



The Alderton Junior School

Relationships and Behaviour Policy

Adopted by Governors: November 2025

To be reviewed: November 2027

Date: 20/11/2027



Our aims and vision for behaviour

“The Alderton Family: Belong, Aspire, Achieve. Securing Strong Futures Together.”

The Alderton Junior School vision is to provide an exceptional education that is inclusive and challenging for all learners and provides wider opportunities for all.

We aim to equip our children with the aspirations, knowledge, and skills for a successful future through:

- An uncompromising ambition for our pupils through a rich, broad and stimulating curriculum and high-quality teaching and learning, that opens minds, motivates, challenges and excites life-long learners
- A safe, nurturing environment that develops the whole child, working in partnership with families and others, so that each individual has high self-esteem, good mental health, and strong foundations for the next stage in their education.
- A commitment to ensuring continuous, life-long learning for all is at the heart of all activities, where opportunity is provided to develop talents, skills and make a difference.
- A responsive, progressive, and proactive approach to education that is forward-thinking and outward-looking.

At The Alderton Junior School, we believe children learn best when they feel safe, supported, valued, and challenged. At The Alderton Infant and Junior Schools, behaviour is understood neuro-scientifically as a communication of unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour. We expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life and beyond.

We expect the highest standards of behaviour for learning and in social situations and have designed our approach to managing and supporting behaviour using positive reinforcement strategies. We understand the importance of ‘feeling safe’ in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

1. Positive Behaviour

Positive behaviour at The Alderton Junior School means:

- Ensuring all members of our school community feel that they belong as part of The Alderton Family.
- Ensuring all members of the school community show mutual respect, compassion, and kindness to one another.
- Ensuring school ‘expected behaviours’ are understood and modelled by all members of the school community- this relates to learning behaviour within the classroom, moving



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around school, in the playground and off the school site. All consequences are discussed in the framework of restorative practice.

- Ensuring that all members of the school community understand the power of 'hope', when supporting each other, particularly when supporting individuals who may find difficulty in regulating their behaviour and managing behaviour expectations.
- Our school has embraced the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice and ensures all staff are trained effectively to ensure that they understand Adverse Childhood Experiences and the impact they can have, the stress response and the power and importance of developing positive relationships with young people.

“The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change, and the most powerful therapy is human love.” Dr Bruce Perry.

As part of our curriculum, we aim to develop skills of:

- Resilience (Feeling: Perseverance, Managing Distractions, Regulation, Absorption in learning)
- Resourcefulness (Thinking: Questioning, Making Links, Imagining, Reasoning, Capitalising)
- Reflectiveness (Managing: Planning, Revising, Distilling, Meta-Learning)
- Reciprocity (Relating: Imitation, Empathy and Listening, Collaboration, Interdependence)

Whole School Rights and Responsibilities

We have three key rights and responsibilities in school which are the basis for our policy:

- We all have the right to be safe, and the responsibility to ensure we act in a safe manner towards ourselves and others.
- We all have the right to learn or teach and have the responsibility to act in a manner that promotes and does not hinder the learning/ teaching of others.
- We have the right to be respected, shown compassion and kindness and the responsibility to ensure we show others respect, compassion, and kindness.

Within each classroom as part of our curriculum and transition process, the whole school rights and responsibilities are discussed, and a 'Class Charter' is created which all adults and pupils sign to create mutual ownership. These are reviewed and discussed regularly throughout the academic year.

How we develop and promote positive behaviour:

The development of key adult pupil relationships is of paramount importance. We ensure relationships with pupils in school are safe, stable, and nurturing.

We use a 'Stepped Approach' to promote and maintain positive behaviour. This begins with 'Green' - this is the expected school behaviour and directly links with our rights and



responsibilities. This is supported by 'Green Interventions', which are used to promote 'Green behaviours'.

'Green Interventions' are based on research into building positive relationships and developing the six core strengths of healthy child development by Dr Bruce Perry. We see every interaction as an intervention. All adults develop positive relationships with pupils, take an active interest in their lives and create a nurturing environment to ensure success.

The following are some of the 'Green Interventions' used to promote Green behaviours and build positive relationships:

- Beginning the day positively, with a positive comment, quote, or discussion
- Greet children and parents outside at the start and end of the school day.
- Greet each student as they walk in and make eye contact- greeting them with phrases such as 'It is really good to see you' or noticing something new or special i.e. 'I love your new lunchbox; I know you really love Spiderman!'
- Provide pupils with appropriate physical touch for positive recognition such as an encouraging pat on the shoulder, a friendly handshake, a high 5 or a fist bump which enhance positive feelings for school as they convey warmth and empathy. (NB: We recognise that not all children are comfortable with this approach and therefore this must be used sensitively.)
- Notice positive aspects about pupils, especially when they are finding learning or showing green behaviour particularly challenging. Every child should be recognized for skills and talents, for example, teachers may simply say something like: 'I noticed that you really like drawing. What do you really like to draw?' or 'I heard you had a great football match and you played really well.' Teachers ensure that this positivity is something personal to the child, not an aspect of their work.
- Ensure children have responsibility for making decisions when appropriate; this is fostered by a specific language of choice.
- Giving children specific times in the day where issues can be discussed with them so that they have dedicated time and where good listening and empathy is modelled.
- Providing pupils with key responsibilities such as helping in a monitor role, looking after plants or something small belonging to the teacher e.g., a pen.
- Using keeping in mind statements: 'I thought of you when... I know you really enjoyed/liked...'
- Responding empathetically to any questions, worries or concerns.
- Giving specific praise or encouragement

