



Bearwood Primary School

Therapeutic Behaviour Policy

Policy last reviewed:	September 2021
Date of current review/adopted:	September 2023
Date of next review:	September 2025
STATUTORY POLICY	

HISTORY OF AMENDMENTS SINCE 2021 – SCHOOL OWNED POLICY		
	Date	Description
1	September 2021	
2	September 2023	Updated to reflect therapeutic thinking strategies.
3	May 2023	Update to information regarding exclusions.
4		

VISION STATEMENT

We aspire to be an outstanding, values-based school at the heart of our diverse community.

Striving for excellence, our focus is to enable our children to be resilient and independent learners whilst also considerate of others.

Through an all-encompassing curriculum, our children will achieve their highest potential and have a firm foundation on which to build successful and productive lives in an ever-changing world.

Aspire Succeed Excel

At Bearwood Primary School, we are committed to promoting high standards of behaviour and providing the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We firmly believe that establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.' EYFS September 2014

Our policy is underpinned by the principles of Therapeutic Thinking:

Therapeutic Thinking is an approach to behaviour that prioritises the prosocial (positive) feelings of everyone within the dynamic (any group of people brought together through choice, circumstance or obligation). This is based on the principle that: Negative experiences create negative feelings. Negative feelings create negative behaviour. Positive experiences create positive feelings.

We believe that our school should be a place where:

- Children and staff feel safe and secure and are happy and healthy.
- Learning takes place in a calm and supportive environment.
- Children foster a 'Growth Mindset' attitude to promote positive behaviour and learning.
- Staff recognise, promote and celebrate pro-social behaviours to encourage positive feelings and experiences for all pupils.

We are a values-based school and our core values underpin our strive for all pupils to know, understand and promote the three following rules:

1. Be kind
2. Be respectful
3. Be ready to learn

Parental involvement is valued and encouraged. We understand that communicating the school policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

Aims

- To ensure a consistent therapeutic approach to behaviour throughout school
- To create an environment which encourages and reinforces positive behaviour
- To promote the inseparable link between teaching, learning and behaviour
- To improve staff confidence and safety in applying a therapeutic approach within their class dynamic
- To promote self-esteem, self-discipline and positive relationships
- To promote consideration and respect of others within their environment
- To encourage the involvement of both home and school in the implementation of this policy
- To ensure that communication channels are clear and that relevant parties are informed when positive or negative behaviour occurs
- To ensure that all members of the school community are positive role models for others
- To ensure the safety and well-being of all members of the school community, within a caring and supportive environment

The Therapeutic Approach to Behaviour Management

High standards of behaviour are consistently expected. The school implements a therapeutic approach within a structured environment with clear expectations paired with an individualised graduated response when behaviour issues might be the result of an unmet educational, mental health need or vulnerability. Through our curriculum offer, we develop our children to have a high level of emotional agency. We consider what we can do to ensure pro-social behaviours, with carefully considered preventative and educational consequences where required. Our focus is to develop children's internal discipline.

Roles and Responsibilities

The governors are responsible for:

- Monitoring and evaluating the impact of this behaviour policy's effectiveness and holding leaders to account for its implementation.

The SLT are responsible for:

- Ensuring that the school environment encourages positive behaviour.
- Routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Ensuring that staff deal effectively with unsettled or antisocial behaviour.
- Monitoring that the policy is implemented by staff consistently with all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

- Ensuring that the data from the behaviour log (CPOMs) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Helping to create a positive behaviour culture in which pupils are encouraged to reflect the values of the school.
- Implementing the behaviour policy consistently.
- Using consistent and clear language when acknowledging positive behaviour and addressing misbehaviour.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils (see appendix 1).
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly on CPOMs.
- Challenging pupils to meet the school's expectations.
- Creating a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Ensuring PSHE and Circle Time activities are used regularly to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.
- Recording serious incidents on CPOMs on a daily basis, where a child's behaviour is deemed to have a serious effect on themselves and others.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

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

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards.
- The pastoral support that is available to them to help them meet the behaviour standards.
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

Types of Behaviour

Prosocial Behaviour

- This relates to behaviour which is positive, helpful, and intended to promote social acceptance.
- Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people.
- Behaviour which benefits other people or society.

