. Please refer to the school's attendance policy for further information.

17. Special Educational Needs and Disabilities

As an inclusive school we recognise that all children are unique. We therefore respect children's differences and consider these when supporting them. Some children with special educational needs and disabilities may need extra consideration when deciding upon how to manage their behaviour. The support and information shared by parents, SENCOs and other professionals, (such as speech and language, specialist teaching service, educational psychologists, etc.) will be taken into consideration. We do consider that this policy supports inclusion and therefore believe in the main this policy can be followed by the vast majority of pupils.

18. Bullying

The Anti Bullying Alliance defines bullying as:

'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Cubbington Church of England Primary School does not accept any form of bullying. If any behaviour is considered to be bullying, this will be dealt with following the school's Anti-Bullying Policy.

19. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

20. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

21. Mobile phones

Parents of pupils in upper KS2 who walk to and from school independently may choose to give them permission to carry a mobile phone.

- On arrival at school the mobile phone must be switched off and handed to the class teacher.
- The teacher will store the mobile phones in a secure place during the school day. Pupils may not access their mobile phone during the school day.
- Mobile phones are handed back to the pupils at the end of the day.
- Mobile phones should not be switched on or used until the pupil is off site.
- The school cannot accept liability for any mobile phones that pupils bring into school. They are not insured under the school's policy.

22. Physical Intervention

The staff at Cubbington Church of England are trained in 'Team Teach'. This is a strategy of positive behaviour management. As a school we do all we can to avoid physical interventions with pupils. We do however take our duty of care very seriously and therefore on very rare occasions, we would practice positive behaviour handling strategies if necessary. This would only be if either the pupil was in danger or somebody else was in danger. All staff have a responsibility to keep children safe and may need to intervene if it was felt necessary.

On rare occasions a child's behaviour may threaten the safety of children and/or staff. In such situations, adults should:

- remain calm and attempt to defuse the situation
- if at all possible, avoid physical restraint of the child with the behaviour problem (see below)
- immediately remove the children, under threat, from the classroom – if needed
- use radio communication to summon help. If there is no response on the radio an adult can go to the office to inform (or request help from) Senior Leadership Team (SLT), if needed
- if possible, enlist the help of another member of staff to supervise the children who have been removed; then the child should be returned - if safe to do so
- talk with, or wait with, the child until help arrives; then return to the rest of the class

- the child should be removed from the situation as quickly as possible, (guiding' the child as explained in TeamTeach training), to a calm area. The member of SLT supporting will remain with the child. If they are able to be verbally encouraged to move to a different space, then this will be done. If the child will not move, SLT will contact the office by phone to ask for parents to be called.
- normality should be restored as quickly as possible for the remainder of the group
- in extreme, intractable situations, where the above steps cannot be taken, police will be called in
- parents of the child will be notified immediately, and the issue will be discussed on the phone or via a virtual meeting

The only justifications for physical restraint of a distressed child are where the responsible adult judges there is:

- a risk of injury to people or criminal offence;
- a serious risk to property;
- risk to the maintenance of good order.

If restraint is necessary, remember to ask these questions:

- Can I restrain using minimum reasonable force?
- Is anyone aware of the situation I am in?
- Am I trained or experienced enough?
- Do I need help?
- Am I sure I'm not punishing the child?

All teaching and non-teaching staff who have up to date 'Team Teach' training may restrain a child. Currently, this should be avoided unless absolutely necessary (exceptional circumstances where a child/adult is in immediate danger).

What you can do to restrain

- All methods as taught by 'Team Teach'. Hold the child's body so that the arms are held against the side of the body. This is better if done from the side.
- Remind the child that if she/he regains self-control, the restraint will be released.
- Gently lower the child to the floor. A second adult is helpful here. Hold the child on the floor at the upper knee, shoulders and arms below the shoulders.
- Use soft surfaces wherever possible - carpet, soft chairs - and remove potential weapons, e.g. crockery, cutlery.

