

Behaviour Policy (Inc Anti- Bullying)

Policy type	Trust wide with local context
Review	Every three years
Author/Responsible Officer	Governance Officer
Approved by	Trust Board
Date of approval	April 2025
Date of next review	April 2028



Our mission, vision and values

Our Trust has a clear **mission** at its core, ensuring that all pupils are enabled to flourish, rooted in God's Love - academically, socially, spiritually, physically and mentally. This is central to our work and rooted in our Christian foundation (John 10 v 10). Our commitment to mutual flourishing within the school community is built upon our shared belief in Church of England principles. In our Trust, just as in the wider Church of England community, 'flourish' refers to prospering, thriving and growing. It means prayerfully encouraging all within our schools so that they might prove fruitful, successful and contented in the longer term. We seek to provide space generously for all to flourish in life and all of its structures. Equitable treatment for all pupils, staff and the wider community is a core part of enabling this long term, holistic flourishing.

We have a clear **vision** about creating successful schools for the benefit of their communities and we expect every school in the Trust to continuously improve. All schools provide rich and diverse curricula which evolve to meet the needs of their children and local communities, as well as delivering educational excellence to enable them to continue to flourish in later life.

The way we work and deliver against our mission is critical to our Trust. We have shared, agreed **values** of:

Hope; Nurture; Equality; Respect; Collaboration

The Trust's vision is underpinned by a Christian values framework which is adopted by all schools. It provides clear expectations for all Trust employees on how we wish our values to impact on all areas of school life. It draws on, and is informed by, the National Church of England Vision for Education and the Diocesan Board of Education Vision.

Each school within the Trust has a personalised vision for education, developed locally to reflect the individual character and needs of the school community. This vision is underpinned by the Trust's wider vision, and agreed with the Trust, but it is owned and driven by the headteacher and their LGB.

Our community

Our Trust is dedicated to delivering education that serves local communities. Our schools are inclusive, welcoming those from all and no faiths, from all abilities and backgrounds. We believe in providing a high-quality education, underpinned by Christian values, which enables every child to flourish.

Underpinning all of the Trust's work is a belief in educational excellence. The Trust serves all stakeholders by providing schools with the highest levels of academic rigour and pastoral care.

Our schools are places where children and young people develop and thrive intellectually, socially, culturally, and spiritually. All of the Trust's schools teach a broad and balanced curriculum within national guidelines focusing on core skills. This is designed to ensure that all pupils reach their academic potential and seek to enrich their experience along the way. Pupils will be enabled to succeed in an atmosphere of high expectation, aspiring to educational excellence with a firm foundation of values.

This policy forms part of our Trust governance and ensures that we are held to the highest standards as we carry out our duties.

Statement of Intent

This is the Diocese of St Albans Multi-Academy Trust (DSAMAT) over-arching Behaviour policy and must be implemented and adhered to in each of the academies within the Diocese of St Albans Multi Academy Trust along with those working within the central team.

This policy will also be implemented and adhered to from the first day of any other school joining the Trust.

For the remainder of this document, the Diocese of St Albans Multi Academy Trust will be referred to as DSAMAT.



Contents

1. Aims	3
2. Legislation, statutory requirements and statutory guidance	4
3. Definitions	4
4. Bullying	5
5. Roles and responsibilities	7
6. School behaviour curriculum	9
7. Responding to behaviour.....	10
8. Serious sanctions	19
9. Responding to anti-social from pupils with SEND	20
10. Supporting pupils following a sanction	21
11. Pupil transition	21
12. Training	21
13. Monitoring arrangements.....	21
14. Links with other policies.....	22
Appendix 1: Anti Bullying Log.....	23
Appendix 2: Positive Behaviour Support Plan and Risk Assessment.....	Error! Bookmark not defined.
Appendix 3: Sample letters to parents/carers about pupil behaviour – templates	Error! Bookmark not defined.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school and trust approach to maintaining high standards of behaviour that reflect the values of the school and trust
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination



2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#), which explains that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Unsocial behaviour is defined as:

- not doing as instructed, but not to the detriment of others
- leaving their desk without permission
- leaving the carpet during input/story without permission
- refusing to complete the work set
- refusing to get changed for PE
- choosing to do another activity than the one the class are doing (reading/drawing on whiteboard)
- calling out/talking to a friend
- not listening to instructions
- playing/fiddling with equipment

Antisocial Behaviour is defined as:

Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress.