Staff may also use specific questions or phrases to support green behaviours such as:

1. Asking questions to remind children of the agreed expectations before they do something e.g.
 - *Can someone remind me how we should line up for assembly?*
 - *Could someone tell me what you are going to do when you get back to your desks?*
2. Praise those who are behaving as expected e.g.
 - *I am pleased to see how quickly that group have started work.*



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- *Sarah, you have lined up very quietly and sensibly. Well done.*
 - *It is good to see you working so hard and helping each other whilst I am working with this group.*
3. Make a positive intervention with children who are not behaving as expected by going over to them and talking to them individually then praise them when they make a green behaviour choice e.g.
- *How are you getting on with this? The last time we approached this you were very successful.*
 - *Are there any questions that you are finding difficult?*
 - *See if you can finish the next two questions by the end of the lesson. I will come back in a few minutes and see how you've got on.*
 - *Using I WIN statements: I wonder if you might like to come and work with me on this. I imagine it can be difficult to attempt a new challenge, I would feel the same. I noticed the last time we did this that it was helpful when you had some examples.*
4. Use non-verbal communication e.g.
- *Mime writing or sitting down.*
 - *Use a questioning or disapproving look.*
5. Tactically ignore behaviour, combined with positive praise for those working within expectations e.g.
- *A child is calling out, you ignore him whilst saying 'Alan, thanks for putting your hand up. What do you want to say?'*
 - *A child is trying to distract Mary, so you say, 'Mary, I am really pleased with how carefully you are listening. Well done.'*
 - *One group are not working very well whilst another group is working very hard. You say to the hard-working group, 'I am really pleased to see how well that group are working. Keep it up.'*

Strategies to support Yellow stages:

When pupils receive a yellow warning, staff will respond with specific 'Yellow Interventions' to support pupils to make positive choices and return to Green.

These interventions are made as quietly and privately as possible to avoid drawing attention to these behaviours. Thus, we aim to always 'Give praise publicly – make corrections privately'. Yellow Interventions may be as follows:

1. Remind children of the agreed expectations e.g.
 - *What are our expectations for lining up?*
 - *Remember to put your hand up if you want to speak to the class.*
2. Emphasise the behaviour you expect e.g.
 - *Sit down quietly.*
 - *Use your classroom voice to discuss this with your partner.*
 - *Walk sensibly into the hall.*



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- *Quietly turn your chairs to face the board.*
3. Ask simple questions that make the child take responsibility for his/her behaviour, (remember to avoid why questions) e.g.
- *What should you be doing?*
 - *Where should you be working?*
 - *How should you be doing that?*

On these occasions, staff will provide pupils with two clear choices- a) discussing the behaviours that will ensure the pupil returns to Green, b) discussing what will take place if these behaviours continue. For example:

Give a warning and a choice followed by take up time e.g.

- *'I've asked you to sit down and finish your work sensibly. You have the choice to settle back to work and show green behaviour, or to continue this behaviour which will result in.... This is your choice.'* This can be further supported by positive green intervention phrases.

Additional strategies to support pupils to make positive choices can be found in the appendices.

Some of the occasions when choices are not appropriate include:

- A child is doing something dangerous or something that could lead to danger. The priority here is to take appropriate action to keep everyone safe.
- A child is hurting or has hurt someone. The priority here is to take appropriate action to keep everyone safe.
- A child is dysregulated and unable to hold a discussion, the priority here is to support the child to feel safe and to regulate. When this has been achieved, then an appropriate reparation conversation can be held with the child.

Pupils are expected to display behaviour that will not compromise on the rights of themselves, others or teaching staff. This is managed positively through our positive 'Stepped Approach'. The rewards, warnings and sanctions ladder are displayed in each classroom around the school.

The Ladder can be exemplified in the following table:

Step	Response
Gold	When a child goes above and beyond to show positive behaviours, show compassion and kindness, mutual respect and support for others or consistently shows the school values, often without adult direction, then they may move to gold and may remain there if they continue to exemplify these behaviours. Silver and Gold steps will return to green at the start of the new week. Children who achieve gold will have the same rewards as on silver, their



