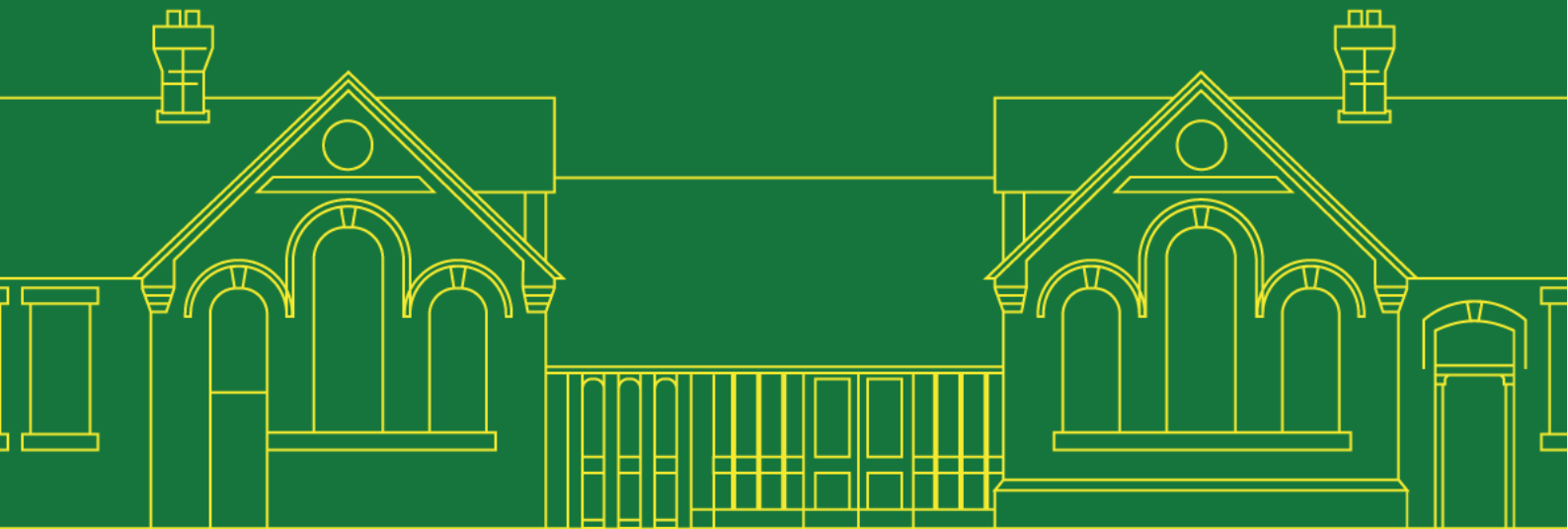




Behaviour Policy 2024-2025

September 2024



**STOUR VALE
ACADEMY
TRUST**

BEHAVIOUR POLICY

At Queen Victoria Primary School, we care deeply for the children of Sedgley; we believe every child is worthy and capable of success and happiness and this shows in every interaction. We create the conditions for children to grow into individuals who **care** about themselves, each other and the world they live in. We strive to make a positive difference by basing everything we do on our CARE principles:

Children are at the heart of everything we do – every day, in every decision, and every action, children’s best interests and needs are put first. We have a team of compassionate staff who will move heaven and earth to ensure children get what they need to succeed.

Aspiration – We are full of hope, ambition, and the highest expectations for all children to have bright futures. Therefore, we are ambitious in the curriculum we offer and the standards we expect of ourselves.

Responsible – One of our key purposes is to help our children develop into respectful and responsible citizens who make positive contributions to life in Sedgley and beyond.

Excellence – We are relentless in our pursuit of providing excellence in education, with a balanced approach to academic achievement and personal development.

Rationale

At Queen Victoria Primary School, we have an overwhelmingly positive and deliberately calm approach to behaviour which ensures all children can thrive in a safe, calm and happy learning environment. High standards of behaviour are promoted in every moment of every day, in every aspect of school life.

We are committed to creating an inspiring and nurturing environment where children care about themselves and others and conduct themselves in the best way they possibly can. This policy echoes our school values of putting children at the heart of everything, so that they are aspirational in all they that they achieve with their learning and their behaviour; are responsible and respectful citizens of our school and the wider community and that they relentlessly strive for excellence in all that they do.

As a school, we all follow our three Golden Rules of being Ready, Respectful and Safe; all of which can be applied to situations within and outside of the school environment. Through consistently applying this approach, along with meaningful and exciting teaching and learning experiences, our children are enabled to reach their full potential, growing into accomplished and happy individuals, who are equipped with the skills to be successful within and beyond the community in which they live.

Aims

- To provide a consistent approach towards the positive management of pupil behaviour
- To ensure all members of the school community feel valued and respected; and that they are treated fairly, within a safe, secure and calm environment
- To promote responsibility of individuals and respectful relationships between all members of the school community
- To calmly manage incidents of disruptive behaviour in a prompt, predictable and appropriate manner.

Roles and Responsibilities

School Leaders:

- Be visible throughout the school day, including at the start and end, routinely engaging with
- pupils, parents and staff, setting and maintaining the behaviour culture so that everyone feels
- safe and supported
- Ensure all staff understand the behavioural expectations and the importance of maintaining them
- Ensure effective training for all staff to meet their duties and functions within the Behaviour Policy
- Collect, monitor and analyse behaviour data observing and acting on whole school, cohort and vulnerable group patterns and trends
- Regularly review support and provision for vulnerable individuals
- Ensure new staff are inducted and supported
- Governors will regularly review the policy.

Pupils:

- Know and follow the Golden Rules of being Ready, Respectful and Safe
- Follow the expectations of the Behaviour Policy
- Adhere to our school values that are taught, modelled, reinforced and shared regularly, reflecting on their own behaviour

Staff:

- To create a culture of exceptionally good behaviour through role modelling, explicitly teaching what positive behaviour looks like and ensuring the use of relentless routines
- Regularly communicating and reinforcing the different elements of a positive behaviour culture
- Respond promptly, predictably and with confidence to behaviours, to maintain a safe learning environment.
- Ensure the Behaviour Policy is followed consistently
- Treat all children fairly and consistently, showing respect and promoting good relationships.
- Ensure inclusivity, following behaviour plans to meet the needs of vulnerable pupils
- Support pupils with the taking of responsibility for their own behaviour and any subsequent consequences
- Immediately address and support, in line with school policy, any child who is demonstrating unwanted behaviours
- Liaise with the Behaviour Lead for guidance regarding a pupil who may need support
- Liaise with external agencies as required
- Keep behaviour records up to date, including CPOMS entries
- Keep individual behaviour plans updated
- To communicate with parents where necessary.

