



Behaviour Policy
2024-5

Be Kind
Be Curious

Our behaviour policy is written in line with our vision. Be adventurous, Be ambitious, Be **Kind** and Be Curious.

Our Behavioural policy is all about Being **Kind**

Children behave best when feel **safe** and have positive relationships both at home and in school. Every child will be met with a greeting and a smile everyday. Children react to adults emotions and body language. At Badbury Park Primary School we are positive, happy and kind role models. We will make eye contact, we will play and engage rather than 'police', we will not have our arms crossed or hands in our pockets. We will be at the children's eye level. We will be curious not furious.

1 Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We understand there is a clear link between **safeguarding, trauma, adversity and behaviour**. We understand that behaviour is a form of communication or a need to self-regulate and process big feelings. At Badbury Park Primary School, we get to know our pupils really well by playing with them and spending time with them in the Forest School sessions and Early years. Our loose parts play at break times also encourage structured play and opportunities to let our children show their creativity. We carry out home visits for Early Years as well as visit previous settings Our transition into school, whether in reception or mid year into other year groups, is very carefully planned. Our priority is to ensure the children feel safe. Without a feeling of safety and without positive relationships in school, the children will not meet their full potential. (Be Ambitious). We are a caring community, whose values are built on mutual **trust** and **respect** for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a **responsible** and **caring** way. It aims to promote an environment where everyone feels happy, safe and secure and most importantly, it promotes **kindness**.

2. Values and Vision (Be Kind)

2.1 We have core values that we expect every member of the school community to follow and **respect**. These values will be reinforced and always used consistently throughout the school. An agreed set of sanctions will be consistently used when our values are not followed. These all link back **to being kind**.

Be kind to ourselves, our friends, our adults, our planet and environment, our school and our resources.

2.2 The school expects every member of the school community to behave in a **respectful** way towards each other. We promote **visible kindness (Through actions and words, avoiding toxic shaming)**

2.3 We treat all children fairly and apply this behaviour policy in a consistent way across the school.

2.4 This policy aims to help children to grow in a safe and secure environment, and to become positive, **responsible** and increasingly independent members of the school community.

2.5 The school recognises good behaviour, as it believes that this will develop an ethos of kindness, **tolerance, understanding** and **co-operation**. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

3. Rules (The B's)

At Badbury Park Primary School we have whole school rules. We will display our rules around the school, both inside and out, so it is clear to all staff, pupils and any visitors what we expect at Badbury Park. In addition to this, each class will set its own rules at the start of the year. We teach these rules through assemblies and circle times at the start of the year and revisit them regularly. Time will be given at the start of each term to remind children of all rules. Through our daily circle time we can explore the rules and behaviour we witness.

Whole School Rules (to be introduced termly)

Be Kind
Be Calm
Be Honest
Be a Good Listener
Be Ambitious for your self

2 The Role of Teachers (smile)

Be curious not furious

- Be curious about the child: "I wonder why they're behaving that way?"
- Be curious about yourself: "I wonder why this is making me feel so agitated?"
- Be curious about the situation: "I wonder what we can learn from this?"
- Be curious about the future: "I wonder what we can do differently next time?"

3.1 It is the responsibility of the class teacher to ensure that children feel safe. It is their responsibility to ensure school and class rules are taught and re taught and then enforced, and that their class behaves in a responsible, **kind** manner whilst in school. We are relentless with this. We promote rules by thanking the children. It is the role of all adults to be approachable, positive role models. Use the child's name when thanking them. Show interest.

'Thankyou for showing fantastic walking'

'Thankyou for showing me that you are listening'

3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability (**Be Ambitious**). Children are placed onto the recognition stars and may be recognised in recognition assembly for keeping the rules and showing effort. (**Be Kind, Be ambitious, Be adventurous**)

3.3 The class teacher treats each child fairly and enforces the rules consistently. The teacher treats all children in their class with **respect** and **understanding**. Some children will need support to follow the school rules, in the same way that some children will need support with Maths or English. It is all part of learning. Where patterns of behaviour are seen we will explore and be curious and look at other factors that may be causing this.

