Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Bentley High Street Primary School

Behaviour and Relationships Policy

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Academy personalisation required (in highlighted fields)	

Summary of Changes from Previous Version

Version	Date	Author	Summary of Updates
V1	June 2024	R Macleod	New Policy
V2	July 2025	R Austwick	Sections have been outdated to reflect the Trust behaviour strategy: Section 1- introduction added Section 2- aims added Section 4- positive regard added as part of culture Section 5- roles and responsibilities updated to include governance Section 7.3 prohibited items added Section 7.4 removal from classroom added Section 7.18 positive handling updated to include legal guidance Section 8. Bullying added Section 9. Child on child abuse added Section 10. SEND procedures added Section 12. Investigating incidents added Section 13. Investigating incidents including pupil searches added Appendix 6 and 6- investigating bullying forms added
V3	April 26	M Copestick	Updated to reflect new DFE guidance 'Use of reasonable force and restrictive interventions in schools' 2026 8.14 - updated guidance re 'seclusion' 8.17 - Positive handling updated to restrictive interventions. Reference added to requirement to advise parents/carers in writing 14.2 - reference made to pastoral support to be provided following significant incidents 19.1 - reference made to LGB members monitoring data of restrictive practices for pupils with protected characteristics (e.g. SEND) Appendix 1: 'Restrictive Intervention' replaces 'Team Teach' Added section for 'seclusion duration' Pupil and staff debrief added Appendix 2 added - Template letter following a restrictive intervention

Policy Reviewed: September 2025

Signed Chief Executive Officer: B.A. Nixon

Signed Chair of Directors: Pat Hogan

Policy to be reviewed in September 2026

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1. Our Ethos, Vision and Values

Every Child, Every Chance, Every Day!

- Pupils within our Trust will always be our main priority, with personalised learning as our starting point, making the challenges of 'Helping Children Achieve More' a reality.
- Every pupil will have the opportunities to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.
- The amount of time pupils spend in education is finite. We have a responsibility to ensure every moment a pupil/student is in an Exceed Learning Partnership Academy, must be spent productively. Once wasted, it is gone forever and cannot be given back.

At Exceed Learning Partnership our vision is to equip pupils/students with the knowledge, skills and mindset to thrive and then take on the world

Alongside our ethos is the fundamental culture of positive regard:
Unconditional positive regard, introduced by the psychologist Carl Rogers, means accepting and valuing a person without any conditions or limitations. This practice creates a supportive environment where students feel safe to express themselves and explore their feelings. In our Trust, this philosophy guides how staff interact with pupils and influences our approach to behaviour management.

Our staff demonstrate unconditional positive regard through their everyday interactions with pupils. They create a welcoming atmosphere, offering praise and encouragement regardless of a pupil's behaviour or academic achievements. This approach helps pupils feel valued, boosting their self-esteem and fostering a sense of belonging within the school community.

As a result, when pupils know they are accepted without condition, they are more inclined to show positive behaviours and build healthy relationships with their classmates and teachers. This environment also promotes open communication, aiding in conflict resolution and encouraging proactive behaviours. Overall, embracing unconditional positive regard helps shape a school environment that supports personal growth and collaborative learning.

This approach forms a significant part of our behaviour policy.

2. Our Academy Rules

3. Roles and Responsibilities

3.1 Principal

The academy's Executive principal and Head of School with support from their senior leadership team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well-led, and effectively managed, and that staff regularly and effectively self-evaluate their behaviour management strategies. The principal will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully, and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics.

The principal will act as a source of support and guidance for staff on behaviour management strategies and discipline.

3.2 Staff

All staff will:

- Communicate the contents of this policy to all pupils and parents to ensure that the Trust's expectations are transparent to all pupils and parents, and that expectations of and responses to behaviour are consistent, fair, proportionate and predictable. Staff will do this by routinely reminding pupils of expectations.
- Apply this policy fairly, consistently, proportionately and without discrimination, taking into account SEND, as well as the additional challenges that some vulnerable pupils may face.
- Make reasonable adjustments for disabled pupils, as required.
- Promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons, whatever their level of ability or need.
- Model positive behaviour.
- Not tolerate disruption to teaching, learning or school routines, and take proportionate action to restore acceptable standards of behaviour.

- Challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- Record incidents of poor behaviour and any given sanctions in the pupil's behavioural log.
- Provide praise and rewards, and reinforce positive behaviour;
- Deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively. Focus on de-escalation and preventative strategies rather than being solely reactive.
- Consider the welfare of the whole Trust community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils.
- Contribute to the development of systems which support and reinforce positive behaviour.
- Recognise that there may be contributory factors which affect pupils' behaviour and respond according to individual need.
- Identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support.

3.3 Pupils/students

All pupils/students must:

- Demonstrate unconditional care and compassion
- Consistently follow and model the academy values and enable a positive climate for learning by
- following the academy expectations and showing good learning behaviours.
- Make a positive impact in the academy community and beyond through taking
- responsibility for their behaviours, actions and voice.

3.4 Parents, carers and guardians

All parents, carers and guardians must:

- Help their child understand appropriate behaviours, academy values and expectations
- Encourage independence and support children's progress and development enabling positive self-image and pride in their achievements
- Through positive relationships within the academy community, support a safe environment that prepares and ensures that pupils/students are ready for learning everyday.

4. Key Principle

4.1 Curriculum

- Engaging pupils/students with learning is key. Offering a well-planned and personalised curriculum which inspires all learners is a fundamental preventative measure. As is ensuring that the curriculum consistently supports pupils'/students' health and wellbeing. We use a wide range of strategies to increase pupil/student engagement such as collaborative learning activities, promoting oracy in lessons and enabling pupils/students to shape and lead their learning.

4.2 Environment

- The environment gives clear messages to pupils/students about the extent to which they and their efforts are valued. At Exceed Learning Partnership academies, we have set expectations of our environment in order to ensure practice is consistent.
- Within the environment children should be able to view the class rules and the academy values, as both will act as a reminder for the expected standards

4.3 Values

- Our values underpin our approach to behaviour. Conversations about behaviour with pupils/students and staff should always refer back to the values. We focus our communication on efforts and values shown, as opposed to achievements.

4.4 Relationships

- Positive relationships are key. Staff must be a constant presence around the academies, in-between classes, during breaks in the school day, and at lunch times in order to ensure that pupils/students are using the academy grounds respectfully and behaving appropriately. This will also support the building of positive relationships outside the classroom.
- When dealing with poor behaviour, we keep relationships in tact by focussing on the behaviour and not the pupil/student.

4.5 Consistency

- Consistent adult behaviours will lead to pupils/students consistently conforming to our expectations.
- A truly sustainable consistent approach does not come from a toolkit of strategies, but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.
- At our academies we model consistency through the enactment of our behaviour blueprints
- Language and response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Follow up: Ensuring ‘certainty’ at the classroom, leadership and whole school level. Never passing problems up the line, teachers taking responsibility, and being empowered, for behaviour interventions, seeking support but never delegating.
- Consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

4.6 Motivation

- The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing good relationships, including with those learners who are hardest to reach. We praise the behaviours we want to see. The more we notice good behaviour/celebrate success the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils/students put into demonstrating good behaviour and developing good relationships.
- Ways in which we recognise positive behaviour are individualised to each academy, but could include:
  a) Weekly certificates
  b) Phone calls home
  c) Sharing excellent learning with others
  d) good news postcards
  e) Proud awards
  f) gold, silver and bronze badges
  g) Achievement points

- The overuse of stickers and rewards creates a ‘reward economy’ where children will only do something for something. We want to encourage children to be motivated to learn, follow instructions and follow the rules because they know that is the right thing to do.
- For a minority of children, they may need more incentive and support to behave well. In these circumstances individual adjustments may be used, with a focus on earning a reward for behaving appropriately

4.7 De-escalation

- De-escalation of inappropriate pupil/student behaviour by staff avoids low level behaviours escalating and becoming more serious. For the vast majority of pupils/students, a gentle reminder may be all that is needed.
- For some pupils, de-escalation strategies would be recorded in their individual behaviour plan.
- When pupils/students are behaving in a way that is not appropriate, staff should use arrange of strategies to support so that the pupil/student can get back on track without giving attention to the negative behaviour.
- Across our academies we use a range of strategies including:
  a) Re-direction
  b) Distraction
  c) Humour
  d) Non-verbal cues
  e) Remaining calm, consistent and fair
  f) Paying attention to the right behaviours