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	name entered into a special prize draw for the end of term special Achievement Assembly and will be invited to take part in a special reward at the end of term. Previous rewards have included a cinema afternoon. Children on gold will be celebrated every Friday during Celebration Assembly.
Silver	When a child is consistently showing positive behaviours in line with expectations, and displays our school values of Perseverance, Aspiration, Curiosity, Independence, Engagement and Resilience or displays compassion and kindness to others then they may move to silver. The child may remain on silver if they continue to exemplify these behaviours. A child who achieves silver has some additional Green Time on a Friday with a friend carrying out a chosen activity (choices will be provided by the teacher). Children on silver will be celebrated every Friday during Celebration Assembly.
Green	Every day is a fresh start. All children begin the day on green. This is supported by Green interventions to build positive relationships with all pupils and support transitions. Adults provide general and targeted praise, give compliments, smile, and encourage pupils. Children who have been on green all day or have successfully worked their way back from yellow or orange back to green, will achieve minutes towards Green Time on a Friday. Successive days on Green will allow for children to have up to 15 minutes of Green Time on a Friday afternoon carrying out fun activities as a class which could include playing games, carrying out creative activities and crafts, sports, additional technology time or even such things as a pyjama party. Each class will have a 'Working Towards' display as an incentive for Green Time. Children who have remained on Green all week will be celebrated at Friday Celebration Assembly.
Yellow	An individual may be presenting with behaviours that are not in line with expectations, usually low-level behaviours such as calling out, distracting others, getting out of their seat, they will be provided with a 'Yellow Intervention'- this would be a warning and a reminder of expected 'Green Behaviours'. Adults will encourage pupils in private, what the expected behaviours are and encourage the pupil to return to green, using language of choice. The adults will actively look for the individual displaying green behaviours and return them to green.
Orange	Following a yellow warning, if an individual continues to present behaviours not in line with expectations, then they may move to orange. This is a 'time out' where a child is encouraged to reflect on their behaviour and make a positive choice to return to green. We recognise that sometimes individuals need support to



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regulate, and this could be more easily achieved with a few minutes outside to regulate, in a space away from others or in another class. This will always be decided based on knowledge of the child and is designed to support them to regulate not to embarrass or make them feel distressed. At this stage, adults will remind pupils of the expected behaviour and encourage them to make a positive choice to return to green. This will be accompanied by phrases such as 'I know you are finding X difficult; I know that you can get back to green by showing me X. I am here to help you.' And using language of choice such as 'I know you can get back to green. Would you like to complete this work at the quiet table or with me? It is your choice.' Staff should actively look for the child making positive choices and move them progressively up the ladder- praising and encouraging. Ensure at least 15 minutes of sustained improvement before returning to green.

For some pupils, a 'Time In' with the child is more appropriate- this is time where the adult is with a trusted adult to strengthen connection, this is intended to allow the child to discuss strategies to regulate and repair the situation. For this we use the PACE model which includes using Playfulness, Acceptance, Curiosity and Empathy to strengthen relationships. (Matching, sharing, quality moments, remembering and celebration of life)

Red

Should a child continue to show behaviour not in line with expectations following yellow and orange interventions, they may be moved to red. This will be for behaviours that are unsafe, distracting to themselves or others or preventing the teacher from teaching. This will be an out of class time out, supported by language of choice. The child will be sent to their phase leader to complete their work or another member of the Senior Leadership Team. When the child is regulated and ready, a conversation, using emotion coaching, will be had to support the child to reflect and discuss how to repair the situation. Adults will remind the child of the expected behaviours; use I WIN statements or the de-escalation script to encourage discussion. Adults will model empathetic listening and support the child to understand the impact of this behaviour on others, themselves, and the choices to repair the situation such as an apology or 'giving back' in some way. A child who has been on red during the day, loses Green Time for that day, but will start the next day afresh on Green.

Blue

Following repeated disruptive behaviours, or a noticeable change in behaviour. Adults will begin carrying out a STAR analysis, consult with SLT or the Behaviour and Pastoral Support Manager to consider 'Why is this behaviour happening? When is this



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happening and why now?’ Staff may carry out additional assessments using a Boxall Profile, anxiety assessments, risk and protective factors or sensory checklists to identify possible root causes and plan appropriate support. A specific Personal Response Plan may be created with specific strategies based on observation and knowledge of the child, considering when the child is most often in their Window of Tolerance, and what contributes to the child being hyper or hypo aroused- to ensure specific strategies and language is used to support the child to be regulated and supported in school. This may be supported by additional interventions such as using the Zones of Regulation, or specific assessments such as relating to Attendance Difficulties, Anxiety or Self-Esteem. This plan will be shared with all staff and parents.

Additional notes:

- The Behaviour and Pastoral Support Manager, SENDco or Deputy Head Teacher will play an important role in supporting class teachers when a child is on red, as well as when a child receives gold. At a time suitable to teaching staff, pupils from the Phase who have achieved gold will be celebrated. Pupils will also be celebrated at Friday assemblies.
- When a child reaches red, class teachers should inform parents in a private place or by phone. Consequences should be discussed using the consequences log sheet and gain support from the parent to improve behaviour in school.
- When a child reaches red three times in close succession, the Behaviour and Support Manager or SENDCo will arrange a meeting with the teacher to discuss strategies further and may involve parents to discuss a plan of support.
- If a child’s behaviour is deemed very dangerous, extreme, or causing harm to themselves or others, then immediate referral to the Behaviour and Pastoral Support Manager, SENDco or Deputy or Head Teacher should be made. This should be for incidences that may/ are likely to result in internal or external exclusion. The Head Teacher should be informed and kept updated.
- Cover teachers will have an adapted behaviour approach to the ladder using Class Dojo or other agreed systems that are used often in the class. Cover teachers can use an agreed communication system to inform class teachers of excellent behaviour that deserves further recognition. Cover teachers should use the ladder system and strategies to manage behaviour not in line with expectations. Cover teachers may have their own specific rewards such as ‘Class of the Week’ to be shared at Celebration Assembly. This raises the profile of cover teachers as well as ensures consistency across the school.