Parent/Carers:

- Take responsibility for the behaviour of their child both inside and outside of school
- Work in partnership with the school to assist in the maintaining of high standards of behaviour
- Have the opportunity to share any concerns directly with the school
- Inform the school of any changes in circumstances that may affect their child's behaviour in and out of school, including Adverse Childhood Experiences, for example domestic violence, substance misuse and bereavement, so that school can support to ensure positive
- Attend parent meetings with their child's class teacher and/or Senior Leader
- Support school with any actions following any behavioural incidents or individual behaviour plans set by school, or in conjunction with external agencies

Our Golden Rules

We have three simple **Golden Rules** that we expect all members of the school community to follow:

Be ready to learn and show pride and perseverance in your work.	✓ We are ready to listen, learn, work and play	X We do not talk over others, or stop learning or playing of others
Be respectful to yourselves, others and the school.	✓ We are polite and respectful to everyone in our school community in our words and actions	X We do not treat people differently because of any difference from ourselves
Be safe and make the right choices, both in and out of school.	✓ We think about the safety of ourselves and others in all of our actions	X We do not act in a dangerous way in which could hurt ourselves or others

The Golden Rules are displayed in every classroom, and at appropriate points around the school.

The Golden Rules are consistently applied and referred to, in situations in which the calm and consistent adult approach separates the distressed behaviour from a child; promoting our high standard of expectations from all at Queen Victoria Primary.

Relentless Routines

Relentless Routines are used across the whole school, to secure a calm, safe and respectful environment, ensuring an acceptable code of conduct. These routines are:

Fantastic Walking	Single file, facing forward, no talking, hands behind back, with purposeful walking (no gaps in line)
Legendary Lines	Lining up with everyone facing the front, with no talking
Super Sitting	If on the floor: legs crossed, hands in laps and facing the front If on a chair: sitting upright, with all four feet of the chair on the floor, six feet including child's feet
Active Listening	Focussing attention on the speaker and listening with the intent of understanding them fully. Giving full attention, making eye contact and stopping other things that you are doing.

Celebrating Positive Behaviour

While there is great focus upon the intrinsic reward of being **ready, respectful** and **safe** within our school community, we believe that continual praise and recognition of each child's positive behaviour for learning is fundamental. The more overwhelmingly positive we are with our language about behaviour, the more this will be reflected in the children's behaviour.

Recognition will be given to all learners who display positive behaviour, through verbal praise and non-verbal cues. Positive behaviour reflects a readiness to learn and respect for others. The acknowledgment of this behaviour encourages repetition and reinforces the school's expectations and values to all pupils.

The use of positive reinforcements and rewards will be applied clearly and fairly to reinforce the rules, routines, expectations and norms of Queen Victoria's behaviour culture. This will be explicitly recognised in a number of ways:

The opportunities available to all pupils are:

CLASS PRAISE	Praise	Use of verbal and non-verbal praise is given to the individual, group or whole class at all relevant opportunities, both inside the classroom and around school. Examples include praise being given to pupils who are being helpful, polite and setting a good example with the attitude towards learning
	Stickers	Used to reinforce pupil effort and improvement and to promote consistently high-quality work
	Positions of Responsibility	Opportunities within the class situation that staff can give children to celebrate or encourage positive behaviour, such as monitor roles, e.g. lunchtime bands, chromebooks or giving out of exercise books etc... Whole school responsibilities such as being or representing the school in the wider school community. Examples include sporting competitions, book quizzes and debating team can also be given
	Positive Note Home	Daily positive notes to be sent home with the child, to inform parent/carers of something great about their child. Children who have received a note will be identified in the Weekly Celebration Assembly.
	Class Privileges	Daily or weekly privileges given be given out to individuals who continually demonstrate positive behaviours. (<i>see Appendix 1</i>)

	Recognition Boards	A named 'Recognition Board' wall board, near the front of the classroom. This can have a required focus relating to classroom and behaviour management upon it or can be used to recognise general good behaviour. Photographs of children within the class are pegged on the board when a child is seen to be consistently demonstrating a desired behaviour. The board can be refreshed and focus changed when appropriate (new session or daily). The board must be cleared at the end of each day.
LUNCHTIME PRAISE	Praise	Use of verbal and non-verbal praise is given to the individual, group or whole class at all relevant opportunities, when dining or at play. Examples include praise being given to pupils who are being helpful, polite and setting a good example whilst dining or demonstrating excellent collaborative skills during team play or group activities, caring for peers or looking after equipment.
	Stickers	Used to reinforce expected behaviours during dining and play sessions.
WHOLE SCHOOL PRAISE	Celebration Assembly	Takes place every Friday afternoon at 1.10pm (Years R-3) and 2.45pm (Years 4-6). Children are chosen for this weekly CARE Award because they have exemplified the school's values of being caring, aspirational, responsible or striving for excellence. One pupil from each class will be awarded a certificate in front of their phase peers. Teachers must prepare for the celebration assembly by choosing a child to be awarded and submitting the child's name and reason for the award by Wednesday of each week. Teachers should keep a record of which children have received this award.

Positive Behaviour Approaches

To promote the positive behaviours of all children, a range of approaches are used to encourage the appropriate words and actions of an individual; therefore, impacting more positively upon relationships between peers and with adults.

The approaches that we use are:

Descriptive Praise

Descriptive Praise is a way of giving a child appreciation and approval, so that they are motivated and willing to co-operate. It is about noticing and mentioning all the 'okay' things that an individual is doing, to reinforce or encourage the behaviour that you want to see.

The adult gives praise for their effort, attitude and/or strategies used, pointing out the qualities shown.

Descriptive Praise examples:



Language Strategies

Positive language choices are used, to result in a more positive outcome.

Examples of language strategies used:

- Engage attention before communication – Use the pupil's name before giving an instruction.
- Avoid Negatives – state what you want e.g. 'Walk' rather than 'don't run'.
- Allow processing time.
- Use holding messages – step by step information or requests
- Restricted choices – best choice last
- Presupposition e.g. 'Thank you for...'
- Be specific about praise – identify what the praise is for
- Use descriptive praise instead of superlatives like 'excellent, brilliant'
- Comments, not questions
- Paraphrase, clarify understanding
- Model language – how to respond
- Saying 'yes' but meaning 'no' e.g. 'Yes, after...' "That's a great idea for a day when we have more time."
- When & then e.g., When we have finished this sentence, then you can have a break.