Behaviour that violates the rights of another person.

Antisocial Behaviours	Dangerous Antisocial Behaviours
Aggressive shouting/calling out disruptively Continued interruptions	Any form of bullying Sexual violence, such as rape, assault by

Enabling all to flourish: Rooted in God's love



Swearing Answering back, mimicking Name calling Lying Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment Leaving the classroom without permission Damage to property/pushing over furniture Stealing	penetration, or sexual assault (intentional sexual touching without consent) Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, Sexual jokes or taunting, Physical behaviour such as interfering with clothes, Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content • Vandalism • Theft • Fighting (spitting intentionally, hair pulling, biting, punching, kicking, scratching) • Racist, sexist, homophobic or discriminatory behaviour Leaving the school building Leaving the premises Throwing furniture Possession of any prohibited/banned items. These are: Knives or weapons Alcohol Illegal drugs Stolen items Tobacco and cigarette papers E-cigarettes or vapes Fireworks or lighters 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)
--	--

4. Bullying

4.1 Definition

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

Enabling all to flourish: Rooted in God's love



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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

4.2 Signs and Symptoms

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Cuts or bruises
- Lack of appetite
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

4.3 Procedures



- Incidents of bullying should be reported to a teacher or SLT and recorded where appropriate
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- The victim, alleged perpetrator and witnesses are all interviewed separately, they may be asked to write down details of what has happened
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- In certain cases parents will be informed and asked to come in to a meeting to discuss the problem
- If necessary and appropriate, police will be consulted
- An attempt will be made to help the bully/bullies change their behaviour
- Support will be provided for the student(s) being bullied

4.4 Outcomes

- The school behaviour policy will be applied
- Involvement of external agencies where applicable
- Monitoring by appropriate adult(s)
- Formal recording on CPOMS (Anti Bullying Log- see Appendix 1)
- Liaison with parent/carers

5. Roles and responsibilities

5.1 The board of trustees

The board is responsible for monitoring the effectiveness of this behaviour policy and, through the CEO, holding each headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving the localised content of this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Overseeing and monitoring how staff implement this policy, including to ensure rewards and sanctions are applied consistently to 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 the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

Enabling all to flourish: Rooted in God's love



- Creating a calm and safe environment for pupils
- 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly ABC log or CPOMS as directed by SLT
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers are expected to:

- 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
- Take part in any pastoral work following anti-social (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

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
- 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 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 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.

Enabling all to flourish: Rooted in God's love



6. School Behaviour Curriculum

At Kensworth CE Academy we carry God's love in our hearts as we aspire to greatness, achieve our goals and stretch our limitless imaginations. Our Christian values empower us to love learning; are the foundations that shape our school community and create future citizens. Feeling happy, safe and confident, together we will progress. 'For nothing will be impossible with God' Luke 1:37.

We have high expectations of children's work and behaviour. These are fostered in a calm, secure, nurturing and caring environment, with a therapeutic and positive approach, where praise and encouragement are given.

We believe that good behaviour and self-regulation is based on mutual knowledge and respect. We are reminded that positive experiences create positive feelings and that positive feelings create positive behaviours. Our approach is supported by our Values education programme, which is consistent with our vision and ethos as a Church of England school.

We aim to use a therapeutic approach to:

- Understand the world in which each child lives.
- Teach children to understand that their behaviour has an impact on themselves and others.
- Help children achieve self-regulation, tolerance and respect.
- Provide an environment where pupils feel safe, are happy and that supports learning.
- Be consistent.

Our 3 school rules are concerned chiefly with safety, the happiness of the child and preparing for life in society.