Playground Rules

Within the playground and at lunch times, an adapted behaviour ladder is used by all staff. This involves using the same language that is used in and around school and providing time out with members of staff or inside under supervision to allow reflection and for pupils to regulate as needed. Some children who have been identified as needing additional support will be provided



with an adapted plan which may include specific adult support, interventions at lunch time or a timetable of activities to support regulation such as heavy work, responsibilities or music.

Detentions

As a school, we reserve the right to set detentions as appropriate sanctions if a child were to reach red on the behaviour ladder. Parental consent is not required for detentions. Pupils may be provided with break or lunchtime detentions as appropriate in accordance with the Stepped Approach, in these cases pupils will be given reasonable time to eat, drink and use the toilet.

Exclusions

The Headteacher and Governing Body follows the guidance within *“Exclusions from Schools, Academies and Pupil Referral Units”*, DfE, 2012, and the updated guidance *“Suspensions and Permanent Exclusions from maintained schools, academies and PRUs”* September 2023 when handling any decisions to exclude pupils.

The Headteacher (or Deputy Head in the Headteacher’s absence) will decide whether to suspend a pupil, for a fixed term or permanently exclude, considering all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. . When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher will apply the civil standard of proof, i.e., ‘on the balance of probabilities’ it is more likely than not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt.’ This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion. (Suspensions and Exclusions, 2023)

The Headteacher will consider to suspend a pupil for a fixed term for the following reasons:

- Behaviour that brings the reputation of the school or Trust into disrepute. This may be for behaviour that happens onsite, offsite whilst under supervision of school staff, outside of school or online.
- Behaviour where school property or the environment has been deliberately destroyed or defaced.
- Behaviour that puts the child, other pupils or staff at significant risk of harm.
- Defiance.
- Abusive or offensive behaviour or language towards other pupils, visitors or staff.
- Threatening behaviour.
- Bullying, homophobic, transphobic or racist incidents that have been deemed to be true on the balance of evidence and information available.

The Headteacher will consider permanent exclusion in response to a serious breach or breaches of the school’s behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others including other pupils or staff of the school.

Exclusions may be considered for the following:



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- Physical assault on a child
- Physical assault on an adult
- Verbal abuse or threatening behaviour against a child
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of a weapon or prohibited item that is prohibited by the behaviour policy (i.e. including but not limited to drugs including cigarettes, e-cigarettes/vapes, alcohol, pornography. In such circumstances the police may be informed)
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse against a disability

NB: This list is non-exhaustive and is intended to give examples rather than a definitive list.

The Headteacher has the right to rescind an exclusion prior to this going to the Governing Board. For suspensions or permanent exclusions, the Headteacher will inform the Local Education Authority as soon as possible after making the decision.

For further or more detailed information on policy and procedure around exclusion, the DfE guidance can be referred to online at www.gov.uk.

Equal Opportunities

We are responsible for the care of all pupils. This care for, and acceptance of, all children and families are expected regardless of ethnic or family background, gender or disability. Our school is a caring community in which behaviour is based on mutual respect and consideration of others. Our values, standards and attitudes are made clear to the children. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

The Alderton Junior school expects high standards of behaviour from all pupils, appropriate for their developmental level. We have procedures for managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline. It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of behaviour.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead by example, demonstrating high expectations of all pupils.

We monitor exclusions by gender, ethnicity, personal experience, and SEND status. Action is taken to address any disparities between different groups of pupils.

It is recognised that some pupils may have social and emotional difficulties or SEND which affects their ability to self-regulate, make positive choices and work in line with school expectations. We have the flexibility within our approach to provide specific and differentiated



support for pupils with these needs or whom have developmental trauma by identifying and incorporating new ways of responding helpfully and providing support (see blue section of Stepped Approach Ladder) For these pupils, or those with persistent and reoccurring patterns of challenging behaviour, a Personal Response Plan (PRP) will be devised with the class teacher, pupil and Behaviour and Pastoral Support Manager and may be shared with parents. This PRP is designed to recognise the challenges faced by the individual, reduce targets to simple goals which are achievable and measurable, and support the individual to make positive choices, have control over their learning and behaviour and work towards a positive goal. The PRP values the voice of the pupil and is a supportive measure to aid the pupil in being successful.

Behaviour Records

Serious behaviours are logged on the school secure Safeguard system. Actions taken following incidences will be recorded as an action on the Safeguard system, keeping a full chronology.

Behaviours that will be logged include:

- Defiance and unsafe behaviours
- Causing harm to another through unkind language or physical harm in person or online.
- Child on child abuse (harmful sexual behaviour)
- Racism
- Homophobic, transphobic or gender based abuse.
- Bullying

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism, and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Essex LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored, and dealt with in line with relevant school policies. Incidences of this nature will be discussed with parents and risk assessments will be written to support individuals as appropriate. Behaviours of this nature can sometimes be indicators of other Safeguarding concerns. The school will respond appropriately following relevant policies: Child Protection Policy, Anti-Bullying Policy, Child on Child Abuse policy.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment, and prejudice and are offered support in handling such matters.