(See Appendix 2 for additional strategies to encourage positive behaviours)

Restorative Practice Guidance

Restorative means having the ability to restore health, strength and / or well-being. The aim of restorative practice is to develop community and to manage conflict by building and maintaining relationships that are respectful and empowering. The goal is to place value on repairing relationships that have been injured.

Restorative practice is the consistent approach adults take when dealing with any incident. In a restorative community, children are given responsibility for decision-making on incidents that affect their lives, their learning and their experiences of school. It allows individuals who may have committed harm to take full responsibility for their behaviour by addressing the individual/s affected by the behaviour. Doing this requires understanding and acknowledgement, that the behaviour was harmful to others, which in turn, allows discussions around necessary changes to avoid such harm in the future. Restorative conversations/meetings can take place between 'child to child', 'child to adult', 'adult to child' and 'adult' to 'adult'.

Six Restorative Questions:

1. What happened?
2. What were you thinking about at the time?
3. Who has been affected by your actions?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?

Emotion Coaching

At Queen Victoria, Emotion Coaching is used as a strategy to help pupils manage their feelings and behaviour effectively. Emotion coaching enables children and young people to manage their own behaviour by helping them to understand the different emotions they experience, why they occur, and how to handle them. It is a style of coaching that demonstrates high empathy and high guidance.

A practical three-step approach is used for dealing with behaviour in the moment:

Step 1:

- > **Recognising, empathising, validating their feelings and labelling them**
- > **Communicating that their feelings are okay and that you understand how they feel**

This step:

- Recognises all emotions as being natural and normal, and not a matter of choice
- Takes on the child's perspective and reflects calm and empathic feelings back to the child
- Uses words to reflect back the emotion and help them to label the emotion. At times, the adult may need to identify the emotion for them!

Step 2:

- > **Setting limits on the behaviour**

This step:

- Gives an opportunity for teaching and co-learning
- States the boundary limits of acceptable behaviour
- Makes it clear that some behaviours cannot be accepted

Step 3:

- > **Problem solving with the child or young person about how they can move forwards, when the child is calm**

This step:

When the child is calm, explore the feelings that gave rise to the problem:

- **Managing our feelings by making choices about how we respond**
- **Scaffolding alternative ideas and actions that could lead to more appropriate and productive outcomes**
- **Empowering the child or young person to believe that can overcome difficulties and manage their own feelings and behaviour**

Regulate to Educate

In order to help children to feel safe, school needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately by all adults, within the context of a safe and caring environment.

Our graduated response to behaviour gives a clear structure, with consistent routines, expectations and responses. It also incorporates a restorative approach to supporting individuals with their own behaviour management.

Graduated response behaviour system

STAGE	EXAMPLES OF BEHAVIOUR	POSSIBLE SANCTIONS	NEXT STEPS FOR STAFF
1	<ul style="list-style-type: none"> Swinging/balancing on chair Interrupting/calling out Not being on task Ignoring instructions Running inside the school building Silly noises Pushing in line Rough play at playtime/lunchtime 	<p>Reminder</p> <p>Gentle encouragement in the right direction:</p> <ul style="list-style-type: none"> Quiet reminder Verbal warnings Non-verbal signals Change of seating <p>Logical and natural solutions, for example:</p> <p><i>'If you chose to make a mess you will clear it up'</i></p> <p><i>'If you persistently talk, you will be seated away from each other'</i></p>	<p>Class teacher to respond to all Stage 1 behaviours.</p> <p>In-class behaviour strategies to be used to support with stage 1 behaviours.</p> <p>Praising good behaviour of others, so it has a positive effect on those making the wrong choice.</p> <p>Class teacher to reflect on what else can be put in place to avoid this happening in the future.</p>
2	<p>Persistent and sustained Stage 1 Behaviour or:</p> <ul style="list-style-type: none"> Rudeness (being cheeky or crude) Swearing Disrupting the class affecting other pupil's learning Inappropriate remarks to other pupils Minor challenges to authority (refusal to comply) Damaging property (belonging to a school or a pupil) Leaving class without permission Harmful/offensive name calling Throwing objects with intent to harm Continuous rough play at breaktime/lunchtime Repeated unkind/hurtful incidents at 	<p>Thinking Time at Breaktime or Lunchtime with the adult who gave the sanction – classteacher of other staff member.</p> <p>(Maximum of 5 mins)</p> <p>Being parked in another classroom with work provided.</p> <p><i>*Pre-planned agreement of alternative class to be used</i></p> <p>(Up to a maximum of 15 mins)</p> <p>Phone call to be made by classteacher to parent/carer.</p>	<p>Class teacher to inform parent/carer of persistent Stage 1 behaviours or Stage 2 behaviours.</p> <p>SEMH ITP to be created and put in place by classteacher and Behaviour Lead.</p> <p>Incidents to be recorded ON CPOMS</p> <p>Lunchtime incidents to be recorded in lunchtime book.</p> <p>Class teacher to review provision in place and see if further intervention or</p>

	<p>breaktime/ playtime</p> <ul style="list-style-type: none"> Targeted behaviour towards the same child repeatedly 		<p>resources are needed, seeking advice from Senior Leader (Behaviour Lead or SENCO – as appropriate) if required.</p> <p>Class teacher to support pupils learning and behaviour needs.</p>
3	<p>Persistent and sustained Stage 2 behaviour or:</p> <ul style="list-style-type: none"> Persistent swearing Intentionally harming someone so they need medical help Continued challenge to authority Stealing Repeated refusal to do a set task Highly offensive remarks to children 	<p>Pupil sent to a senior leader.</p> <p>Being parked in an alternative designated classroom for up to 1 hour, at the discretion of the SLT.</p> <p>Restorative time with a senior leader at breaktime and/or lunchtime.</p> <p>Parent meeting with classteacher and Phase Leader.</p>	<p>Behaviour to be reported on CPOMS by classteacher, with SLT member to add further actions.</p> <p>Individual Behaviour Plan (IBP) and Pupil Profile to be created by class teacher and Behaviour Lead. If required a Positive Coping Plan and Risk Assessment to also be implemented.</p> <p>IBP to be shared with the pupil's parents and reviewed termly.</p> <p>If incidents of Stage 3 behaviours are repeated, class teacher to complete ABCC chart (see Appendix 4) to identify triggers, to support referral to Inclusive Pathways.</p>
4	<p>Persistent Stage 3 behaviour or:</p> <ul style="list-style-type: none"> Bullying Fighting Racist/homophobic comments Serious challenge to authority Attempts to leave the school premises 	<p>Investigation of incident to take place</p> <p>Pupil to be sent to a Senior Leader.</p> <p>Meeting scheduled with parents</p>	<p>Situation to be monitored by teacher and Senior Leader.</p> <p>IBP and Pupil Profile to be continued as in Stage 3, with a Positive</p>