Staff will praise and celebrate children showing our core values and other pro-social behaviours. We believe that acknowledging and responding to pro-social behaviour is essential to motivate further acts of pro-social behaviour.

Some examples of pro-social behaviour include: respecting others' property, sharing, listening, helping others, using polite manners, showing kindness, making an excellent effort with their learning, showing a growth mindset and treating themselves and others with respect.

Each class will draw up class rules at the start of the academic year and will continue to review the expectations with pupils frequently. The class rules will be up on display in the classroom. In order to celebrate success and pro-social behaviours, the staff are responsible for the rewards below:

- House points for pro-social behaviours (All staff)
- Verbal praise for showing our school values (All staff)
- Growth mindset certificates (All teachers)
- Verbal praise (All staff)

Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Examples of rewards may include:

- verbal praise;
- communicating praise to parents via phone call or written correspondence;
- certificates, prize ceremonies or special assemblies;

- positions of responsibility, such as role within the school or being entrusted with a particular decision or project; and
- whole-class or year group rewards

We believe all unsettled, antisocial and dangerous behaviours need time, patience and praise when the child is showing prosocial behaviour following any of these difficulties.

Examples of responses:

'Name, you are showing that you are listening to me, well done.'

'You are making a good effort with your learning.'

'Thank you for telling me how this made you feel.'

'Thank you for being honest with me and telling me the truth.'

'I can see that you are upset...your body language is showing me you are cross.'

'I can understand how that could be upsetting/annoying...'

Unsettled Behaviour

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Not doing as instructed, but not to the detriment of others. Staff should interpret unsettled behaviour as a communication of negative feelings, therefore differentiating or supporting to meet the needs of pupils.

This may include a child:

- Leaving their desk without permission
- Leaving the carpet during input/story without permission
- Refusing to complete the work set
- Choosing to do another activity than the one the class are doing
- Rocking on their chair
- Calling out/talking to a friend
- Not listening to instructions
- Playing/fiddling with equipment

All of these behaviours could be a sign of needing help, attention or that they are bored or impatient. Unsettled behaviour should be managed within the class. Where it is persistent, disruptive and therefore becomes antisocial, it can be managed within the team.

Responses to unsettled behaviour are outlined below, using scripted language to positively rephrase, limit choice or disempower the behaviour to facilitate a change in the behaviour. If unsettled behaviour becomes persistent, staff should:

- Use change of face with adults wherever possible
- Give the child time and space to change behaviours when they are calmer
- Use key phrases such as 'thank you' instead of 'please' to reinforce expectation

Example	Positive	Limited choice (repeat)	Disempowering
Refusal to complete the work set	Calm adult voice for a check-in: Do they understand the task? / How are they feeling? "I'm happy to help you when you are ready to learn."	"Would you like to do x or y?" "Are you starting your work with words or a picture?"	"If you continue to... then you are choosing to do this at breaktime."
Leaving the carpet / desk without permission	"I can see you may not be comfortable there, but stay seated until we have finished. Thank you." "Stay seated in your chair, thank you." "Who else can I see sitting well at their desk?"	"Are you going to sit on your own or with the group?"	"You can listen to the instructions / story from there."
Choosing to do another activity rather than the one the class is doing	"I can see you are choosing to read/draw now rather than join in. If you do this... first, then you can draw/read after that."	"You can choose to do this now or later."	"You can choose to do this later if you would like to when others are doing..."
Not listening to the instructions	"I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?" "Fantastic listening from (another child) I like the way you are staying still and listening so you can follow my instructions."	"You can choose to listen now or later."	"You can choose to have another go later."
Rocking on their chair	"Put the 4 chair legs on the floor. Thank you."	"Do you want to sit on the chair or the carpet?"	"We may need to practise how to sit on the chair safely before breaktime."
Playing / fiddling with equipment	"I can see you want to fiddle with the pen/rubber when we are listening – it may be distracting others." "Put the ruler/rubber/pen on the table."	"Put it on your table or give it to me. Thank you."	"We may need to practise learning without fiddling at breaktime."

Antisocial Behaviour

Antisocial behaviour is defined as behaviour that may cause harm to another individual, group or environment; this could be emotionally, mentally or with intent to cause harm. It is characterised as negative behaviour that falls outside the accepted norms and values of the community.