3.4 If a child displays unexpected behaviour repeatedly in class, the class teacher keeps a record of all such incidents on Cpoms. In the first instance, the class teacher will deal with incidents him/herself in the normal manner. However, if the unexpected behaviour continues, the class teacher will seek

help and advice from appropriate senior members of staff. Children will then receive support and help to self-regulate. This maybe time out with their class teacher to reflect on what has happened. It may need the support of the Inclusion team to help with some restorative work after the incident has occurred. The behaviour may then be well managed by the classroom adults but the underlying cause may still be there so we would look to support with ELSA intervention, a referral to Lighthouse outreach, a bespoke reward chart or a behaviour plan. We will speak to parents to gain an understanding of the child's lived experience at home. A needs checker may be carried out if the teacher feels a child has a barrier to learning and adhering to the expectations.

3.5 The class teacher liaises with the SENCO or Inclusion worker, who may then choose to contact external agencies, as necessary, to support and guide the progress of each child.

3.6 The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. The approach to support is joined up, in partnership, with home to ensure consistency. We can work with parents by unpicking behaviours and suggesting support and strategies. If intensive support is needed we may open Early help.

3.7 The Recognition stars

The stars are emptied at the start of the day. Sometimes the start of the afternoon session as well, if required. The stars need to be regularly referred to and updated. Children may also recommend their peers for recognition.

Teachers may work on class targets or focusses. Sometimes there will be a whole school target that is introduced in assembly eg. at the start of term everyone works on fabulous walking or active listening. Teachers will share what they are looking for and communicate with all adults across the setting to enable all adults to recognise the desired behaviours frequently and timely. These will be used **regularly and consistently throughout the classes.**

Reminders for Recognition Boards

- Recognise learning attitudes not just functional behaviours
- **Never** remove a name or 'name and shame' a child.
- Any disruptions to be dealt with **privately** to avoid toxic shame
- Learners can nominate each other
- Stop **regularly** and update
- Teach it is a whole class responsibility so they help each other to succeed
- **Praise effort** not achievement
- Have a collective 'whoop!' no large awards, stickers, prizes etc. We are working on motivating **intrinsically not extrinsically.**
- All adults must **persistently** and **relentlessly** catch learners demonstrating the right behaviours at all times of the day, including school clubs and lunchtimes.

4 The Role of the Headteacher

4.1 It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The Headteacher keeps records of all reported serious incidents of misbehaviour on Cpoms. The Head will look for patterns in behaviour and signs of bullying, where the behaviour may be deliberate and targeted. The Head ensures all staff know the signs of Child on Child abuse, how to notice the signs and how to report cases. The PSHE curriculum will teach children strategies to use when they are subject to unwanted behaviour (Stop, I don't like it)

4.3 The Headteacher, alongside the Trust, has the responsibility for giving fixed-term suspensions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently suspend a child. Both these actions are only taken after the school governors and Trust have been notified.

5 The Role of Parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We display the school rules in the classrooms, and we expect parents to read these and support them. We share the Anti bullying Policy with children and parents.

5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions towards a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The Role of Governors

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

6.2 The Headteacher has the day-to-day authority to implement the school behaviour policy.

7. Rewards and Sanctions

We handle children's unexpected behaviour in ways which are appropriate to their ages and stages of development – for example by distraction, discussion or by withdrawing the child from the situation. Sometimes children need a safe space to calm themselves and regulate their feelings. This could be in a book cave, group room or in a forest area with an adult. Some children may require calming resources (glitter sticks, teddy) to help them self-regulate. It is really important that children have their feelings recognised and are given time to feel calm. Deal with behaviour privately to avoid toxic shame. Occasional children may need a short time out in another class to stop the behaviour escalating.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their class teacher. We work with parents to address recurring unexpected behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. It is really important to us to find the cause of the behaviour and support at that point rather than punishing the behaviour. We also record incidents of concerning behaviour confidentially using our management system Cpoms. This allows us to notice patterns, put support in place and inform future teaching.

- We do not use techniques intended to single out and humiliate individual children.
- There may be times when a child exhibits unsafe behaviours and put themselves at significant risk or harm to themselves or others. The children may need to be guided to a safe space or held to remove them from harm. We would only positively handle a child if they were in these circumstances (See Appendix 4)
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headteacher and are recorded on Cpoms and in the Bound book. A parent is informed on the same day and signs in the Bound Book to indicate that he/she has been informed.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.

Nursery

Our behaviour policy starts in Nursery with the Be Kind

Nursery staff work in intensive interactions to promote positive behaviour and our Nursery teacher is quick to inform parents if a child's behaviour is causing upset to the child or other children.

All Nursery staff use visuals to support positive behaviour and start to name emotions using phrases such as "I can see that you are cross, how can we solve this together?"

If a child's behaviour continues to be unexpected then we may work with the parents and the Early Years Quality and Inclusion Team to support positive behaviour strategies.

Strategies may include

- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention when they exhibit undesirable behaviour. We work alongside children positively all the time.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the nursery.
- When children behave in unacceptable or unexpected ways, we help them to see what was wrong and how to cope more appropriately.

We praise and reward children for good behaviour in a variety of ways across the school:

- We add children and their work to our recognition board.
- Thanking them for showing a behaviour
- Smiling
- Visible Consistency across the school which helps children to feel safe.
- The school acknowledges all the efforts of children, both in and out of school.
- The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- We expect children to listen carefully to instructions and show active listening in lessons. If they do not do so, we offer support, we may then ask them either to move to a place nearer the teacher, or to sit away from distraction.
- We expect children to try their best in all activities and this effort will be acknowledged.

7.1 If a child does not appear to be trying their best, we will check if they have understood the task and offer support. If they continue to not complete a task to the best of their ability, we may ask them to redo a task. This may be during a break time. If children have to miss some or all of a break time, staff must ensure that children do get some break during the day. If a child is disruptive in class, the teacher reminds him or her of the expectations quietly. If a child displays unacceptable behaviour repeatedly, we offer the child a safe space away from the rest of the class until s/he calms down and is in a position to work sensibly again with others and articulate feelings. This maybe the group room or a space away from other children in class.

7.2 If a child threatens, hurts, bullies or engages in **Child on Child** abuse with another pupil, the class teacher records the incident and the child will receive a sanction, for example time out in other class or sent to another teacher. Child on Child abuse will be recorded and reported appropriately in line with the safeguarding policy. If the child is in immediate danger the Police may be called. Staff will work with parents and outside agencies to best support all. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. If this dangerous behaviour is displayed in clubs the child may not be able to return

7.3 If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'. When the teacher has tried to solve social issues with a child or group of children and feels that they require more help, then this is discussed with Phase leaders, Inclusion team and SENDco.

7.4 The school does not tolerate bullying or Child on Child abuse of any kind. If we discover that acts of bullying or intimidation have taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We teach strategies eg. 'Stop I don't like it' from the Nursery year upwards.

7.5 Child on Child Abuse (including sexual abuse):

Children might be vulnerable to abuse by their peers. In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Report to the DSL as soon as possible.

If needed, take action yourself:

- Ensure victim and alleged perpetrator are not in shared classes or spaces.
- Ask the child outright if they have been harmed.
- Listen and reassure them that they will be supported and kept safe.
- Reflect back using their language.
- Remember that trauma can impact memory, so a child may not recall details or timeline of abuse.
- Make a written record as soon as possible.
- If the child is in immediate danger make a referral to children's social care.
- If an offence is committed, report to the police and confiscate all devices as evidence.
- Keep a reasonable distance between child and their perpetrator.

If staff believe peer-on-peer abuse has occurred, it must be reported immediately to **the Designated Safeguarding Lead, Louise Dance**.

The school's Safeguarding policy and Anti bullying Policy details procedures to follow when dealing with child on child abuse.

7.6 Staff are aware of positive handling see Appendix 4

8 Internal, Fixed-term Suspensions and Permanent Suspensions

8.1 Only the Headteacher has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods. They may also exclude a pupil permanently. It is also possible for them to convert a fixed-term suspension into a permanent suspension, if the circumstances warrant this.

8.2 If the Headteacher permanently excludes a pupil, s/he informs the parents immediately, giving reasons for the suspension. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

8.3 The Headteacher informs the LA and the governing body about any permanent suspension, and about any fixed-term suspensions beyond five days in any one term.

8.4 The governing body itself cannot either exclude a pupil or extend the suspension period made by the Headteacher.

9 Monitoring

- 9.1 The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The Headteacher records those incidents where a child is sent to them or a member of SLT for significant behaviour issues. These are recorded on Cpomms.
- 9.3 The Headteacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently suspended.
- 9.4 It is the responsibility of the governing body to monitor the rate of internal suspensions and external suspensions, and to ensure that the school policy is administered fairly and consistently.

10 Review

- 10.1 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

The school believes that good relationships must exist with mutual **respect** between teachers and pupils, teachers and teachers, pupils and pupils, and teachers and parents. In creating the positive ethos of the school, teachers must have high expectations of pupils' behaviour and their work.

Signature of Chair/Vice-Chair: Date:

Signature of Headteacher: Date: 7.10.24

Links to DfE Statutory Guidance:

[School suspensions and permanent suspensions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-suspensions-and-permanent-suspensions)

[Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/working-together-to-safeguard-children-2023)

[Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/keeping-children-safe-in-education-2024)

[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/working-together-to-improve-school-attendance)

[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/dfes-advice-template)

Acceptable Touch Policy

At our school, we have a touch policy. This means that as a member of staff you are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that you have read and understood this policy to appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

Why Do We Use Touch?

We may choose to hold children for a variety of reasons, but in general, we would normally do so for either comfort or reward. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

How Do We Use Touch?

Hugging

At this school, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the children's shoulders.

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the hand holding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This can be done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

Lap-Sitting

At our school we **discourage** lap-sitting. Children should be taught to seek comfort/attention through other means, for example the school hand hold or hug.

At times, children may in crisis or distress, hold you in a way which is not described as above. If this should happen, please ensure that you have informed a senior member of staff to protect yourself. You may be asked to make a note of this, this will be in order to record and monitor the amount of times the student is doing this to staff to see whether this is a 'controlling' behaviour, or whether the child is displaying distressed behaviour regularly.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to touch children, and it should be recognised that some children will not want to be touched. Please respect this.

Staff have a 'Duty of Care' towards the students in their care, therefore if a student is likely to be at risk from harm if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

Parents/carers will be made aware of this policy when their child is admitted to this school. If you have any questions or would like a further discussion regarding this policy, please speak to the Headteacher at the earliest available opportunity.

APPENDIX 1-This is just a guide
Class Teacher/partner class teacher

Be Curious! Low disruptive behaviour, in class or playground e.g. talking, arguing, pushing shoving, general one-off incidents. Use of recognition stars and positive praise. 121 discussions with child.

Time out in another class if **absolutely necessary**. If necessary appropriate sanctions/ consequence followed through such as missing 5 mins of break time, this is followed through by the **class teacher**. If an entire break is missed then ensure the child has time outside at some point for a break and chance at a reset. Moving forward catch the child making the right choices.

Parents informed
If behaviour continues...



Phase Leader or Assistant Head teacher/ SLT

Be curious about behaviour with the Inclusion team, introduce adaptations within the classroom and work set. Discuss individual adaptations

If behaviour continues.....



SENDco and Inclusion Worker

Speak with SENDco or inclusion worker and start a supportive behaviour plan, de-escalation plan, risk assessment

If behaviour persists and/or increases in severity. Behaviour logs on Cpoms using A,B,C format, time with a member of the Inclusion team. Begin graduated response. Referral to The Lighthouse Team or other professionals. Behaviour observations carried out by SENDco or Inclusion team. Open Early Help. Referral to Be U for mental health support



Headteacher

When a child is sitting outside of the school behaviour policy

Meetings with parents through Early help or CIN

Possible internal or external suspensions in discussions with Blue Kite Trust and Lighthouse Team.

Restorative work

Possible part time timetable

Possible alternative provision within school or externally at specialist settings eg Nylands PRU



Blue Kite Trust or Swindon Borough Council

Supervision

Permanent suspension

APPENDIX 2

Some useful suggestions for teachers dealing with challenging behaviour:

- Praise children behaving well near a misbehaving child. 'Thank you for showing fantastic walking'
- Relentless use of recognition stars and certificates.
- Visible Kindness, private word, a reminder, praise those around the child who needs a reminder.
- Remember and practise scripts – 'John, I can see you're upset... talk and I'll listen...'
- Wherever possible divert, diffuse and de-escalate 'problems'.
- Stop, notice, remind, move on
- Re-visit the School Values (Be Kind) and Classroom Rules (both prominently displayed) more regularly we positively reinforce maths skills, rules, knowledge etc why not behaviour? Remind them of responsibilities as well as their rights.
- State expectations calmly and without confrontation – the tone of your voice is as important as the content of what is said e.g. reminding children of the Rules. Avoid emotionally led responses.
- Avoid naming and shaming at all costs- its leads to 'fame'
- If it is appropriate, check that a child understands the simple, clear instructions.
- Use appropriate child-speak if it conveys your message more effectively.
- **Avoid** adding your emotions into the conversation 'Mrs S is sad when...'
- If it's appropriate provide a 'get out clause' – 'What could you do next time..?'
- Wherever possible give children choices with guided help – it gives them some autonomy and control ("If you don't do this then...") is a threat that can entrench more opposition.
- Don't take a child's behaviour personally – some children will try and exploit teachers' triggers thus baiting the adult. Disapprove of the behaviour rather than the child ("I don't expect to hear that kind of language" rather than "You are being rude").
- Avoid standing over a misbehaving child – it can be inflammatory – stepping back gives the child space to think and choose.
- Acknowledge children's feelings where appropriate e.g. a dispute between pupils ("I can see why you might have a reason to be angry...").
- Encourage and help children to self-regulate feelings.
- Ignoring some low-level attention seeking behaviour, although it is hard to ignore, takes the reinforcement away from the instigator. Praise more positive behaviour ("Now you have put your hand up, I can come and help you...").
- Avoid put-downs, unfavourable comparisons e.g. siblings, or sarcasm - as it can antagonise situation or bewilder children who don't understand your humour.
- Make statements that show care and concern for the pupil, in order to maintain the relationship. Deliberate kindness.
- Make time to listen – if not now maybe later, as there may be more than meets the eye.
- Seeking help from colleagues i.e. progressing through the behaviour steps - is entirely appropriate.
- Highlight good behaviour more than poor behaviour.
- Stay in control – control your own feelings and body language first.

Appendix 3

Children on the SEND register and the Behavioural Policy

We believe as outlined on our Behaviour Policy that behaviour is communication. There are times when children's needs, often identified within a SEMH need, are not successfully addressed within our school's behavioural policy and the "Be curious not furious" approach with restorative practise, is not enough. These children are *outside* of our behavioural policy and require additional support.

It is often after a series on incidents that are monitored by the SENDco and Headteacher on CPomms, frequent involvement with our Inclusion Worker and the SLT that an individual behavioural plan will be written. The behaviour plan is written by the SENDco alongside the class teacher, EY/ Key Stage lead and Inclusion Worker to ensure a consistent approach. We use the 6 stages of Crisis as recommended on the TEAM teach de-escalation course, which several members of our staff are trained in.

The SENDco, Inclusion Worker and class teacher will also seek advice and work with the Lighthouse Team, the Family and Inclusion Team, working across the Blue Kite Trust.

If a child is also exhibiting unsafe behaviour which may cause harm to themselves or others a risk assessment will also be written.

Both individual behavioural plans and, if required, risk assessments will be in discussion with parents so that we can work together to understand the child's lived experience and how best to support the child. Both behavioural plans and risk assessments will be signed by school and parents and reviewed regularly, an agreed time between all involved often weekly or fortnightly.

Appendix 4 – Positive Handling and De-escalation Strategies

Our staff are trained in positive behavioural management training from TEAM teach. Team teach promotes positive behavioural strategies that at times there may be required a physical intervention. They are used safely and responsibly respond to distressed behaviour. This is also referred to as positive handling which is a generic term used in schools to describe holding or guiding a child to reduce further harm. It is within a de-escalation approach. If a child requires to be held or guided to a safe place to avoid significant harm to themselves or others this will ideally be done by 2 of the 4 currently trained staff. However, if a dynamic risk assessment needs to take place and a child is at risk of being hurt then an adult will intervene. Following from this incident details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headteacher and are recorded on Cpoms and in the Bound book. A parent is informed on the same day and signs in the Bound Book to indicate that he/she has been informed.

A risk assessment will immediately be put in place to support the child. We would also follow the Team Teach approach which promotes a 6 stage of crisis and de-escalation plan which is used for children who are outside of our Behavioural policy and require bespoke support when managing challenging behaviour.

We follow Team Teach training and we would only guide and hold a child as a last resort. “Restraint and other restrictive practices should only ever be used as a last resort. If professionals judge this to be the only option in order to reduce risk of serious harm and to keep people safe, we should be using the least restrictive intervention, for the shortest amount of time. Any action should be reasonable, proportionate, and necessary, and should be carried out in a manner that preserves individuals’ dignity, respect, and safety.” Team Teach Connect March 2024 Use of Restraint in Behaviour Support

On rare occasions, accidental injury of a child can occur when a child needs to be held or guided to a safe space e.g. finger-tip bruising. This is unfortunate but sometimes occurs – especially given the nature of children’s reactions to biomechanical disengagements e.g. pulling a teacher’s hair or sweater.