		<p>Loss of playtimes/lunchtimes time with Senior Leader</p> <p>Restorative time with a senior leader.</p> <p>Suspension to be given as a very last resort.</p>	<p>Coping Plan and Risk Assessment to be implemented, if not already in place.</p> <p>Inclusive Pathways/ alternative appropriate external agency support to be sought to provide additional guidance.</p> <p>Early Help support offered.</p>
5	<p>Persistent stage 4 behaviour or</p> <ul style="list-style-type: none"> ▪ Persistent verbal abuse to a member of staff ▪ Intentional physical abuse to any member of staff or pupil ▪ Malicious physical assault on another pupil or member of staff <p>Where allowing the pupil to remain in school would seriously harm the education, welfare or safety of staff and other pupils.</p>	<p>Suspension to be given</p> <p>Governor Disciplinary Board convened for Permanent Exclusion from school</p>	<p>Situation to be monitored by class teacher and Senior Leaders, including the Headteacher.</p> <p>IBP's to be continued as in stage 4, to be reviewed half termly.</p> <p>Inclusive Pathways/ alternative appropriate external agency involvement, with potential alternative provision if applicable.</p> <p>Early Help support offered.</p> <p>Reduced timetable, dependent upon reason for behaviours.</p>

All the above sanctions are implemented at the discretion of the Headteacher, with a child's needs being fully considered when sanctions are applied. Only the Headteacher has the right to suspend or permanently exclude a child for a serious breach of the Behaviour Policy.

Restorative Approach

At Queen Victoria School, we understand that feelings and emotions can drive certain behaviours. Staff are aware that a small number of pupils may 'act out' and externalise their emotions with disruptive and challenging behaviours, while others may be more passive and present as withdrawn, anxious or disengaged. Both groups of pupils are communicating via their behaviour and need appropriate support.

Our restorative approach allows the use of initial intervention strategies to support the children in the management of their own behaviour.

All children have the opportunity to make the right choice, with support from adults through reminders. For a majority of our children this gentle reminder is all that is required for a child to address their behaviour choice and continue to demonstrate the following of our three Golden rules. However, on some occasions, adults will need to progress to the use of restorative strategies for dealing with distressed or disruptive behaviour in a calm and consistent manner.

Children are held responsible for their behaviour through restorative conversations. This approach is about building and maintaining relationships that are respectful and empowering. This is central to providing effective support for emotional well-being and positive behaviour for learning.

<u>Stage 1</u>	Reminder: Teachers and support staff use a range of behaviour management strategies to manage low level disruption, in an aim to refocus the child on their learning: non-verbal and verbal prompts are used as a gentle encouragement / a 'nudge' in the right direction to make the right choice. Golden Rules are related to when required.
<u>Stage 2:</u>	Stage 1 Caution: If after a Stage 1 reminder the child has not corrected their behaviour, a quick and clear verbal caution, relating to a Golden Rule, will be quietly and assertively delivered with a clear awareness of a related sanction should they continue with the behaviour. The Caution microscript will be used for consistency: <u>Caution Microscript</u> I've noticed... I need you to... If you choose ...that would be great, as that shows (Golden Rule). If you choose not to you will have Thinking Time for 5 minutes at .../ be parked for 15 minutes in ... class Thank you for listening.

The adult will deliver an explanation of the sanction (either Thinking Time at breaktime or lunchtime or be instantly parked in an alternative classroom) which will be a *reasonable, measured and a proportionate response*. The adult will resist endless discussions around behaviour and walk away immediately after this script has been given.

Stage 2 Sanction (*including a persistent Stage 1 behaviour*):

The adult will reinforce every choice has a consequence, and will follow up on that consequence with a sanction. The Sanction microscript will be used for consistency:

Sanction Microscript

You have chosen to ... and that is not ... (Golden Rule)

As a result ...you will have Thinking Time for 5 minutes at .../ be parked for 15 minutes in ... class

Thank you for listening

The adult will deliver an explanation of the sanction (either Thinking Time at breaktime or lunchtime or be instantly parked in an alternative classroom) which will be a *reasonable, measured and a proportionate response*. The adult will resist endless discussions around behaviour and walk away immediately after this script has been given.

Reparation (*Restorative Conversation*):

This conversation between adult and child must take place following a sanction. Reparation questions will be used to facilitate this conversation, with a focus on positive behaviour and the repairing of trust. The Reparation microscript will be used for consistency:

Reparation Microscript

What happened?

What were you thinking about at the time?

Who has been affected by the actions?

How have they been affected?

What needs to be done now to make things right?

How can we do things differently in the future?

Thank you for listening.

If this meeting is unsuccessful, the adult is able to call on guidance from a senior leader who will support with this process.

<p>Stage 3:</p>	<p>Senior Leadership Action</p> <p>Once a behaviour has escalated and a pupil has been sent to a Senior Leader, the same conversation structure will be used when a sanction is given. A Sanction microscript will be used for consistency.</p> <p><u>Sanction Microscript</u></p> <p>You have chosen to ... and that is not ...(Golden Rule) As a result - you will (SLT Breaktime/Lunchtime Restorative Time) Thank you for listening</p> <hr/> <p>Reparation (Restorative Conversation):</p> <p>A Reparation conversation will be used by the Senior Leader, focussing upon on positive behaviour and the repairing of trust. The Reparation microscript will be used for consistency:</p> <p><u>Reparation Microscript</u></p> <p>What happened? What were you thinking about at the time? Who has been affected by the actions? How have they been affected? What needs to be done now to make things right? How can we do things differently in the future? Thank you for listening.</p>
<p>Stage 4:</p>	<p>Senior Leadership Action</p> <p>The same conversation structure will be used when a sanction is given. A Sanction microscript will be used for consistency.</p> <p><u>Sanction Microscript</u></p> <p>You have chosen to ... and that is not ...(Golden Rule) As a result - you will (SLT Breaktime/Lunchtime Restorative Time or as a last resort, suspension) Thank you for listening</p> <hr/> <p>Reparation (Restorative Conversation):</p> <p>If suspension is given, Reparation to be carried out on the same day if appropriate; if not, this can be incorporated on the child's return, during the reintegration period. A Reparation microscript will be used for consistency.</p> <p><u>Reparation Microscript</u></p> <p>What happened?</p>