4.8 Language

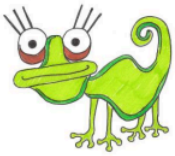
- At our academies we understand that common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the pupil/student.
- Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group. Correcting poor behaviour choices should be a private conversation to protect the dignity of the individual.
- Our language should promote responsibility through developing a growth mindset approach, providing choices and understanding consequences

4.9 Routines

- Across our academies we teach the behaviours we want to see and practise these regularly with the pupils/students so they are clear about the expectations of them.
- Core routines at our academies include:
  a) How we walk around the academy
  b) Movement during transition periods e.g., carpet to tables, playground to classroom, corridors etc.
  c) Whole school hand signal for regaining class/group attention

5. Our Learning pedagogy

5.1 Our learning characters establish an expectation for positive behaviour. This is developed into a behaviour curriculum. This curriculum is progressive and supports children to develop positive attitudes to learning. Our pedagogy is designed based on four core characters. An overview of each is given below:

Motivated Monty (motivation, resilience and commitment)	• Being able to bounce back quickly without causing stress. • Never getting distracted and persevering with their learning, showing good 'stickability'. • Engage actively with issues that affect them and those around them. • Play a full part in the life of the school • Never giving up and striving to achieve • Respond positively to change
Communicating Cosmo (oracy, teamwork and showing empathy)	• Being able to work confidently with others • Being able to effectively communicate their ideas and understanding • Discuss issues of concern, seeking resolution • Present a persuasive case for action • Propose practical ways forward • Try to influence others, negotiating and balancing diverse views • Work confidently with others, adapting to different contexts and taking responsibility for their own role • Listen and take account of others' views • Form collaborative relationships, resolving issues and reaching agreed outcomes • Adapt behaviours to suit different roles and situations • Show fairness and consideration towards others
Independent Iris  (self-awareness)	• Self-awareness having a clear perception of your personality. • Children understand their own strengths and weaknesses • Children take responsibility for their own learning • Plan what to do and how to go about it • Evaluate their strengths and limitations as learners • Review their work and act on outcomes • Set themselves realistic goals and criteria for success • Monitor their own performance and progress • Invite feedback and deal positively with praise, setbacks & criticism. • Make changes to improve their learning
 (problem solving and analytical)	• Willing and able to learn from their experiences and understand where they have gone right and wrong and what to do next. • Gather, process and evaluate information in their investigations • Draw conclusions and evaluate outcomes • Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes • Use range of techniques to collect and organise information