Antisocial behaviour may be a conscious or subconscious behaviour choice. They are defined as the following:

- Conscious behaviour – unwilling to moderate or self-regulate
- Subconscious behaviour – unable to moderate or self-regulate

All staff are responsible for addressing antisocial behaviour. Only very frequent and persistent antisocial behaviours will require SLT intervention. Responses to antisocial behaviour are outlined below, using scripted language to positively rephrase, limit choice or disempower the behaviour to facilitate a change in the behaviour. Educational consequences are also recorded.

Example	Positive	Limited choice (repeat)	Disempowering / Educational consequences
Continued interruptions	'I can see you are choosing not to listen at the moment, would you like me to explain again after the lesson?'	'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or?'	Ignore and speak later to individuals.
Aggressive shouting / calling out disruptively			Educational consequence - If the interruptions are 'valid' and the pupil is keen to get their point across, ensure they understand the 'rules' of conversation. If it is being done to disrupt others then use the phrasing and choices.
Answering back / mimicking	'I can see you know the answer but at the moment it is 's turn to share their thoughts.'		
Swearing	'I can see that you are not happy at the moment.'	'When you are ready we can talk here or in the library/office/classroom.'	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (ignore until ready).
Name calling	'I can see you are upset.'	'We will carry on when you are ready.'	Conversation and exploration 'Thank you for telling me/showing me how you are feeling – if you tell me more I can listen/help.'
Lying	'We can talk when you are ready.'	'We can talk when you are ready – who would you like to talk to, me or?' (repeat when calm)	
Refusal to carry out an adult's request	'I can see you are not ready to do this right now.' 'I can see something is wrong, if you want to talk I will listen – I am here to help.'	'Walk with me, to the library or the book corner.' (repeat)	Educational consequence – complete task at a later time.
Distracting and/or disrupting others' learning by shouting, banging, making noises	'I can see that you are not happy at the moment.'	'When you are ready we can talk here or in the library/office/classroom.'	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready). Educational consequence – completing tasks in own time.
Throwing small equipment	'Put the pencil down.' / 'Put the pen on the table. Thank you'	'You can pick them up now or later.'	Conversation and exploration about why this was happening.
Leaving the classroom without permission	'I understand how that could be upsetting / annoying. To make sure everyone is safe, shall we ____?'	'Come back into the room when you are ready and we can talk here or with Who would you like to talk to, me or?' 'When you are ready we can talk here or in the library/office/classroom.'	Educational consequence – identify early warning signs for needing to leave Creation of a 'safe space' in the classroom if staying in class is difficult
Stealing	'I can see that you have taken something that doesn't belong to you.'	'You can give it to me or put it in the box.' (repeat).	Educational consequence – research the real-world implications of stealing

Dangerous Behaviour

Dangerous behaviour is defined as behaviour that violates the rights of another person. It is characterised as behaviour that is likely to cause injury, harassment, alarm or distress or behaviour that causes harm to an individual, the community or to the environment. When a member of school staff becomes aware of dangerous behaviour, they should respond predictably, promptly, and assertively in accordance with this policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further

behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

Responses to dangerous behaviour are outlined below, using scripted language to positively rephrase, limit choice or disempower the behaviour. Educational and protective consequences are also recorded.

Example	Positive	Limited choice (repeat)	Disempowering / Educational and protective consequences
Leaving the school building <i>Seek SLT support</i>	'I am not chasing you. I'll be standing here to make sure you are safe. When you go to (adult) inside, we can solve the problem.'	'I can see there is something wrong. Do you want to come inside and talk to x or y?'	Conversation and exploration Possible limit to outside space
Leaving the premises <i>Seek SLT support</i>		'When you come in would you like to go to the carpet or your safe space?' (repeat)	Escorted in social situations/breaktimes Restricted off-site activities
Racist remark	Educational consequence – research the impact of racism and history Look at impact of racism in society and how police would react Protective consequence – removal of child from others		
Spitting (directly at another)	'Your actions have hurt me/child's name. Use your words and I will listen.'	'I can see there is something wrong. Do you want to come inside and talk to x or y? (If already inside the choice would be to come and talk to one of these adults and away from wherever they are now).'	Protective Consequences: Possible limit to outside space
Hair pulling			Escorted in social situations/breaktimes
Pushing aggressively			Restricted off-site activities Differentiated teaching space
Scratching			
Pinching			
Hitting			
Fighting			
Biting			Educational consequence – assist with repairs or plan the repairs
Damaging or throwing property <i>Seek SLT support</i>			