	<p>What were you thinking about at the time? Who has been affected by the actions? How have they been affected? What needs to be done now to make things right? How can we do things differently in the future? Thank you for listening.</p>
Stage 5:	<p>Senior Leadership Action</p> <p>The same conversation structure will be used when a sanction is given. A Sanction microscript will be used for consistency.</p> <p><u>Sanction Microscript</u> (to be incorporated into conversation regarding suspension)</p> <p>You have chosen to ... and that is not ... (Golden Rule) As a result - you will undertake a period of suspension for (no. of) days</p> <hr/> <p>Reparation (<i>Restorative Conversation</i>):</p> <p>Reparation to be carried out on the same day if appropriate; if not, this can be incorporated on the child's return, during the reintegration period.</p> <p><u>Reparation Microscript</u></p> <p>What happened? What were you thinking about at the time? Who has been affected by the actions? How have they been affected? What needs to be done now to make things right? How can we do things differently in the future? Thank you for listening.</p>

Children with additional needs

At Queen Victoria, we understand that a pupil's behaviour may be impacted by a special educational need or disability (SEND). When a behaviour incident arises involving a child with SEND, we consider it in relation to the pupil's SEND, although we do recognise that not every behavioural incident will be due to their need. Each decision will be made on an individual basis. When dealing with a behavioural issue from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties 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)
- Ensuring that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential (Department for Education 2015)

To meet these duties, the school will, as far as possible, anticipate likely behaviour triggers, and implement supportive intervention to prevent these from occurring. Any preventative measures will take into account the specific needs and requirements of the individual pupil, such as:

- Adjusting seating plans to allow a pupil with ADHD or ASD to be away from environmental distractions or individuals with visual or hearing impairments to be seated at the front of an environment
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit for long Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Use of breakout areas where pupils can regulate their emotions during a moment of sensory overload, such as the nurture room (The Nest)
- Training for staff in understanding conditions, such as autism

Possible adaptation of sanctions for pupils with SEND, when considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

If the answer to any of these questions is 'yes', then it would be unlawful to sanction the pupil for the behaviour. As a school we will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

For pupils with an Education, Health and Care Plan (EHCP):

- 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.

SEMH Support

Some children, at some point during their school life, will require support in managing their behaviour and emotions. The school has support staff who specialise in both pastoral needs and learning needs. These staff are on hand to support with distressed behaviours and emotional needs in times of crisis. Through the monitoring of these times of distress, via CPOMS, supportive strategies will be put in place if required.

Supportive strategies may include:

- SEMH programmes (1:1 or small group)
- Mindfulness, Relaxation & Sensory Breaks
- School-led Early Help Assessment
- Individual Plans (SEMH ITP, IBP and Positive Coping Plans)

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 such as Inclusive Pathways, the Behaviour Support Team and the Mental Health Support Team (Reflexions) and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Dealing with Serious Incidents

Confiscation of banned items

Using searching, screening and confiscation powers appropriately, as noted in the DFE guidance [Searching, screening and confiscation – advice for schools](#), is an important way to ensure pupil and staff welfare is protected; and helps establish an environment where everyone is safe and pupils can learn and thrive.

The Headteacher and any designated staff member have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item in their possession. Any searching of a pupil will be implemented in a consistent, proportionate and fair manner, with reasonable adjustment being made regarding the age or needs of the pupil. Any pupil being searched will be informed of how and why the search is taking place, giving them the opportunity to ask any questions.

At Queen Victoria Primary, the prohibited items list contains:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes/cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or cause personal injury to any person (including the pupil themselves), or damage to property

This list is not exhaustive list.

Any search carried out by an authorised member of staff will be recorded on the school's safeguarding reporting system (CPOMS) including whether or not an item has been found. This will allow for the identification of any possible risks and initiate a safeguarding response if required.

Parent/carers will be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as possible. They will be informed of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Child on Child Abuse

Following a reported child-on-child sexual violence or sexual harassment offline or online, Queen Victoria Primary follows the general safeguarding principles set out in Keeping Children Safe in Education 2023(DfE), particularly Part 5.

The Designated Safeguarding Lead (or deputy) will decide on the initial response, with each incident being considered on a case-by-case basis.

At Queen Victoria Primary, sexual violence and sexual harassment are never acceptable, and will not be tolerated; pupils whose behaviour falls below expectations will be sanctioned.

We will not accept and will never normalise sexually abusive language or behaviour by treating it as 'banter', as an inevitable fact of life or an expected part of growing up. We vigorously promote high standards of conduct between pupils and staff; consistently demonstrating and modelling manners, courtesy and respectful relationships.

Sexually inappropriate behaviour is assertively dealt with to prevent the behaviour potentially manifesting into more challenging, abusive and/or violent behaviour in the future. Abuse that occurs online or outside of the school will be treated equally seriously.

We believe that it is essential that all victims are listened to, reassured they will be supported, kept safe and are being taken seriously, regardless of how long it has taken them to come forward. It is crucial that a victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

At Queen Victoria Primary, pupils are aware that there is always a trusted adult that they can speak to, with a Designated Safeguarding Lead will contact support services, such as Children's Social Care and possibly the police if appropriate.

If any reports of sexual abuse or harassment are proven to be deliberately invented or malicious, then we will consider whether disciplinary action is appropriate.

As a school, if there is a need to challenge inappropriate language and behaviour between pupils, this will become a focus through assemblies and class discussion.

Use of Physical Intervention

At Queen Victoria Primary, there are very few occasions when it is necessary for staff within school to use physical intervention.

The Children Act 1989 makes clear that in any decision involving a child the paramount consideration must be the child's welfare. Paramount means it should be the first thing people think about and it should take precedence over all other considerations. For that reason, staff need to carefully consider what is in the **best interest** of the child, both in the short term and the longer term.

In exceptional circumstances, staff may need to act in the best interest of the child and the use of reasonable force may be required to achieve this. A member of staff needs to demonstrate that they have considered and attempted alternatives, such as a range of de-escalation strategies (see Appendix 4) and that not acting could result in greater harm. As a school, we acknowledge that physical interventions, which use varying degrees of reasonable force, are only a small part of a whole school setting approach to behaviour management.