Anti-Bullying

The Alderton Junior School takes part in the national anti-bullying week in November and teaches important messages regarding keeping oneself safe and being respectful of others through assemblies, poster competitions, discussions and PSHCE lessons in classrooms. The school also has Peer Mediators who have been interviewed and recruited by their peers and have received training in Anti-Bullying from the Diana Award. The school also has a separate *Anti-Bullying Policy*, which links closely with this *Behaviour Policy*- this can be located on the school website under the Policies tab.



Home-School Links

Each year, parents, staff, and children are asked to sign the 'Home-School Agreement'. This outlines the responsibility of home, school, and pupil in partnership to ensure behaviour is always of the highest standard. These are completed and kept on electronic google files upon admission.

Parents are always welcome in school and encouraged to take an active role in their child's education. Learning starts at home, and the role of the parent in developing, supporting, and disciplining a pupil is valued.

If a parent has a concern, there are several ways that the school can be contacted:

- Speaking directly with the child's class teacher
- Making an appointment through the school office
- By contacting the Behaviour and Pastoral Support Manager or Head of Learning Support directly
- In writing or via telephone

Class teachers may report on pupil behaviour directly to parents as and when necessary. These updates will often be celebratory in nature, sharing examples of excellent behaviour and learning. Less frequently, teachers may need to make parents aware of less positive behaviour and seek support from parents.

Teachers' Powers to Discipline

This section of the Policy has been developed following the guidance, *"Behaviour and Discipline in Schools – Advice for Headteachers and School Staff"*, Department for Education, January 2016. For further or more detailed information, this guidance can be referred to online at www.gov.uk. In accordance with Sections 90 and 91 of the Education and Inspections Act 2006, Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. The power to discipline applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as Teaching Assistants. It is only paid staff that can decide to provide an appropriate sanction to a pupil. The Headteacher may extend the power to discipline to adult volunteers, for example, to parents who have volunteered to help on a school trip.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on a school visit.

In certain circumstances, Teachers also have the power to discipline pupils for misbehaviour which occurs outside of school. Such circumstances might include when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform



- In some other way, identifiable as a pupil at the school
- Online

Or behaviour at any time, whether the conditions above apply that:

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

In such cases of behaviour, the Teacher can only discipline the pupil on school premises or while the pupil is under the charge of the member of staff.

Screening, Searching and Confiscation

This section of the Policy has been developed in accordance with „*Screening, Searching and Confiscation – advice for Headteachers, Staff and Governing Bodies*“ Department for Education, July 2022. For further or more detailed information, this guidance can be referred to online at www.gov.uk.

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise 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.

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- An article specified in regulations:
 - ❖ Tobacco and cigarette papers
 - ❖ Fireworks
 - ❖ Pornographic images
- Any article that the staff member reasonably suspects has been or is likely to be used to commit an offence, cause personal injury or damage to property of any person (including the pupil)

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

If school staff find weapons, knives and extreme or child pornography, this is immediately handed over to the Police. Stolen items should be handed over to the Police as soon as is reasonably practical. Fireworks, tobacco, and cigarette papers should be retained or disposed of and not returned to the pupil. Otherwise, it is the Head Teacher's decision as to if, and when, to return the item.



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School staff may access and use CCTV if appropriate and available to support the decision to conduct a search.

Staff conducting the search will ensure this is carried out in an appropriate location away from other pupils. The individual conducting the search should be the same gender as the pupil being searched; and there will be a witness (also a staff member) who, if possible, should be the same gender as the pupil being searched. There is a limited exception to this rule, whereby a member of staff can carry out a search of a pupil of the opposite gender without a witness present, if they reasonably believe that there is a risk that serious harm will be caused to a person if action is not taken immediately and where there is limited time available to locate an appropriate staff member or a witness to be present.

The school is not required to seek consent from a parent for a search, however the school will always work to maintain positive relationships with parents. The school will **always** inform a parent if a search has been conducted and whether a **prohibited item** has been confiscated as well as any action taken and sanctions applied. The school will consider whether it is necessary to inform parents of a search for any item banned by the school has taken place. The school will record the full details of the search as per the Government guidance 2022. Any complaints received from parents about screening and searching, will be dealt with through the school's normal complaints procedure.

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. In accordance with Section 94 of the Education and Inspections Act 2006, the law protects staff from liability for damage to, or loss of, any confiscated items, provided staff have acted lawfully. Staff in school should seek advice from the Deputy or Headteacher when an item has been confiscated, if there is any uncertainty about what to do with the item in question.

Use of Reasonable Force

This section of the Policy has been developed following the guidance, *Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies*, Department for Education, July 2013. For further or more detailed information, this guidance can be referred to online at www.gov.uk.

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension will not be an automatic response when a member of staff has been accused of using excessive force. The Headteacher will support staff when they use this power.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.



Staff in school will use force to control and restrain pupils when deemed necessary. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

School staff have the power to use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- restrain a pupil at risk of harming themselves or others through physical outbursts.
- prevent a pupil committing an offence.
- prevent a pupil from damaging property.