They are: • **Be Ready** • **Be Respectful** • **Be Safe**

Our pupils are expected to follow '**The Kensworth Way**'

Ready

- We are on time
- We are ready to learn and listen
- We transition quickly, putting things away so that we can start work promptly
- We are prepared

Respectful

- We say please and thankyou
- We hold open doors for others
- We talk kindly
- We use a polite and calm tone of voice
- We greet others cheerfully
- We respect others' right to learn
- We respect others' property and school property
- We listen to teachers and follow instructions- first time
- We respect differences
- We treat cloakrooms and toilet areas with respect



Safe

- We do not tolerate bullying or discrimination of any kind
- We walk calmly around our school
- We line up sensibly
- We sit sensibly
- We know who to go to for help or support
- We stay safe online
- We use equipment safely
- We play games that do not become too physical
- We follow our school rules and routines
- We don't leave the classroom without telling a teacher and we don't enter forbidden areas without an adult unless an adult has told us to.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- At Kensworth CE Academy only Hornbeam pupils (years 5 and 6) are allowed to bring mobile phones with them on-site but they are delivered to the school office at registration and collected at the end of the school day.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Follow policy
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the agreed school behaviour curriculum and rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting behaviours that follow the Kensworth Way
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 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 anti-social 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 the school's child protection and safeguarding policy for more information.

7.3 Responding to positive behaviour (Pro-Social)

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

Dojo points, and we celebrate the 'house' that has earned the most Dojo points in a week who have an additional 15 minutes of outdoor play.

In our Celebration Worship, we award 'Star of the Week' certificates to children who have demonstrated the 'Kensworth Way'.

We award certificates for children who have demonstrated these behaviours consistently but also those who have made significant improvements in their behaviours.

We also award values certificates to children who have demonstrated the current value in and around school.

Our pupil ambassadors and play leaders also reward their peers' behaviours with Kensworth Crowns.

These awards are shared with the whole school community via class dojo.

7.4 Responding to Un-Social and Anti-Social Behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of this behaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that anti-social will always be addressed.

For those pupils who present with difficulties in meeting our expectations in lessons and during social times, we will always consider the age and stage of the pupil. Where expectations are not being met, this will result in an educational consequence

In most situations the following steps will be worked through:

The school recognises that in some situations it may be necessary to move to level 6 straight away. In exceptional circumstances (e.g. dangerous anti-social behaviours) it could be necessary to move straight to 7 or 8.

1. A verbal/physical indication is given so the child is aware that expectation is not being met.
2. A second indication is given. For most children initially a short discussion with a member of staff is sufficient for the child to reflect on their behaviour choices.
3. If a child continues with the behaviour, two simple choices which are acceptable will be given e.g. "You can talk to me here or talk to me in my office." "We can talk here or outside the classroom." "We can complete the work now or when you are ready but it does need to be completed."
4. If there is non-compliance, we will move to de-escalate the situation. Providing the child is not causing any harm to themselves or others (e.g. stopping the learning), the behaviour will be ignored and the child will be given an indication the member of staff is ready to listen when the child is ready.
5. Where a child has become distressed all staff will follow the following script in addressing the situation 'I can see something has happened. I am here to help. Talk to me and I will listen.' (See Appendix 3)

Restorative activities will follow a crisis to enable the pupil to reflect on their behaviour, repair any damage and restore relationships.

Enabling all to flourish: Rooted in God's love



6. If there is a regular occurrence of antisocial behaviour (a pattern has formed), the carer/parents will be contacted and invited into school to discuss the antisocial behaviour with the class teacher and their child. At this stage, a behaviour/pastoral intervention may be implemented.

7. If there is persistent Anti-social behaviour (a pattern has formed and some pastoral work has already been undertaken with little impact), a Positive Behaviour Plan will be drawn up with by class teacher and other adults who work with the child (see Appendix 2). This is shared with pupil/parent/carers and all staff. This plan will include a risk assessment, de-escalation script, educational and protective consequences and pro social activities.

If the Positive Behaviour Plan does not result in improved behaviour, then a referral may be made for advice or support for pupil in school. At this point, or in the process of the above, an Educational Health Care Plan may be considered for the pupil. Positive Behaviour Plans are reviewed at least half termly by the class teacher, supporting staff and other key adults (Team Around the Child).