The Education and Inspections Act 2006 gives examples of the types of circumstances in which use of reasonable force may be legally defensible.

- > self – injuring
- > Causing injury to other children, staff, parents, and visitors.
- > Causing significant damage to property

The paramount consideration is for staff to work in the best interests of the child.

Reasonable force will only be used when no other effective alternatives are available. Any force used must be 'reasonable and proportionate' to the situation. Reasonable adjustments need to be made for disabled children and those with Special Educational Needs. (The Children Act 1989)

The expectation is that staff act in good faith with the best intentions.

Refer to our **Physical Intervention Policy** for more information. For the purpose of recording any incidents of Physical Intervention see *Appendix 5 for **Significant Incident with Reasonable Force record***

Bullying

At Queen Victoria Primary, we believe everybody has a right to feel safe, valued and welcome. We recognise that bullying behaviours can happen in all settings and we are committed to ensuring that all pupils are equipped with the life skills to recognise and deal with it. We take all bullying incidents very seriously, including bullying behaviours between pupils, school staff and parents/carers.

Bullying is not tolerated at Queen Victoria Primary School

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:

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

Refer to our [Anti Bullying Policy](#) for more information.

Pupil Voice

Pupil voice in school means a commitment to listening to the views, wishes and experiences of all pupils. It means placing value on what children and young people tell school staff about their experiences.

At Queen Victoria, we want pupils to know how valued their views on what happens at school are and that their experiences and opinions are listened to and considered. Across the school year there will be regular opportunities for children to share their views on behaviour and relationships within school. Children will be able to do this in different ways, such as:

- Individual pupil surveys
- Class discussions
- Group meetings (year group, phase and groups with responsibilities, such as Attendance Ambassadors etc..)
- Whole school monitoring (curriculum and wider school experience)
- Informal discussions with pupils

Their views will be taken into consideration and will contribute towards changes being made that enhance their experience of school, making it a more positive one with improved outcomes for all, with better behaviour, stronger relationships across the whole-school community, a reduction in suspensions and improved attendance and attainment.

Pupil Transition

To ensure a smooth transition to the new academic year, pupils have transition sessions with their new teacher(s). It is during this time that behaviour expectations and systems within the new class are communicated to all pupils; the new class teacher will also practise and reinforce the importance of Relentless Routines.

If a pupil joins the school in-year, the behaviour expectations will form part of their induction.

To ensure the appropriate behavioural support is in place for those children who require it, information relating to pupil behaviour will be transferred to the new class teacher. Transition Handover meetings between teachers will focus upon behaviour, relationships and learning.

Information regarding behavioural needs will be shared with new settings, for those pupils transferring to other schools, including pupils transitioning to Year 7.

Training

We recognise that individuals with additional needs, social and emotional issues or are dealing with family problems, can at times demonstrate disruptive or distressing behaviours. If such needs are identified, we will do all we can to ensure that the staff receive training on managing these behaviours, as well as supporting the individual child.

Behaviour management forms part of our continued professional development; with the ongoing monitoring of behaviour indicating where future training is required, such as undertaking training on Emotion Coaching. Staff themselves will also identify their own areas for development and associated training needs, whether pertaining to the school behaviour system; their class, a group or an individual pupil's behaviour.

Training is provided by either: leaders within school, MHST staff, educational psychologists, the Behaviour Support Team or other specific external agencies, depending on the need. **SUSPENSION & EXCLUSION**

At Queen Victoria Primary, the decision to suspend or permanently exclude a child is not taken lightly. It is only after a serious incident or after a range of individual behaviour strategies have been exhausted, that suspensions and permanent exclusions will sometimes be necessary. This is to ensure that other pupils and teaching staff can work in safety and are respected.

When issuing a suspension or permanent exclusion, Queen Victoria Primary follows legislation, as stipulated in Suspension and Permanent Exclusion Guidance (DfE).

A school can give a suspension, where a pupil is temporarily removed from the school, for one or more fixed periods (a maximum of 45 days in one academic year). When a pupil is given a suspension for six days or longer, the school has a duty to arrange suitable full time education provision from and including the sixth school day of the suspension. Full time education must be provided from the first day of a suspension, for children in care.

During a suspension, pupils will have work set for them; this work will be marked when returned.

A suspension can also be given for specific parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day.

Schools must arrange reintegration meetings for all pupils following a suspension. Return to school cannot be delayed if a parent is unable or not willing to attend this meeting.

A permanent exclusion is when a pupil is no longer allowed to attend the school. The decision to exclude a pupil permanently is taken in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil themselves or other pupils or staff.

When a permanent exclusion is given, advice is sought, and guidance followed from Dudley's Local Authority Exclusion Team. Stour Vale Academy Trust and the Chair of Governors will be informed.

When a child is permanently excluded the Local Authority has a duty to find alternative arrangements for the permanently excluded child.

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

- Bullying
- Damage including vandalism and arson
- Offences related to drugs and alcohol
- Persistent disruptive behaviour
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Physical assault against a pupil
- Physical assault against an adult
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This is not an exhaustive list

A pupil's behaviour outside school can also be considered grounds for a suspension or permanent exclusion.

Reintegration meeting notes, including planned support and any related actions, are recorded on CPOMS.

Fixed penalty notices may be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first five days of a suspension or permanent exclusion.

Written information regarding this is given at the time of the exclusion, with the days that the child must not be present in a public place being identified.

Following a suspension, the pupil is reintegrated back into school, following an initial reintegration meeting; which is led by the headteacher or a designated senior leader. The child's parent is expected to attend the meeting; this is stipulated on the suspension letter that parent receives when the suspension is given. The meeting takes place at the beginning of the school day, on the day of the pupil's return.

A strategy to enable a pupil back from suspension to succeed, is discussed at the meeting.

The strategy offers the pupil a fresh start; helping them to understand the impact of their behaviour on themselves and others; fosters a renewed sense of belonging within the school community; and builds engagement with learning. The meeting also communicates to the pupil how they are valued, and how their previous behaviour should not be seen as an obstacle to future success. It is at this meeting that any required support or intervention is planned.

Attendance

As a school, we monitor absence on a daily basis and regularly analyse attendance data; scrutinising possible reasons for absence, including through communication with parent/carers. If there is a concern shared regarding behaviour, such as friendship, social and emotional issues or bullying, it is investigated and acted upon by a member of the School Leadership Team.