What you cannot do to restrain

- Any action which is illegal.
- Intentionally inflict pain. It is recognised that restraint may not be possible without causing some incidental pain; this must be minimised.
- Use restraint as a punishment.
- Hit a child.
- Force a child's arm behind her/his back.
- Twist limbs.
- Pin a child against a wall or furniture.
- Sit on a child.
- Restrict a child's breathing or circulation
- Hold a child in any way that may be interpreted as sexual.

The next steps

The child's release from restraint should be planned, agreed with the child, and gentle. The child must be closely supervised. A senior member of staff should talk over the incident and restraint with the child – this should be the Headteacher or Assistant Headteacher. A written record of the incident must be made in the numbered and bound book and the child's parents should be contacted unless there is a separate handling plan in place.

Serious consideration should be given to placing the child concerned on the special needs register with an Individual Behaviour Plan, aimed at avoiding similar incidents in the future.

For more details on all aspects of restraint, refer to the DfE 'Use of reasonable force' guidance (July 2013) and 'Policy and Guidance Statement on Physical Intervention and Restraint' from WCSB. These documents are both saved on the school TEAMS site.

23. Absconding

A child who runs away from school is at risk. Every effort should be made to find the child and return her/him to school. The procedure to be adopted is:

- a) notify the Headteacher (using radio communication)
- b) the Headteacher will send an available member of staff (if possible, two) after the runaway, preferably adult/s who know the child
- c) a member of office staff will telephone the child's parents and the police
- d) the runaway will be brought back to school as quickly as possible
- e) the child's parents will be contacted as soon as the child is found and called in to discuss the child's problem
- f) the child will be kept with the Headteacher until calm enough to return to class

24. Confiscation and Searching

Any prohibited items such as:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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)

found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher/designated safeguarding lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

•

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

•

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

25. Fixed term suspension and permanent exclusions

- Cubbington Church of England Primary School strongly believes that all children have a human right to an education. The school expects parents/carers to work closely with them to avoid exclusions from education.
- Fixed term suspensions and exclusions are not used as a behaviour management strategy but only when behaviour management strategies have become exhausted and time out of school is felt necessary.
- We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the follow the Department for Education guidance, called 'Suspension and Permanent Exclusion from maintained schools (DFE September 2022)
- Only the Headteacher (or Deputy Head acting in the role of the Headteacher) has the power to suspend or exclude a child from school. In the Headteacher's absence, they may offer phone support to a member of the senior management in deciding and carrying out an exclusion. 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. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher makes the decision to suspend or exclude a child, they inform the parents or carers immediately, giving reasons. Parents/carers are expected to come into school as soon as possible to meet the Headteacher and collect their child.
- If a parent/carer wishes to appeal against the Headteacher's decision to suspend or exclude they may do so to the governing body. The school informs the parents or carers how to make any such appeal in a letter sent following a suspension/exclusion.

- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.
- The governing body itself cannot either suspend or exclude a child or extend the suspension period made by the Headteacher.
- The governing body has a discipline committee. This committee considers any suspension/exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider a suspension/exclusion, they consider the circumstances under which the child was suspended/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.

26. Pupil transition

Inducting incoming pupils- The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition - To ensure a smooth transition to the next year, pupils have transition sessions with their new teachers. In addition, staff members hold transition meetings to ensure behaviour is continually monitored and the right support is in place and that information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

27. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint (Team Teach)
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

28. Monitoring and evaluation

The school will always seek to make use of a range of sources to provide a wider perspective on the children's behaviour. Governors can provide a view of our children's behaviour as many visit the school regularly and observe their behaviour as they walk to and from school and move along corridors. They see behaviour from a different perspective on public occasions: achievement assemblies, sports day, Christmas productions, etc.

The effectiveness of this policy will be discussed at Senior Leadership Team meetings. Overall strategies, general concerns and problems affecting individual children can be discussed at these meetings.

Evaluation of the policy will be by reference to the frequency and severity of incidents of unacceptable behaviour. If the policy is working, children will report bullying less frequently, the behaviour of difficult children will improve and classrooms will be more settled working environments for staff and children.