8. Fixed term internal exclusion – carer/parent involved.

9. Carer/Parent telephoned – child to be taken home (fixed term suspension)

10. Permanent Exclusion.

In all cases of temporary or permanent suspension/exclusion DFE guidelines will be adhered to.

Protective and/or Educational Consequences

It is essential that there is always an element of restorative practice. We must be able to show how we have helped the child develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Restorative practices provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

If there is no natural consequence then sometimes a protective consequence is needed immediately until we have been successful with our restorative practices.

Protective consequences are solely actions to ensure no further harm occurs in the short term.

Examples:

Protective Consequences	Educational Consequences
Removing a child from a dangerous situation	Restorative discussion to understand and reflect on behaviours
Implementing a buddy system	Completing a task away from peers: 'The other children on your table cannot concentrate, so you will need to complete your task over here.'
Monitoring pupil's use of cloakroom	Completing a task at another time: 'You are not ready to go and do X as you still need to complete your task.'
Time out from a group activity	Rehearsing: 'You will need to show me that you can share the Lego, so let's practise together now' (model the language of sharing and turn taking);
Escorting a student	'I need to see that you can come in when the bell goes, so that we can all get back into class ready for learning time' (short time outside to practise lining up when the whistle blows. If not successful, playtime
Confiscation of something that could be harmful or could be harmed	



	indoors).
	Additional work
	Tidying up damage and mess

There are further examples in Appendix 4

Restorative Conversations

“An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.” Wright, 1999

We aim to use restorative conversations to develop children’s ability to reflect and explore:





For Key Stage 2 pupils these may be recorded see Appendix 5.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should be appropriately trained in the use of positive handling of pupils. Staff should also consider the risks and carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) 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/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of the Designated Safeguarding team.

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 a senior member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but 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.

Enabling all to flourish: Rooted in God's love



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 consequence.

If they still refuse to co-operate, the member of staff will contact the headteacher to try to 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 causing disorder.

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

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- 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 (listed in section 3 above) and items identified in the school rules.

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 as listed in section 3 above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3 above), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3 above). A member of staff will tell the parents/carers 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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above **does not** enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**



- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site Anti-Social Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means anti-social behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of a DSAMAT school

Sanctions may also be applied where a pupil has engaged in Anti-Social behaviour off-site, at any time, whether or not the conditions above apply, if the anti-social:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online Anti-Social Behaviour

The school can issue behaviour sanctions to pupils for online anti-social behaviour when:

- It poses a threat or causes harm to another pupil



- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher/DSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 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 the school child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.



In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to the school child protection and safeguarding policy our trust Allegations Against Staff policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious anti-social behaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child has been removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Pastoral support interventions
- Use of teaching assistants
- Short-term ABC logs
- Long-term behaviour plans
- Multi-agency referrals and assessments

Staff will record all incidents of removal from the classroom in the school behaviour log / management system, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

Any planned provision outside of the classroom will be recorded on a pupil's SEND/Positive Behaviour Support Plan.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.



Please refer to our trust exclusions policy for more information.

9. Responding to Anti-Social Behaviours from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

It is our aim to enable, value and empower all of our pupils in our positive, safe and happy school.

Equality is treating everybody the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. Equity is giving everyone what they need to achieve success.

At Kensworth CE Academy, we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of anti-social arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of anti-social will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of anti-social will be made on a case-by-case basis.

When dealing with anti-social from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of anti-social, and put in place support to prevent these from occurring.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as PDA/Autism/ADHD
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.
- Using visual resources and plans- see Appendix 6

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Enabling all to flourish: Rooted in God's love



9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Kensworth CE Academy will use the following approaches to support pupils

- Reintegration meetings (following any suspension)
- Daily contact with a named mentor
- Personalised behaviour goals and targets
- Restorative conversations

11. Pupil transition

11.1 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.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. 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
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements



13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

Perceptions and experiences of the school behaviour culture for staff, pupils, Cluster Education Leads, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the Headteacher

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

The trust will work with its academies to consider this data, and whether there are patterns across the trust, recognising that numbers in any one academy are often too low to allow for meaningful statistical analysis.

13.2 Monitoring this policy

This policy will be considered by the headteacher and senior leadership team annually and revised if necessary. Any changes will be communicated to all members of staff and relevant stakeholders

It will be reviewed by the Governance Officer and Inclusion Lead every three years, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Trust Board via the EE committee

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions and Suspensions policy
- Child protection and safeguarding policy
- SEND policy



Appendices

1- Bullying Report Form

Bullying Report Form

This form will be sent to the headteacher – section 9 will be completed in consultation with staff, pupils and parents.

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es)) *

Pupil concerned	☐
Other Pupil	☐
Parent	☐
Teacher	☐

4. Location of incidents (tick relevant box(es)) *

Playground	☐
Classroom	☐
Corridor	☐
Toilets	☐
Other (school woods/field)	☐

5. Name of person(s) who reported the bullying concern

6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression	Cyber-bullying	☐
Damage to Property	Intimidation	☐
Isolation/Exclusion	Malicious Gossip	☐
Name Calling	Other (specify) - threatening language	☐

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SBN related	Racist	Membership of Traveller community	Other (specify)
☐	☐	☐	☐	☐

8. Brief Description of bullying behaviour, how long it has been happening for and its impact

9. Details of actions taken

Signed _____

(Head Teacher) Date _____



2. Positive Behaviour Plan and Risk Assessment- Example

DSAMAT Risk Assessment and Positive Behaviour Support Plan

Pupil Information

Name: PUPIL A	Year/Class:	School:
Date plan started: 15/01/25	Review dates: 18/03/25	
Professionals involved: Early Help Educational Psychologist	Relevant historical information: On the waiting list for ADOS assessment at CDC since March 2024	

Monitoring and Review

Data being collected: • ABC charts (completed by all staff immediately after incident) • Frequency chart (number of incidents per day/week) • Token board tracking (daily) • Pupil self-reflection (weekly with Mrs Thompson)	Review schedule: • Daily: Quick check-in between Mrs xxx and class teacher • Weekly: Mrs xxx reviews data and adjusts strategies if needed • Fortnightly: Phone call with parents to share progress • 8-weekly: Full plan review meeting with parents, SENCO, class teacher, Educational Psychologist	Success Criteria: • Reduction in crisis incidents from 3-4 per week to 1 or fewer per week • Pupil A uses break card independently at least 3 times per week • Pupil A completes full token board at least 3 times per week • Pupil A is able to identify his emotions using 5-point scale with 80% accuracy
---	---	--

Pupil Voice

Pupil Strengths and Interests: • Excellent memory for facts, particularly about dinosaurs and space • Kind and helpful when calm - often supports younger pupils • Enjoys practical, hands-on activities • Responds well to visual information and schedules
--

1

• Strong relationship with xxx (TA) and Mr xx (PE teacher) • Loves being outdoors and physical activity

Communication and Sensory Profile

Communication Strengths: • Articulate when calm • Good vocabulary	Communication during distress: • Becomes non-verbal when anxious • May use physical actions instead of words • Needs processing time - struggles with quick verbal instructions
Sensory Sensitivities: • Sensitive to loud, unexpected noises (fire alarms, shouting, chairs scraping) • Dislikes being touched unexpectedly • Finds fluorescent lighting overwhelming in the afternoon • Seeks movement - needs regular sensory breaks	Sensory Preferences: • Responds well to calm, quiet spaces • Benefits from fidget tools (particularly textured items) • Likes weighted lap pad during carpet time

Behaviours of concern

Behaviours of concern: • Verbal outbursts (shouting, use of unkind language) • Physical aggression towards peers (pushing, hitting) • Throwing objects (pencils, books, chairs) • Leaving the classroom without permission	Risk assessment level: Low (minor severity, with monitoring periodically) Medium (moderate severity, monitor and implement action to reduce likelihood) High (active management required, implementation of control measures needed immediately)	Specific risks identified: Risk to others: Low Medium (Pushing/Hitting peers) High Risk to self: Low Medium (May hurt himself when throwing objects and possible risk of trying to leave site- this has not happened to date)
--	---	--

2



		High
		Risk to property: Low Medium (Throwing classroom equipment) High

Known Triggers (situations or events that may lead to anxiety or challenging behaviour)

Environmental Triggers: - Transitions between activities, particularly when unexpected - Noisy classroom environment - Unstructured time (wet playtimes) - Tasks perceived as too difficult - Working in large groups	Early warning signs: - Becomes quiet and withdrawn - Stops making eye contact - Fidgets more than usual with hands/clothing - Moves away from peers - Starts tapping pencil repeatedly - May put head on desk	Escalation Signs: - Muttering under breath - Clenching fists - Rigid body posture - Refusing to follow instructions - Making negative comments ("This is stupid", "I can't do this")
--	---	---

Strategies to avoid/prevent behaviours

Pupils must have: - Visual timetable on desk, reviewed at start of each session 5-minute warning before all transitions (visual timer) - Access to 'calm corner' with sensory tools (no permission needed) - Movement breaks every 20 minutes (set timer) - Seating near door, away from main classroom noise - Differentiated work at appropriate level with clear success criteria - Choice between two activities where possible - Access to xxx (key adult) for check-ins	Staff must: - Review visual timetable with Pupil A at 9am and 1pm daily - Give 5-minute warning before transitions using visual timer - Offer movement breaks proactively (don't wait for Pupil A to ask) - Ensure work is pre-differentiated and success criteria are clear - Use Pupil A's name before giving instructions to ensure attention - Allow 10-second processing time after instructions - Avoid touching Pupil A unexpectedly - Position themselves at Pupil A's level when speaking to him - Acknowledge early warning signs immediately and offer support - Maintain calm, neutral tone and body language at all times - Record all incidents on CPOMS within 24 hours
---	---

3

Skills/Strategies being taught to the pupil: - Emotional regulation (daily practice with Mrs xxxxx, 10 minutes after registration): - Identifying feelings using zones of regulation - Using 5-point scale to rate emotions - Recognising physical signs of anxiety in his body - Using breathing techniques (5 finger breathing) - Communication skills (practised during 1:1 time, 3x weekly): - Using "I feel... because... I need..." sentence starters - Asking for help before frustration builds - Using break card to request time out - Problem-solving (practised through social stories, weekly): - What to do when work feels too hard - How to join in games at playtime - What to do when feeling angry
--

Known Motivators/Rewards

Immediate motivators: - Dinosaur stickers 5 minutes of outdoor time - Time with Mr xxxxx (PE teacher) - Being class helper - Computer time (dinosaur games)	Reward system: - Token board with 5 spaces - earns tokens for using strategies - When board is full: 15 minutes choosing activity with Mrs xxxxx - Tokens can be earned for: - Using break card appropriately - Using calm voice when frustrated - Asking for help - Completing work at his desk - Using breathing techniques	Celebration of success: - Positive phone call home every Friday (from class teacher) - Certificate in celebration assembly when behaviour plan targets met for 2 consecutive weeks - Sticker chart visible in classroom (James chose the design)
--	---	---

4



Key Scripts

Anxiety Phase	Escalation Phase	Recovery Phase
"Pupil A, I can see you're finding this tricky. Would you like to use your break card?" "Let's look at your visual timetable together" "Would you like to go to the calm corner or take a walk with Mrs xxx?" "You can choose - would you prefer to [option A] or [option B]?" "I'm here to help when you're ready"	"Pupil A, I can see you're upset. I'm going to give you some space" - Use minimal language - "Space" "Breathe" "Safe" "I'm here when you're ready"	"Well done for calming down. That was really hard" "Would you like some water?" "When you're ready, we can talk about what happened" "What helped you to feel calmer?"

Behaviour Cycle

Phase	Observable Behaviours/Hazard	Staff actions	Location
Anxiety/Trigger	Quiet, withdrawn, stops eye contact, fidgeting, head on desk, tapping pencil	Mrs xxx: Approach calmly, offer break card, check visual schedule, offer movement break. All staff: Reduce demands, give space, use calm voice	Classroom
Defensive/Escalation	Muttering, clenching fists, rigid posture, refusing instructions, negative comments	Mrs xxx: Offer choice of calm corner or walk, minimal verbal input, ensure other pupils are safe. Class teacher: Continue teaching other pupils, maintain calm environment	Calm Corner

5

Crisis	Shouting, throwing objects, physical aggression, leaving classroom	Mrs xxx: Follow to ensure safety, maintain distance (2 metres), remove other pupils if needed. Class teacher: Call for SLT support if needed (use emergency card), ensure other pupils safe and calm. DO NOT physically intervene unless immediate danger	Safe space (sensory room)
Recovery	Crying, breathing heavily, may hide face, non-verbal	Mrs xxx: Stay nearby but give space, offer water, minimal talking, offer weighted lap pad. Offer quiet activity (drawing, dinosaur book)	Safe space (sensory room)
Depression	Withdrawn, tired, may be apologetic, quiet	Mrs xxx: Gentle reassurance, "It's okay, everyone has difficult times", offer preferred activity, no pressure to talk	Safe space (sensory room)
Restoration	Ready to talk, making eye contact, more relaxed body language	Mrs xxx: Brief, calm conversation: "What happened? What helped? What could we do differently next time?" Complete repair work if needed (apology, fixing items). Class teacher: Welcome back to class calmly, provide easy success task	Safe space (sensory room)

Emergency Contacts and Escalation

If plan is not working: 1. Mrs xxx (key adult) - Extension 24 2. Miss xxx (SENCO) - Extension 10 3. Mr xxx (Headteacher) - Extension 01	Emergency procedures: - If Pupil A leaves school grounds: Follow missing child procedure, call parents immediately - If injury occurs: Follow first aid procedures, complete accident form, inform parents same day
--	---

	If significant property damage: Photograph, complete incident form, inform parents same day All incidents logged on CPOMS
Parent/carer emergency contact details: 07XXX XXXXXX (Mum - Sarah) or 07XXX XXXXXX (Dad - Michael)	

Agreement and Distribution

Signed by school:	Date:
Signed by parent/carer:	Date:
Plan shared with: - Class teacher - Mrs xxx (TA)	



3-De-escalation: Use of positive phrasing and limited choices to de-escalate

- Distract and refocus the child. Direct a learning question at them or ask them to help: 'Could you hand out the guided reading text. Thank you.' 'Thank you' shows that you expect compliance and is non-confrontational.
- Ignore and praise another child for doing the right thing.
- Remind children of the school rules/behaviour curriculum: 'Remember we...'
- Gain attention, pause then direct. Use the child's name to get their attention, pause and wait for them to look your way then give a clear and brief instruction of what to do: 'X (pause). Look this way and listen.'
- Point out the effects of their behaviour: 'When you... you aren't able to concentrate on your learning.'; 'You need to listen so that you know what to do.'; 'X felt really hurt when you said ...'
- Offer limited choice – where both things are of equal value to the child (resist the temptation to hide a consequence here): 'Do you want to start with a picture or use the computer to do your writing?'
- Give specific, genuine praise when they return to pro-social behaviour: 'Thank you for coming to join us on the carpet.'; 'I can tell that you are ready to learn because you are sitting still and facing this way.'
- Always respond to the primary behaviour. Diffuse secondary arguments (e.g. 'They are talking too!' with 'Maybe they are, but I need you to ...')
- Avoid asking 'why' questions as a response to low level disruptive behaviours as they can escalate things and make a child feel defensive (e.g. 'Why are you doing that?')
- Think - What can I do to change the feelings behind the behaviour? Can I help to create positive feelings?
- Feeling anxious – how can I allay their anxiety? (support with activity – is it achievable?/movement break?)
- Feeling bored – how can I engage and motivate them? (choice within the activity/ level of challenge/ have I talked for too long?)
- Feeling left out/ different to the class – how can I make them feel included and welcome? (seating/ grouping/ cheery welcome/ group games/ circle times)
- Think - Will my response reduce anxiety and de-escalate?

Consider your: • Facial expression • Tone and volume of voice (a firm, calm, quiet voice is more authoritative than a raised one) • Choice of words • Posture • Use of eye-contact (this can be intimidating for some children so sitting/standing side-by-side may be less confrontational).



4: Examples of Consequences

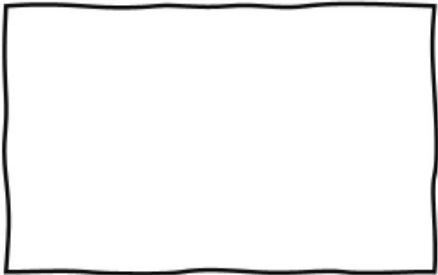
Exhibited Behaviour	Possible Response/Consequence
Once you have reminded the child/children of expectations and given a caution, decide on a consequence. (Reminder, caution, consequence). You will see below there is some behaviour that will lead to an immediate consequence. Children must be made aware of this behaviour.	
Talking when silence is expected, for example, during the register, early morning task, independent work, sitting on the carpet.	- Move to another place in the classroom so they have no-one to talk to. - Tell them to swap seats with someone else, move them closer to yourself, if you have a separate table, move them there. - Ask them to take their work and go to a different classroom to complete their task. Children must have work to take with them and not disrupt the class they are sent to. - Take time away from morning break, lunch break or golden time, dependent on when the infraction occurs.
Being rude, answering back	- Go straight to a consequence, probably losing some of their own time. - If they are particularly rude (offensive) they should be sent to the headteacher immediately.
If they are aggressive or unkind in the classroom.	Establish the facts – go straight to a consequence, depending how serious the breach is could be straight to headteacher or losing some of their own time.
Being silly when lining up. Disregard of rules when moving around the site.	- Go to the back/front of line. - Ask them to stop and demonstrate the expected behaviour.
Being silly in the cloakroom.	- Clear up any mess (spilt water, paper towels). - Escorted to the toilet until they can be trusted again.
If they are aggressive or unkind on the playground.	- Walk with the adult for a given time. - Sit/stand in a particular place on the playground. - Go straight to the headteacher if it is a serious breach.
If they misbehave in the dining hall at lunchtime.	- If they have spilled or dropped something – give them a brush and dustpan so they can clean up the mess. - Have them wait after they have finished their lunch before they are allowed outside. - Move them to a table away from their friends.
If they misbehave in Collective Worship.	- Move them to sit next to someone else. - Move them closer to an adult. - If they are Y6 and have a chair, take away this privilege and tell them to sit on the floor. - Do not release them to playtime, practise how to behave in the hall.



This list should be viewed as providing examples only and does not limit staff to these consequences. Provided it is proportionate and related to the misbehaviour, staff are able to use their discretion using their own professional knowledge of the child.

5: Restorative Recording Sheet

1. What happened?



2. What were you thinking about at the time?
How did it make you feel?



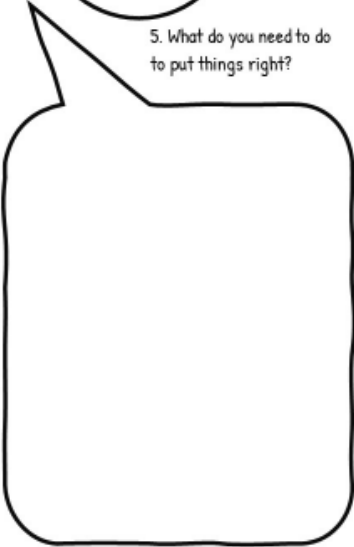
3. What have your thoughts been since the incident?



4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5. What do you need to do to put things right?





6. Supportive Strategies

How am I feeling?

• hurt/in pain • sad and upset • tired/exhausted • bored • sick	• happy • good • calm • ready to learn • proud • relaxed	• scared • embarrassed • dizzy / wiggly • excited • worried • annoyed	• angry • shouting • mad • hurting others • aggressive

What I need

walk	snack	drink	squeeze	quiet
talk	jump	outside	stamp	breathe