Monitoring & Review

- Senior Leaders, during whole school monitoring, to bring any behaviour management concerns, to the attention of the Deputy Headteacher with responsibility for behaviour, to enable appropriate action, such as support for the teacher and/or pupil
- Deputy Headteacher with responsibility for behaviour will analyse behavioural trends and individual pupil concerns within phases and across the whole school. Analysis to be shared with the Leadership Team, re. any required action
- Class teachers and supporting staff members will attend termly SEMH Review meetings regarding children with an SEMH ITP or IBP with the Deputy Headteacher who has a responsibility for Behaviour & Mental Health.
- If required, following monitoring, data analysis or class teacher request, the Deputy Headteacher (Behaviour & Mental Health) will carry out an assessment of need to enable support.

The Head Teacher, the Deputy Head Teacher with responsibility for behaviour; and the Governing Board, will review this Behaviour Policy annually.

Conclusion

This policy is based on the knowledge and understanding that relationships are complex and difficult at times. Being able to acknowledge this and develop the life skills to manage these relationships when they are difficult is what we are aiming for each individual in the school community to achieve.

Links with Other Policies

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Physical Intervention Policy
- SEND Policy
- Safeguarding Policy

GDPR – Personal Data

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website.

CLASS PRIVILEGES

Below is a list of possible privileges that can be used in class, this list is not exhaustive or exclusive. It can be used for daily or weekly privileges.

BEHAVIOUR STRATEGIES (*Additional strategies to support positive behaviour*)

Key Stage One	Key Stage Two
<ul style="list-style-type: none"> - Sit on a cushion - Having a teddy bear to hold/take home overnight - Choose a song to dance to - Choose a book to read - Work on special stationery - Have a special place mat in class - Choice of where they stand in the class line - Being allowed to work at the teacher's desk - Time to play with Lego or general construction materials - Be in the snack time fruit - Be the cloakroom monitor - Have a classroom plant to look after - Have some free time (e.g. with the sports equipment in a designated area) - Be a mini teacher, including having the opportunity to dress up - Being able to sit on the special chair (e.g. Rainbow chair/chair with a balloon) - Have a 'Privilege' card/ 'Access All Areas' card - Have the class 'Well Done' song performed for them 	<ul style="list-style-type: none"> - Be able to participate in an art activity - Being able to type up their class work - Lead the class line - Being given a badge or stickers - Choosing a game for the class to play - Work with younger children - Time to play with Lego - Be the teacher's Personal Assistant (P.A.) - Be first into dinner with a friend - Have free time to play outside with friends - Being given time to play with board games and complete puzzles - Having the choice of where to sit in class - Being allowed to sit next to a friend of their choosing - Being able to sit on a special chair - Sit on a cushion - Being able to spend time in the class Reading Corner - Have the opportunity for 'free time' - Teacher to send a postcard home to parent - Being given time to play with games and toys during breaktime /lunchtime

Behaviour strategies employed may include:

- Task specific counting e.g. 1 – stand behind your chairs, 2 –move to the carpet, 3 –sit down
- Waiting for silence when talking to the whole class. Developing strategies for silence e.g. rhythmic clapping, hands up, hand signal, etc...
- Non-verbal signals such as, 'the look', thumbs up, moving closer to the child, clicking fingers, waiting silently etc.
- Focusing on primary and not secondary behaviours such as, muttering, tutting or over exaggerated movements.

- Smiling as much as humanly possible.
- Deliberately ignoring is choosing not to attend to low-level distressed behaviour and simultaneously acknowledging children making the right choice. Otherwise, delivering an instruction or redirection before ignoring low-level distressed behaviour.
- Clear and explicit instructions – keeping it short and simple.
- Focusing on the positive using 'I need you to' rather than 'don't'.
- Asking 'What should you be doing now?' refocuses the brain.
- Giving the child the power of choice.
- Continually walking around the classroom, quietly offering encouraging words / a nudge in the right direction

DE-ESCALATION STRATEGIES

In a relatively small number of circumstances usual classroom discipline and behaviour plans may be insufficient and a different approach is needed to manage children and young people's behaviour in a way that keeps them, the other children in the class and school staff physically and emotionally safe. Underpinning the success of managing the diverse needs that will be present in each classroom is the skill of the teacher in intervening early to de-escalate situations calmly when they arise.

However, de-escalation is difficult, often the techniques go against our natural fight-or-flight reflexes. Remaining calm, professional and objective is not always easy and therefore it is a skill that will need to be practised in order to respond in a different way when a challenging situation occurs.

Reasoning with an angry child is not always possible, the aim of de-escalation is to reduce the level of agitation so that at an appropriate time discussion becomes an option and a better outcome can be achieved.

When to de-escalate

De-escalation techniques are most successful when used early, before the child or young person becomes physically challenging or dysregulated. To do this, it is necessary to be aware of and spot early signs of agitation such as:

- Balled fists;
- Fidgeting;
- Shaking;
- 'Eye-balling' another child;
- Head thrust forward;
- Clenched jaw;
- Speech becoming more rapid or high-pitched.

Non-verbal strategies

The large part of what we communicate is through body language, much is through the tone of our voice and there are estimates that just 7% is through the words that we use. It is useful to remember this when you are trying to de-escalate. Ensure you are modelling the behaviour you want the child to emulate, relaxed and open body language can be helpful.

Non-verbal techniques include the following.

- **Appear calm and self-assured.** Make sure you are not displaying the same signs of agitation that can be seen in the child, unclench your fists, do not hold eye contact for too long and avoid standing square to the child;
- **Maintain a neutral facial expression.** Even our eyebrows can indicate we are surprised or angry, and similarly our mouths can betray our emotions unwittingly. Another natural reaction we often have when under stress is to smirk or giggle, which must be controlled;
- **Allow space.** Entering a person's personal space can be useful to refocus on a task when the situation is calm, but when a child is agitated this can indicate aggression and escalate the situation. Staying some distance away will also help keep you safe should the child become physically aggressive;
- **Control your breathing.** When we are stressed, angry or tense, our breathing becomes more shallow and rapid. If we take deeper, slower breaths, this will not only help keep us calm, but the child will begin to match our own breathing pattern. It can sometimes help to match the child's breathing initially then gradually slow it down.