The Headteacher and Deputy Head Teacher may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items, as detailed in this Policy. Any use of reasonable force must be recorded by the member of staff and any witnesses present. Please refer to the School Restraint Policy. For pupils with a Special Educational Need or Disability, the school may make reasonable adjustments to its application of reasonable force, in accordance with its legal duty.

16. Use of Isolation

Pupils may be placed in a space away from other pupils for a limited period under adult supervision if it is deemed appropriate for that child. This will only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others.

If there is a pupil that is likely to need this level of intervention on a regular basis, then a Risk Reduction Plan will be put into place and parents will be consulted. Appropriate physical restraint training may also need to be undertaken to move the pupil safely. When a pupil is isolated away from others, time will be allowed for the pupil to eat, drink, and use the toilet.

Allegations of Abuse Against Staff/ Malicious Accusations Against Staff

All allegations of abuse will be taken seriously. The Head Teacher will consult the Local Area Designated Officer (LADO) for advice and act in accordance with such advice and Trust policies. The Chair of the Governing Board will be informed, and the allegation will be fully investigated as



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soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved will not be used as an automatic response when the allegation has been reported. The school and Trust disciplinary measures will be followed where the allegation is found by the Governing Board to be true.

Where the allegation made by a child or parent is found to be false, the Chair of the Governing Board will:

- Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties. E.g., The Police if the child is 10yrs old and above.
- Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied.

In the case of a parent, the Governing Board will seek a written apology in the first instance.

- Exclude a child who continues to make false allegations about staff.
- In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

Evaluation and review

The behaviour of children is continually monitored by senior staff and teachers throughout the year and there is liaison with feeder schools on transition.

This policy will be reviewed on a regular basis, with amendments approved by the Governing Body. Training needs are identified as turn-over of staff occurs, or as there is a need.



Appendix A

Practicalities, Rewards and Consequences

Please read this alongside the above notes and grid of behaviour stages. At Red Level, the following may take place:

- Involvement of a senior leader.
- Meetings/ discussions with parents (especially after 3 close incidents)
- Involvement of the Behaviour and Pastoral Support Manager and SENDCo (and outside agencies as appropriate)
- In extreme circumstances, internal or external exclusion from school. However, preventative measures should be in place to avoid such action, such as following the Behaviour Policy correctly and consistently, and adults being aware of their own influence in certain situations and their own anxieties and emotions.
- Consideration for outside influences such as safeguarding, changes in circumstances (e.g., bereavement) and SEND.

Effective Transitions

To avoid hijack of the reticular system which controls emotional 'fight or flight' responses (triggered from unsettling events at home, on the way to school, at play or lunch), pupils should be supported to settle through effective transitional interventions:

1. A soft start to the school day. (We do this from 8.45 to 9am.)
2. Appropriate music played at transition points throughout the day- this can be absolutely anything if it is changes at least weekly and is child appropriate.
3. A distractor used e.g., thunks, philosophy for children, artwork, interesting facts (See Staff Resources, Behaviour 2017, Resources) It is agreed that staff should share any resources in this folder which may be useful to all staff such as displays, language reminders/questions. Staff can use this alongside early morning activities and couple the time with discussion, sentence stems to reinforce speaking and listening skills.
4. Throughout the day, calming activities can be factored in at transitions e.g., yoga, meditation (mindfulness), Activate or the Daily Mile.
5. Transitions throughout lessons should be pacy and effective following practise of routines, clear expectations and occupying pupils with a specific task such as singing, counting, spelling.
6. Pupils should also be provided with ample time to complete work, be encouraged positively, and given time warnings before lessons end.
7. Routines for looking after the environment should be practised and reinforced such as using a 1-2-3 strategy, numbers under chairs, tasks/questions to line up etc.

Effective behaviour at the start of term



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To support the effective start to the year the following should be a focus for at least the first half term:

- The first few days of the school year should be dedicated to getting to know the pupils, building relationships, and setting expectations.
- A class charter should be created with pupil involvement and everyone who is part of the class (adults and pupils) should sign it/ fingerprint it.
- The Rights and Responsibilities from the Behaviour Policy should be displayed prominently above the ladder and referred to consistently.
- Language of choice and reflection should be displayed in the room, preferably near a time out space. This is where reflection sheets should be kept.
- Clear, whole school routines and expectations should be in place for using the toilet and accessing water fountains.
- The start of the year should practise key expectations through:
 - 1) Growth Mindset and school values lessons to set expectations for the class culture and respect for each other.
 - 2) Practising moving around school including in and out from play, walking up/downstairs, in and out of assembly. This should be done as much as is necessary until it is consistent.
 - 3) All staff will support one another by ensuring the Behaviour Policy is always followed i.e. moving around school is the same for ALL classes, behaviour in assembly is the same for ALL classes.
 - 4) All staff support one another by positively commenting on the behaviour of other classes- This alone makes a huge difference to how pupils behave around school.
 - 5) Mutual respect and development of manners should be developed by encouraging pupils to use good manners, hold doors open for others and greeting adults, visitors, and each other positively. Staff should always model this by smiling and greeting pupils, visitors and other staff.
 - 6) Staff consistently stand at the bottom of the stairs and in the corridors as pupils go out/ come in at transition points to manage pupil behaviour. Expectations must be the same for all pupils and all staff must contribute to this.
 - 7) In assemblies, staff should ensure pupils enter and sit down in silence. A raised hand and counting down silently will be used to gain and maintain attention. SLT will model to pupils their expectations and consistently ask for this every time by 'Show me how we sit'. Staff should support this by modelling this to pupils. No staff member should be engaged in a discussion with a pupil or other member of staff during assemblies or stand outside the assembly hall having loud discussions.
 - 8) At all times, shushing and loud admonishments should be avoided- staff should sit with specific children if necessary (e.g., LAs with SEND pupils) and remove pupils as needed. If