Staff can use the 'de-escalation process' (below) to support the child in calming down:

De-escalation script:

- Child's name
- I can see something has happened (acknowledge them)
- I am here to help (letting them know why you are here)
- Talk and I will listen (offer help)
- Come with me and..... (offer a 'get out'/distraction)

All staff are trained in the purposeful use of de-escalation and many are trained in Team Teach strategies to manage difficult behaviour. Such strategies include:

- Verbal advice and support
- Firm, clear directions
- Negotiation
- Limited choices

- Distraction
- Diversion
- Reassurance
- Planned ignoring
- Contingent touch
- Calm talking
- Calm stance
- Patience
- Withdrawal offered
- Withdrawal directed
- Swap adult
- Reminders about consequences
- Success reminders
- Humour

Reporting, Recording and Communication

Staff should report the following behaviour on CPOMs on the same day:

- repetitive unsettled behaviour
- all antisocial behaviour
- dangerous behaviour

On CPOMS, staff must correctly categorise the behaviour, for example: racist incident; homophobic incident.

SLT must be informed of all dangerous behaviour on the same day. Staff are expected to record all incidents and their responses or actions to the behaviour on CPOMS. Parents should be informed of all of the incidents listed above.

Acceptable forms of a consequence

Examples of possible consequences clearly communicated to and understood by pupils, staff, and parents may include:

- a verbal reprimand and reminder of the expectations of behaviour;
- a restorative conversation with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- use of separation spaces to allow the pupil to regain calm in a safe space
- a phone call with parents or carers
- limit to outside space
- escorted in social situations/breaktimes

Further inquiries may be made into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school and inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy. This may also include considering whether the support for behaviour management being provided remains appropriate.

Where a child has Special Educational Needs or a Disability (SEND), the above consequences may be modified and supplemented where appropriate. For example, school may put in place:

- a Predict and Prevent Plan (see appendix 1)
- an Individual Behaviour Plan (IBP)
- support from the school SENCO/Inclusion Lead
- support from external agencies

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. All children are expected to behave in a manner which does not threaten the health and safety of other children, staff or members of the general public. This includes the journey to and from school, anywhere off the school premises, on educational visits and the acceptable use of the internet, digital recording devices and mobile phones.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Schools have the power to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. Although the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

Pupils with Special Educational Needs and/or Disability (SEND)

We understand that some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having SEND, a graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided. Our duty under the Equality Act 2010 is to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Under the Children and Families Act 2014, we have a duty to use our 'best endeavours' to meet the needs of those with SEND and if a pupil has an Education, Health and Care plan, we must co-operate with the local authority and other bodies.

It is important to anticipate likely triggers of misbehaviour and put in place support to prevent these. Preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;

- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned. The school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil in accordance with the Equality Act 2010 and schools guidance. The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Bullying

Bullying of any kind is unacceptable at our school. If bullying does occur, anyone should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

All governors and staff should have an understanding of what bullying is and are expected to follow the school policy when bullying is reported. Pupils and parents and carers should be assured that they will be supported when bullying is reported.

What Is Bullying?

The school has adopted the definition used by the Anti-Bullying Alliance which is the repeated and intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be:

- Emotional for example: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical for example: pushing, kicking, hitting, punching or any use of violence
- Racist for example: racial taunts, graffiti, gestures
- Sexual for example: unwanted physical contact or sexually abusive comments
- Homophobic for example: because of, or focusing on the issue of sexuality
- Verbal for example: name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. People who are bullying need to learn different ways of behaving.