Verbal strategies

- **Lower your voice and keep your tone even.** It is hard to have an argument with someone who is not responding aggressively back to you;
- **Distraction and diversion are extremely useful.** When a child is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions. Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window;
- **Give choices,** repeat these using the broken-record technique if necessary, and do not get drawn into secondary behaviours such as arguing back, which are designed to distract or upset you;
- **Acknowledging the child's feelings** shows that you have listened to them, and can be crucial when diffusing a situation; for example, 'It must be really difficult for you ... thank you for letting me know';

- **Use words and phrases that de-escalate**, such as:
 - I wonder if...
 - Let's try...
 - It seems like...
 - Maybe we can...
- **Tell the child what you want them to do** rather than what you do not want them to do; for example, 'I want you to sit down' rather than 'stop arguing with me';
- **Give the child take-up time following any direction** and avoid backing them into a corner, either verbally or physically.

Things to avoid

- **Do not make threats or promises** you cannot carry through, such as threatening to exclude the child;
- **Do not be defensive or take it personally.** What is being said may seem insulting and directed at you, but this level of aggression is not really about you;
- **Do not use sarcasm or humiliate** the child.

Sometimes, no matter how carefully and skilfully you try to de-escalate a situation, it may still reach crisis point.

If required send for a colleague to support, or for 'a change of face', as this may be a positive intervention for the child.

After any outburst or incident, always make time to debrief, repair and rebuild the relationship, without this the relationship is likely to continue to deteriorate. Problem-solve the situation and teach new behaviours where needed.

Ensure any sanctions are appropriate to what has happened and remember that it is the certainty that behaviour is challenged that is important rather than the severity of what happens.

Resolving conflicts is one of the most important skills to model.

ABCC Chart

Date and Time	Antecedent	Behaviour	Consequences	Communicative Function
	<p>The context or setting in which the behaviour occurred.</p> <p>Events that led up to the behaviour and/or which immediately preceded the behaviour.</p>	<p>A precise, observable description of the behaviour.</p>	<p>What happened after the behaviour occurred? What was the response of others in the setting? Was a specific consequence delivered as a result of the behaviour?</p>	<p>What does you think was the communicative function of the behaviour? What was the child/young person trying to say?</p>

The ABCC Chart in More Detail

All ABCC charts record the core components of antecedents, behaviours and consequences.

<p>Antecedents</p> <p>Antecedents are the events that directly precede the observed behaviour and are also known as 'triggers'. They may include:</p> <ul style="list-style-type: none"> • Being asked to stop or start specific tasks or activities, e.g., task transition. • A particularly easy or difficult assignment/activity. • Independent work. • Group work. • Being told 'no'. • Loud noises or bright lighting. • A comment or action from another child. • Absence of attention (e.g., teacher diverted to another student, or peers working quietly and not looking at the child). • Being in 'free-play' (no instructions or guidance). • Praise. <p>It is also important to consider antecedents that are not immediate and include the wider environment. These 'slow' triggers are noted at the start of a recording session, and could include:</p> <ul style="list-style-type: none"> • Time of day (influencing hunger and energy levels/tiredness). • Medication. • Routine disruption. • Family events such as new sibling or bereavement. • Specific people/children being present. 	<p>Behaviour</p> <p>A precise, observable description of the behaviour demonstrated.</p>
<p>Consequences</p> <p>Consequences may serve to maintain, decrease or increase the frequency of behaviour depending on whether they are positive or negative. Typical consequences could include:</p> <ul style="list-style-type: none"> • Repeat of request by teacher or another adult. • Being given a choice. • Behaviour being ignored (no action). • Item or toy taken away/received. • Time-out/sent out of class. • Reprimand by teacher or other adult (negative attention). • Praise or reassurance from a teacher or other adult (positive attention). 	<p>Communicative Function</p> <p>Communicative functions refer to the purpose of gestural, vocal, and verbal acts intended to convey information to others. What was the child trying to say? Some communicative functions include:</p> <ul style="list-style-type: none"> • Commenting • Requesting • Protesting • Directing • Attention • Showing • Rejecting

SIGNIFICANT INCIDENT WITH REASONABLE FORCE RECORD

Name of the person completing this record	
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Incident Date:	Time:	Location:
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Name of the child concerned	Age:
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Name of the person using the measure	
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Names of any other people present	
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Details of the behaviour leading to the use of the measure <i>(what the child was doing/saying)</i>	
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Details of any methods used to avoid the need for the use of the measure <i>(what you did – what you said – what you tried)</i> <i>(Tick as appropriate)</i>	Humour	Verbal Advice & Support	Patience
	Distraction	Firm & Clear Directions	Negotiation
	Diversion	Contingent Touch	Swap Adult
	Reassurance	Withdrawal Offered	Limited Choices
	Calm Talking	Withdrawal Directed	Calm Stance
	Success Reminders	Planned Ignoring	
	Reminders About Consequences		

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Why was the measure necessary? <i>Describe your dynamic risk assessment, and why you believed that the measure you chose was in the best interest of the child.</i> <i>(Tick as appropriate)</i>
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Risk to Self		Risk to Others	
Risk to Safe Physical Environment		Risk to Safe Psychological Environment	
Prevention of Psychological Distress		Prevention of Physical Harm	
Prevention of Criminal Offence		Temporary Loss of Competence or Capacity	

Confirmation that the person authorised to make the official record, has spoken to the child concerned and the person using the measure about the use of the measure.

Attached statements: *(including the view of the child, of any other people present and any other additional comments)*

Name and signature of the person authorised to complete this record:

Name, signature and designation of person monitoring the record:

Date checked:

Once completed, this record must be attached to the related incident on CPOMS

LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on guidance from the Department of Education (DfE) on:

- [Behaviour in schools \(September 2022\)](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement \(Sept 2023\)](#)
- [Searching, screening and confiscation – advice for schools](#)
- [Use of reasonable force – advice for headteachers, staff and governing bodies](#)
- [Mental health and behaviour in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability 0-25 years code of practice.](#)
- [School Inspection Handbook \(grade descriptors evaluating behaviour and attitudes\) September 2023](#)
- [Keeping Children Safe in Education](#)
- [Working together to safeguard children- guidance](#)
- [Respectful School Communities Self Review and Signposting Tool](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people 2020](#)
- [When to call the police \(NPCC Guidance\)](#)

Legislative Links:

- [Equality Act 2010 and schools](#)
- [Children and Families Act 2014 \(sections 42 & 66\)](#)
- Sections 88-94 of the [Education and Inspections Act 2006](#) (sections 88 – 94) which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property