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pupils find assembly very challenging, as in the case with pupils who have sensory difficulties, they should not be expected to attend assembly and specific interventions/ personalised curriculums should be carried out at this time or an appropriate support programme should be in place in collaboration with the SENDCo to support pupils to be included in assemblies.

- 9) At break times, pupils line up and are collected by class teachers. At the end of lunch, pupils are given reminders by MDAs for the end of lunch and come back into school in the last 5 minutes. MDAs give pupils 10-minute end of play warnings to get a drink and go to the toilet- this should be consistently reinforced by all staff. Staff should be present to ensure pupils behave sensibly and get back to class immediately.



Appendix B: A TPP Relational Behaviour Model

TPP helps schools/settings to use a relational model to understand and support behaviour. The following table explains and guides schools/settings through this.

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who do not manage should be	understood and included.
Boundaries are to	keep everyone safe and to meet everyone's needs.
Rules should be	developed together and adapted where needed.
Consequences are	only used within a process of restore and repair.
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of knowledge



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The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need.
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.



Appendix C: Top Tips and Language to use to Manage Behaviour Positively and Effectively

From negative to positive phrasing:		
Negative Phrasing	Positive Phrasing	Difference?
Stop being silly. Be good. Don't throw the pen. Stop running. Do not talk to me like that! Calm down	Stand next to me. Put the pen on the table, thank you. Walk in the corridor. Switch the computer screen off. Walk with me to the library Stay seated in your chair	No judgements are made on behaviour, so pupil isn't labelled 'good' or 'bad'. Supportive of Growth Mindset Clear demands based on expectations. Use of thank you (expectation) rather than please (choice and plea) Removal of any personal agenda
Making use of choice:		
No Choice Get in here now! Get out! Do as you are told! Give it to me now!	Limited Choice Where shall we talk, in here or in the library? Put the pen on the table or in the box. I am making a drink, orange, or lemon? Are you going to sit on your own or in the group? Open Choice What do you want to do? Would you like to go inside?	Limited choice is most effective- the power remains with the class teacher however provides parameters for the child to feel they have some control over what happens to them. Often children who struggle have little control over their lives outside of school.
Using language to disempower the behaviour:		
Empowering the Behaviour: Come back here now!	Disempowering the Behaviour: You can listen from there.	Remains control with the adult No personal agenda



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You are not allowed in there.
Get down from there.
I do not want you in here-got to...
Do not you dare swear at me...
I will only let you use the computer if...

Come and find me when you come back.
Come back into the room when you are ready.

No labelling
Allows for an element of choice.
Calms the behaviour rather than escalates further

Examples:

Positive phrasing:

Come sit next to me for a story.

Limited choice: Would you like to sit on the chair or the bean bag?

Disempowering behaviours:

You can listen to the story from there.

Consequence: We will check you understand the story before going out to break time.

When behaviour is challenging staff should:

- Consider the language they use and their body language (stand sideways and slightly away, this is less intimidating)
- Complete a star analysis.
- Reflect on what could have been different to de-escalate and adjust future actions/ plan interventions. Was there a trigger point? How could this be avoided?
- Use a de-escalation script.
- Provide the child time and space to calm down, only then can restoration take place and the child become engaged in reflection and discussion regarding consequences and making things right.
- If in doubt, seek advice from another member of staff, the Phase Leader, SENDCo or Learning Mentor.

De-escalation Script:

(Name) I can see you are upset.

I am here to help.

Speak to me and I will listen.

Come with me and....

Restorative practises include:

Discussing what took place.

- Reflecting on the consequences of those actions and how others may have felt. (Include the others to share their thoughts and feelings as appropriate)



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- Stating or asking what may put things right- seek a meaningful apology (i.e., I apologise for..... in future I will.....)
- Agreeing an appropriate consequence and moving on.

Emotion Coaching:

1. Be aware of the child's emotion.
2. Recognise the child's expression of emotion as a perfect moment for developing connection and teaching.
3. Listen with empathy and validate the child's feelings.
4. Help the child to label their emotions with words.
5. Set limits when you are helping the child to solve problems or deal with upsetting situations appropriately.

Remember to always:

- Name the behaviour not label the child.
- Never use labelling language (bad, good, naughty)
- Remain calm and control your own emotions. Seek support if necessary.
- Seek to de-escalate and calm before discussing consequences.
- Make the area safe (this may mean evaluating other pupils as necessary)
- Seek to find and avoid triggers.
- Consider what external factors what might be at play- all behaviour is communication. We may see the presenting behaviours, but underlying causes may yet to be known.