The whole school community has a responsibility to respond promptly and effectively to issues of bullying. Staff should be aware that bullying can occur inside and outside the classrooms and on and off school premises.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school;
- changes their usual routine;
- is unwilling to go to school;
- becomes withdrawn anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens self-harm or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- stops making progress in school;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or go missing;
- has unexplained cuts or bruises;
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what is wrong;
- is afraid to use the internet or mobile phone; or
- is nervous and jumpy when a text message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. However, it should be remembered that bullying does not always happen in school and could occur elsewhere.

Procedures

1. Children need to report all bullying incidents to staff who will then record the incidents on CPOMs as well as dealing with the incident in line with this policy.
2. Each entry will be followed up by the class teacher and brought to the attention of the Senior Leadership Team by talking to both or all of the children involved to ensure the matter has been fully investigated.
3. Parents should be informed and may be asked to meet to discuss the problem.
4. If necessary and appropriate, the school may seek external advice or support.
5. Actions should be put in place to stop the bullying quickly.
6. The bully/bullies will be helped to try and change their behaviour.

Outcomes

1. There will be clear consequences for the bully/bullies.
2. In serious cases, suspension or exclusion will be considered.
3. Where possible, the pupils will be reconciled.
4. After the incident / incidents have been investigated and dealt with, the situation will be monitored to ensure repeated bullying does not take place.

Searching, Screening and Confiscation

If a pupil is found to be in possession of a prohibited item listed below, then the staff member should alert the designated safeguarding lead (or deputy). 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.

The list of prohibited items includes:

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

Any searching of a pupil will be implemented consistently, proportionately and fairly, in line with the DFE 'Searching, Screening and Confiscation' guidance. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with this behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. Further information is outlined in the DFE guidance for schools.

Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Staff who have had the training should use Team Teach techniques. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

When reasonable force has been used, such incidents will be recorded on CPOMS and parents will be informed.

Child-on-child abuse

The school does not tolerate child-on-child abuse of any kind. Further information is outlined in our Keeping Children Safe in Education policy.

If we discover that bullying (including cyberbullying, prejudice-based and discriminatory bullying) or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Allegations of such abuse are recorded on CPOMS and the DSL and DDSLs are alerted immediately. All serious incidents will be recorded and dealt with by SLT, referring to the consequences set out in this policy.

Exclusion

One of the aims of our Therapeutic Behaviour Policy is to avoid the need to exclude children from school. Exclusion is a consequence that can be used for very dangerous behaviour. Excluding a child is always a last resort. Only the Headteacher can make the decision to exclude a child. There are two types of exclusion:

1. Fixed term exclusion
2. Permanent exclusion

If your child is excluded, you will receive a letter from the school outlining:

- the reasons for your child's exclusion
- the dates for which your child is excluded, or for permanent exclusion, the fact that it is permanent
- a parents' right, if you disagree with the exclusion, to make representations about the exclusion to the Governing Body by contacting the Chair of Governors
- where there is a legal requirement for the Governing Body to consider the exclusion, information on a parent's right to:
 - Attend a meeting
 - Be represented at this meeting
 - Bring a friend

Monitoring and review

The Headteacher and AHT (behaviour) monitor the implementation of this policy, including ensuring it is updated to reflect the needs and circumstances of the school.

This policy will be reviewed every 2 years.

Related policies

This policy should be read alongside the school's policies on:

- Safeguarding and Child Protection
- ICT and Internet Acceptable Use
- Data protection
- Mobile phone
- Online Safety

Information from the government

<https://www.gov.uk/school-behaviour-exclusions>

Help Organisations:

If parents are concerned about any behaviour, we hope that they will come and talk to the school first. However, these useful links can be used by parents or staff:

Advisory Centre for Education (ACE)

020 7354 8321

Children's Legal Centre

0845 345 4345

Parentline Plus

0808 800 2222

Youth Access

020 8772 9900

Family Lives

<https://www.familylives.org.uk/>

Kidscape

www.kidscape.org.uk

Appendix 1

Predict and Prevent Plan – (Name)

	Predict it (Staff/location/activity/peer/time)	Prevent it (Evidence of action)
Raised Anxiety	These items overwhelm [Name]:	Planned differentiation required to reduce anxiety: <ul style="list-style-type: none"> •
	These items run the risk of overwhelming [Name]: Using 'external discipline' e.g. <ul style="list-style-type: none"> • 	Monitoring needed: