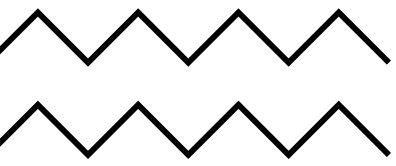




BEHAVIOUR & RELATIONSHIPS

POLICY KEA CP SCHOOL





Managing Regulation

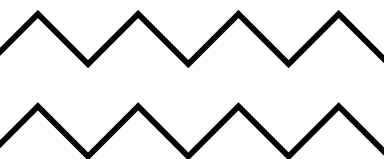
We want all pupils to be as adept as possible at managing their own behaviour and understanding their own zones of regulation. We strive to deliver quality first teaching- which includes building relationships with pupils and personalised provision and planning for pupils with additional needs- as our first strategy for managing behaviour. We recognise the need for us to make reasonable adjustments to our policy for children with additional needs. These adaptations will be made as part of the graduated response. Often, a PACE or WINE approach is adopted for children with additional needs, although the principles of this approach can work well with all children.



OUR SCHOOL RULES

- Displayed in every classroom
- Referred to in all behaviour management conversations





R E W A R D S

1. POSITIVE PRAISE
 2. POSITIVE NOTES VIA CLASSDOJO
 3. HOUSE POINTS
 4. PRAISE POSTCARDS
 5. CELEBRATION ASSEMBLIES
 6. HEADTEACHER AWARD
 7. DOJO TREAT DAYS
- 