**See also the TPP Co-Regulation Scripts and the structure of a sincere apology.*

Glossary of Terms:

Window of Tolerance is a term used to describe the zone of arousal in which a person is able to function most effectively. When people are within this zone, they are typically able to readily receive, process, and integrate information and otherwise respond to the demands of everyday life without much difficulty. This optimal window was first named as such by Dan Siegel.

Hypo arousal and Hyperarousal: Arousal refers to the level of stress and type of activity our central nervous system is under. It describes the way these reactions affect our physiological states, affective state, social function, and neurological function.

Hyper and hypo arousal are the two dysregulated states of the autonomic nervous system. These states are connected to the Fight-Flight-Freeze-Fawn/Fold response. "Fight & Flight" are states of hyperarousal, "Freeze" is a split response, and "Fawn/Fold" is a state of hypo arousal.

Hyperarousal is an extreme state of stress that is congruous with the Fight or Flight response and some aspects of Freeze. Our brain-body system is running on overdrive, and we are seeking out active ways to handle our situation. Hypo arousal is the opposite, our brain-body system is



running low, and we experience a level of a shutdown. This is connected to the fawn/fold responses.

Appendix D:

The Distress Management Plan

Adult Response Plan & Child Self-regulation Plan

Example: Differentiated

Adult Response Plan

	<u>How best to soothe:</u> Remind B (with photo) to use the safe space and take some time in a quiet place. Use the self-regulation script I can see you are feeling... and that is ok, take some time in your safe place (show visual) and I'll be ... when you want to come back. Once regulated, B will need support to clean up equipment if required.
	<u>How best to soothe:</u> Provide B with distraction. Provide B with legitimate movement breaks e.g., asking her to help you with a job. Offer B the pink bunny to look after. Show visual of safe place as a reminder to use it if she needs to Offer ear defenders. Offer pink bunny
	<u>How best to maintain:</u> Positive reinforcement e.g., catching B doing the right thing, praising positive social interaction with peers etc. Use visual timetable/mapping. Use of sand timer to prepare her for the ending of activities.

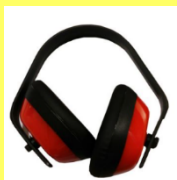
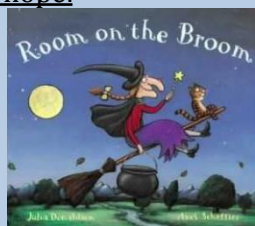


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How best to re-energise and give hope:

Give B opportunity to play in the outside area.
Offer B time with her happiness box.
Offer B time with the audio stories and songs.

Child's Self-regulation Plan

	<u>How best to soothe myself?</u>  
	<u>How best to</u>  <u>soothe myself?</u>  
	<u>How best to maintain:</u>    
	<u>How best to re-energise and give myself hope:</u>   



Adult Response Plan & Child Self-regulation Plan

Example: Primary

Adult Response Plan

Window of Tolerance What the child is like when regulated, calm and engaged? Positive attitude to start the day, happy and engaged. M will be engaged in learning for 5 minutes.	How best to support and maintain this and support regulation. Positive reinforcement, recognition system of positive behaviours, 3-minute brain break after 5 minutes of learning. Use of sand timer.
Dysregulated What are the first signs that things are becoming too stressful? M will refuse to engage, telling the adult "No I'm not doing this boring stuff".	Strategies to support and to co-regulate. Remind M how many leaves she has earned and how many minutes are left before a brain break. Lay the sand timer flat. Let M know you are there to help her. Offer M her happy box, a hug, or her windmill to help her breathe deeply.
Where does this stress behaviour lead to next? What are we trying to avoid?	
Hyperarousal M will scream and be rude to the adults. She will try to bite and hurt the people around her.	Interventions necessary to support, co-regulate and keep everyone safe Thinking button to be put on. Remind M to use the safe space for thinking time and adult to allow M time to think alone. Co-regulation script. Role model breathing deeply and let M know you care about her and will keep everyone safe. RPI to be used if unsafe behaviour continues as a last resort.



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Hypo arousal
M will be non-compliant; she
will want to be outside
running.

Interventions necessary to support, co-regulate and keep everyone safe
Give M time outside to run, play a game or read a book, offer to give M a hug.
Or play a game together. Give M the choice and set the timer for minutes.

Child's Self-regulation Plan

Stress Level	Strategy to Support
Red emotions Feeling afraid, angry, annoyed	How to best soothe myself Breathe deeply. Use my safe space. Use my words to let the adult know why and how I feel, if I am able to
Yellow emotions Feeling worried, disappointed, silly	How to best soothe myself. Hug my teddy. Blow my windmill to help me breathe deeply. Use my stress ball. Colour a picture. Ask for a hug.
My window of Tolerance Green emotions Calm, happy, proud	How best to maintain. Earn my leaves. Have brain breaks. Adults to notice me being positive. Use my sand timer



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Blue
emotions
Feeling sad,
low, sleepy

How best to re-energise and give myself hope.

Happy box

Play a game.

Time outside to run around.

Read a book.

I might need a hug