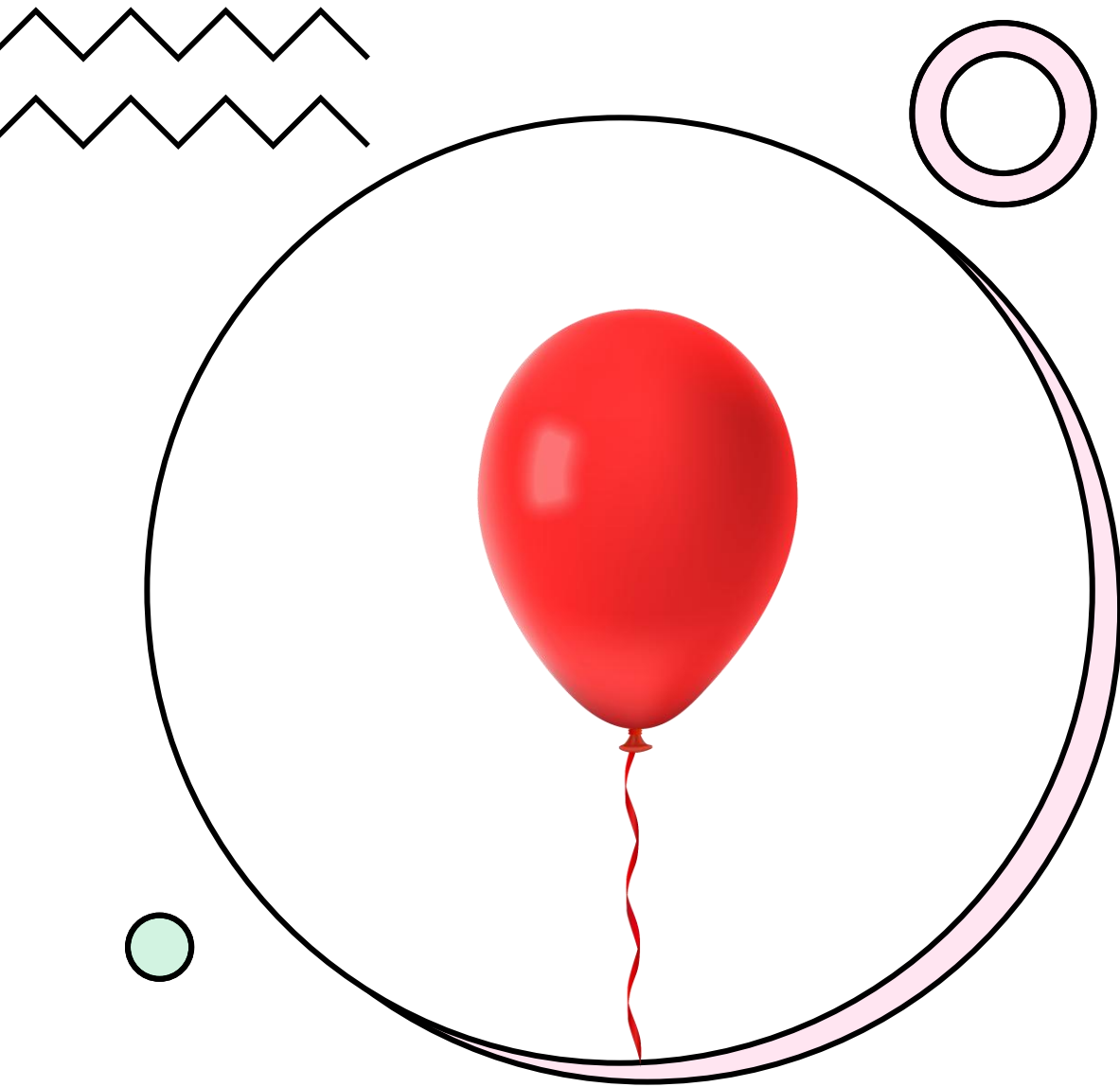


○ RESPONSE

The following steps are numbered to indicate that they are sequential steps in the process. However, they are not steps that pupils would 'be on' as they would with a system that uses a chart. As a guide, the end of each session during a school day would mean we were able to implement redirection at the start of the next session. The steps are moved through quickly because our expectation should always be that 'redirection' works to help pupils 'turn it around'.

1. Redirection.
2. Reminder.
3. Caution.
4. Reflect, Resolve, Move-On (a restorative conversation that helps children consider what has happened, who was affected and how it can be put right).
5. 'Make Amends'.





Some behaviours are classed as 'red' behaviours and may need Reflect, Resolve, Move On sessions without the Reminder and Caution. Examples of red behaviours* are:

- Violence (deliberate with intent to hurt)- hitting, kicking, shoving spitting etc.
- Use of foul, threatening or abusive language.
- Use of homophobic, sexist or racist language.

*List is not definitive, and some behaviours may be classed as red for specific pupils if there have been previous occurrences of the behaviour, e.g. bullying type behaviour





If the implementation of our behaviour management system has not addressed the poor behaviour, the following options are available:

- A formal meeting with parents/families to form a plan for behaviour improving (based on number of Make Amends detentions).
- Where appropriate, fixed-term 1:1 behaviour support (referred to as 'internal exclusion' in DFE guidance) or internal alternative class placement may be used. Where staffing allows, the pupil will be provided with an adult to support with their behaviour choices (this may include supervised 1:1 breaktimes) or placed in an alternative class for a fixed term period.
- After-school 'Make Amends' sessions. These will take place from 3:30pm- 4:00pm or 4:15pm. They will always be agreed with pupil's families and safe pick up arranged. The sessions are primarily teaching focused and will be led by a member of the school's senior leadership team focusing on restorative conversations and/or activities that support making amends and repairing relationships.
- Fixed-term suspension.
- Permanent exclusion.





Before taking the decision to suspend or exclude a pupil, staff will have followed the Relationships and Behaviour Policy and taken into consideration the Anti-Bullying Policy. The decision to suspend or exclude a pupil will not be taken lightly and will only be considered in the following instances: a) In response to a serious breach of the school's Relationships and Behaviour Policy. b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or endanger him/herself whilst in school. c) Persistent and repetitive disruption and behaviour breaches where improvement is minimal. We adopt a restorative approach to suspensions. This approach typically focuses on repairing harm and rebuilding relationships rather than purely punishing the child. When a serious incident occurs that may warrant a suspension, we will first investigate the matter thoroughly, ensuring all perspectives are considered. If a suspension is deemed necessary, it is used as a last resort and combined with restorative practices. This may include facilitated meetings between those affected, where the child reflects on their actions, acknowledges the harm caused, and collaborates on ways to make amends. The aim is to reintegrate the child positively into the school community, support their personal growth, and reduce the likelihood of repeated behaviour. Parents and carers will always be involved in the process, reinforcing the partnership between home and school in supporting the child's development. [Several studies and programmes](#) have demonstrated the positive impact of parental involvement in reducing school exclusions. These studies collectively suggest that parental involvement, when effectively integrated into school practices, can play a critical role in reducing school exclusions. The consistent themes across these research projects include the importance of communication, early intervention, and collaboration between parents and schools to address behavioural concerns before they lead to exclusion.

Exclusion or suspension are extreme sanctions and are only administered by the Headteacher (or Assistant Headteacher in the Headteacher's absence). The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or item that has been prohibited by the school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.

This is not an exhaustive list and there may be other situations where the Executive Headteacher makes the judgement that suspension or exclusion are an appropriate sanction. If the education of other children and their safety and well-being are continually affected then the ultimate sanction will be permanent exclusion. Before this process, the Executive Headteacher will seek advice from the Local Authority and Chair of the Federation Governing Body.





Support system for pupils

If there is a persistent problem, the school can draw up a **Behaviour Support Plan** to support the pupil in partnership with parents. If a pupil needs a behaviour support plan, they will be added to our 'Keep an eye-on' list (see identification of SEN document). All staff working with the pupil will be informed of the plan, including midday supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (i.e. refer to our pupil wellbeing lead, positive play, circle of friends, peer buddies/mentors etc).

Support system for families

Regular meetings will be organised to de-brief and update parents of pupils showing challenging behaviour. Teachers should only inform parents of **significant** behaviour incidents on the day of the incident. Teachers should not provide parents with daily reports of behaviour. A weekly or fortnightly meeting enables teachers to report and discuss progress in a more measured way. Discussion should be around progress against agreed plans.

If not already in place through TAF (Team Around the Family) meetings, the school will arrange an annual workshop and surgery each year for parents who require guidance on child behaviour.



Pupil restraint



- On rare occasions behaviour may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:-
- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Key legal words when using force are 'reasonable, proportionate and necessary'.
- Incidents must be recorded and reported to the headteacher as soon as possible.
- Parents will be informed of incidents.

The Legal Framework – Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- Committing an offence.
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.



Pupil restraint



- Examples of possible situations and further information are given in the document 'The use of force to control or restrain pupils'.
- Physical restraint is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property. The proper use of physical restraint requires skill and judgement, as well as knowledge of non-harmful methods of restraining.
- Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm himself/herself or others. Physical restraint skillfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.
- We have staff who receive regular Team Teach training which provide the understanding and skills to prevent and de-escalate challenging behaviour. Staff should work within the guidance using the Team Teach positive handling strategies. Wherever possible two staff at least should carry them out. In addition, a witness (need not be Team Teach trained) can ensure that the pupil and staff are acting safely and other pupils are managed.
- As part of a pupil's Behaviour Support Plan we will complete a **risk analysis** and put in place strategies to minimise the risks in identified locations. If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, it is our intention to plan how to respond if the situation arises. Such planning needs to address:
 - Managing the pupil (e.g. reactive strategies to de-escalate a conflict, specific holds to be used if necessary, staff to be involved);
 - Involving the parents to ensure that they are clear about the specific action the school might need to take; they should sign their agreement of the plan.
 - Briefing staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance);
 - Ensuring that additional support can be summoned if appropriate.



Pupil restraint



- Staff should **record** all incidents of restraint and report these to the headteacher or senior leadership team in their absence. Parents/carers should be contacted as soon as possible and the incident explained to them. Written notification of any incident of restraint should also be sent to parent/carers on the day of the incident.
- Staff involved in pupil restraint incidents should be supported by an attuned adult to enable them to reflect on and review the incident.
- Governors should be informed of incidents involving physical restraint.
- We all have a duty of care to the young people in our school and cannot escape our legal responsibilities by avoiding taking appropriate and necessary action. Involving parents when an incident occurs with their child, together with a clear policy adhered to by the staff, should help to avoid complaints from parents. It will not prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures.
- Staff, subjected to physical violence or assault, have the right to be supported in making a formal complaint to the police and, if necessary, taking private action against an assailant. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.
- **Disclaimer.** The Team Teach skills and techniques used by staff result from legal and medical considerations in an effort to safeguard everyone involved in a violent incident. Whilst some physical injury potential can be reduced there always remains some risk when two or more people engage and force is used to protect, release or restrain. It is also recognised that staff may choose to respond with a technique that is outside the Team Teach framework. This does not automatically render the use of this technique necessarily improper, unacceptable or unlawful. Its use must be judged on whether or not it was reasonable and proportionate in those particular circumstances.



We are committed to the [Anti Bullying Alliance's 10 key principles](#) to preventing and responding to bullying.

We want all pupils and families to clear on what constitutes 'bullying' as opposed to incidents caused by friendship issues or relational conflict.

ANTI-BULLYING ALLIANCE
Definition of bullying
"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.
Bullying is: Hurtful, Intentional, Repetitive and involves a Power Imbalance"

It takes many forms and can include:
-physical assault
-teasing
-making threats
-name calling
-cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

If a pupil, pupil's family or staff member believe that bullying could be happening, the actions on the flowchart will be followed. We are committed to supporting both the target and instigator of bullying. We encourage all families to engage with the Anti-Bullying Alliance's

We will ask the pupil, or family on their behalf to provide the names of who they feel are the instigators of the potential bullying. We will strongly encourage the target to report incidents, preferably in school to someone on their 'safety network', but if they are unable to do this, then to an adult at home.

The pupil that has been targeted will be added to our 'playtime' list. This means that the class teacher will be informed of any incident that the pupil reports to any staff member during a playtime- regardless of how 'low level' it might be.

We will review any incidents on a weekly basis that involve both the pupil named as target and instigator/s. If there are concerns at this point, the family of the instigator will be informed by the class teacher that bullying has been reported.

Another incident being reported will mean that our behaviour policy needs to be followed and it is likely that bullying will be deemed as the probable category with which the behaviour is managed. This will result in a significant sanction. Future incidents will now be flagged as 'bullying' and treated extremely seriously.

This will continue to be monitored and if after review there are concerns, a meeting will be arranged with the family of the instigator and the head of key stage or assistant headteacher. A plan will be put in place to support the instigator. The instigator will also meet with their class teacher and any support that can be offered will be planned.

The name of the instigator will now be added to the playtime list. Again, any incident reported will be fed back to the class teacher, no matter how 'low-level'. It will also be flagged as 'Potential Bullying' on our concerns reporting system CPOMS.

Please note:

Incidents that involve 'red behaviours' within our behaviour policy (violence, racist, homophobic, sexist abuse or hate speech) will result in this process being expedited.

Throughout the process, both the pupil that has been named as instigator and target will be offered support which includes identifying adults on their 'safety network', who they are able to talk to in school if worried or concerned. They will also be added to our Wellbeing List (with parent/carer consent)

The flowchart helps us to identify the root cause of the issue- which may be relational conflict. If that is the case, support will be provided to the children on resolving conflict.

Dealing with bullying



How we prevent bullying:

- A consistently applied behaviour policy.
- Effective PSHE programmes to develop understanding of the problem and the skills to deal with it. Pupils are told to tell someone immediately they think they are being bullied. Staff and parents will listen and act.
- If intimidated by another child, we encourage the victim to firmly say, 'No! Stop! I don't like that.' If the bully does it again a member of staff should be asked for help. The child is encouraged to tell an adult about it as soon as possible.
- All children to be encouraged (supported during PSHE lessons) to challenge behaviour they disagree with – e.g. watching a child bully another child – by telling them to 'Stop it,' and reporting it to an adult.
- Effective teaching of internet safety (including the report button).
- Sharing information about internet safety/filters/setting security on social media sites/parental filters etc. with parents.
- Effective supervision of pupils.
- Safe and stimulating grounds to promote co-operative play.
- Clear communication of this policy to pupils and adults.
- Consistently followed procedures to deal with bullying.



Racist incidents



- Kea school has a deep commitment to providing a safe, secure and happy learning environment in which all children feel valued and respected. A respect and understanding of the cultural diversity within the school and its community is actively promoted. The school takes racism very seriously and will take appropriate action to combat any incidents deemed to be racist in nature.
- The Governing Body has a legal obligation to ensure that the school fulfils its duties with reference to anti-racism policies and procedures. The governors will also ensure that these are effective and monitored regularly.

Definitions:

- *'A racist incident' is any incident which is perceived to be racist by the victim or any other person' - Stephen Lawrence Inquiry.*
- *Behaviour or language that makes a pupil feel unwelcome or marginalised because of their colour, ethnicity, culture, religion or national origin.*
- 'Racism' is something someone does or says that offends someone else in connection with their colour, background, culture or religion.
- It is:
 - when a person is teased or called names because of their culture or the colour of their skin, their religion, the country they come from, their language and the way they talk, the food they eat, clothes they wear or their background.
 - when people are stereotyped by their colour or religion.
 - when a person is rejected or excluded from a group because of their colour or religion.
 - when people make fun of a person's family.
 - when a person is treated unfairly because of their way of life.



Racist incidents



- All staff have a responsibility to deal with any incident of bullying or harassment if they come across it around the school. In dealing with such incidents, it is essential that the member of staff challenges beliefs and views of the child or group who have carried them out. In this way the education and understanding that another person has the right to equality and freedom from harassment will be effective.
- The child's behaviour should then be dealt with according to the behaviour policy. The Headteacher or senior member of staff should be informed immediately, and a form completed. These forms are kept in the Behaviour Records File. The Headteacher or senior teacher will also decide whether to inform the parents of the children involved. When using Tootoot, the online reporting site, details of how the situation is followed up and any outcomes also need to be recorded.
- A sensitive approach in dealing with such incidents should leave the child who has been bullied or harassed feeling that the incident has been dealt with fairly and that they feel supported by that adult. The child should be reassured that in the unlikely event of a repetition of such an incident they can feel confident to report it to any member of staff and know that it will be dealt with properly.
- If discussions between the Headteacher and parents regarding an alleged racist incident cannot be resolved, the school has a formal complaints procedure which can be taken up with the governing body.
- The curriculum will also be used by staff as an effective means of promoting an understanding of cultural diversity and equal opportunities. It is important to consider during the planning stage of work, the implication for equality of opportunity and taking advice on resources available. Our religious education takes account of the teaching practices of other principle religions through stories and the celebration of a variety of festivals during the year through the assemblies. Use should be made of discussion times (formal or informal) for children to raise concerns about their feelings (Circle Time is an ideal opportunity as well as PSHE, citizenship, religious and moral education).





Recording Incidents

Staff should keep appropriate records of incidents via the use of CPOMS. Some pupils will have a behaviour related log, which will be added to via CPOMS.

Behaviour plans will be attached to individual pupil records via CPOMS.

Exclusions

- All notifications to the governing board and LA include the reasons for exclusion or suspension and the duration of any fixed-period exclusion. A letter will be sent to families in all cases of exclusion and suspension, outlining the reason for exclusion and next steps.
- We follow DFE guidance on suspensions and exclusions. Please find that [here](#).

Monitoring and Review

Behaviour management will be under constant review informally and formally throughout the school on a class and individual basis. This policy will be evaluated and updated annually with involvement by staff, pupils, parents and governors. Staff will be briefed about Behaviour Policy at the start of the Autumn term each year.