6. Staged Approach to Managing Behaviour

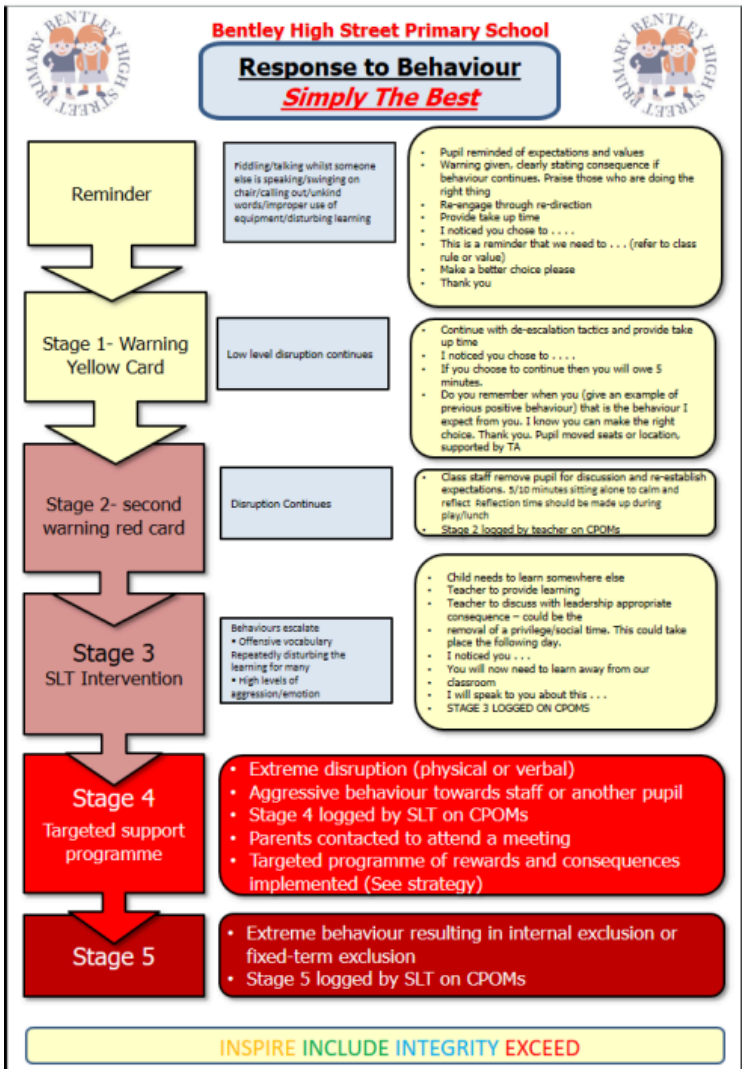
6.1 Outline

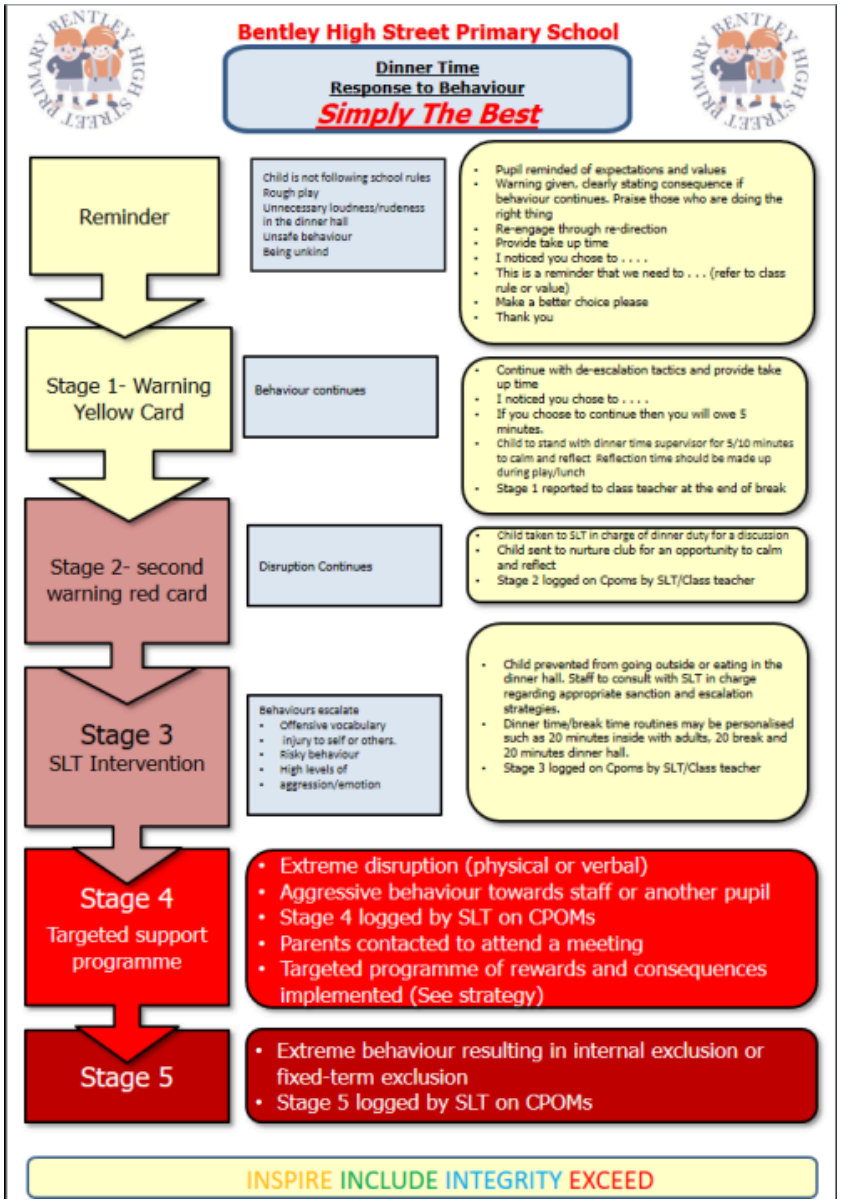
This section outlines the steps an adult should take to deal with poor behaviour. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils/students which, in turn, results in all pupils/students being treated fairly. Staff should always use a measured, calm approach; referring to the pupil/student by name; lowering themselves to the pupil's/student's physical level (where appropriate) making eye contact; delivering the required message; and then leaving the conversation to allow the pupil/student 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which pupils/students sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Where a pupil's conduct falls below the standard which could reasonably be expected of them, the first priority will be to ensure the safety or of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. The academy will impose sanctions in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident, and due consideration will be given to the pupil's age, any special educational needs or disability, and any religious requirements.

The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The academy uses a range of sanctions in response to incidents of poor behaviour.

6.2





6.3 Academy staff aim to work in cooperation with parents to understand the reasons behind the pupils behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the academy and/or having a targeted discussion 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. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the virtual school head for looked-after children, regarding pupils' behaviour, when necessary.

The academy encourages restorative justice, and pupils are encouraged to apologise to their peer group and/or to staff for rudeness of a lack of respect.

The academy will also consider whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the academy's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of

unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.

Under no circumstances will illegal or inappropriate items be tolerated in the academy, and all pupils will respect and look after the academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and, possibly, in suspension or exclusion, depending on the circumstances:

- Verbal abuse to staff and others.
- Verbal abuse to pupils.
- Physical abuse to/attack on staff.
- Physical abuse to/attack on pupils.
- Any form of bullying (to the extent not covered above).
- Indecent behaviour.
- Damage to property.
- Gambling on academy property.
- Recording or taking images of pupils or staff without their express consent, including the creation of fake images using artificial intelligence (AI).
- Consuming, carrying, supplying or misusing illegal drugs and alcohol and other substances, including legal highs.
- Carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason.
- Theft.
- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- Malicious allegations against staff.
- Racist, sexist, homophobic or other forms of discriminatory behaviour.
- Persistent truancy/lateness.
- Possession of items prohibited under the academy rules

Prohibited and banned items:

1. Prohibited items (Law) Statutory items that give staff legal powers to search without consent (e.g., weapons, alcohol, illegal drugs, vapes, fireworks).

2. Banned items (Academy Rules) Items forbidden by the academy (e.g., mobile phones, energy drinks, chewing gum).

According to the DfE, prohibited items are:

- 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:

o to commit an offence, or

o to cause personal injury to, or damage to property of; any person (including the pupil).

- Tobacco and cigarette papers
- Fireworks
- Pornographic images in our academy

Academy Banned items:

- Electronic cigarettes including vapes
- Chewing gum
- Flammable items such as spray deodorant / hair products
- Energy drinks and high sugar confectionary
- Mobile Phones (kept on their person) - all mobile phones should be handed to the office upon arrival to school.

Please refer to the DfE guidance: Searching, screening and confiscation: Advice for schools (2022) accessed via: https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

6.4 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. This may be implemented as part of a **formal internal suspension**. Parents will be notified of formal processes involving an extended period of removal from a classroom. Reasons for removal are:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regain calm in a safe space.

During the period of removal, the pupil will receive continual supervised education in a suitable environment. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom, and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, and sets out clear behavioural expectations and the consequences of failing to comply.

6.5 Permanent exclusion will only be used as a sanction of last resort in response to a serious breach or persistent breaches of this behaviour policy, and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy. The academy will follow the Trust's exclusions policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

6.6 Off-site misbehaviour

Sanctions may be applied where a pupil/student has misbehaved off-site when representing the academy. This means misbehaviour when the pupil/student is:

- Taking part in any academy-organised or academy-related activity (e.g. academy trips)
- Travelling to or from the academy
- Wearing the academy uniform
- In any other way identifiable as a pupil of the academy

Sanctions may also be applied where a pupil/student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another pupil/student
- Could adversely affect the reputation of the academy
- Sanctions will only be given out on academy premises or elsewhere when the pupil/student is under the lawful control of a staff member (e.g. on an academy-organised trip).

6.7 Online misbehaviour

- The academy can issue behaviour sanctions to pupils/students for online misbehaviour when:
- It poses a threat or causes harm to another pupil/student
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy
- Sanctions will only be given out on academy premises or elsewhere when the pupil/student is under the lawful control of a staff member.

6.8 Suspected criminal behaviour

- If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.
- When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.
- If a decision is made to report the matter to the police, the Principal or a member of the Senior Leadership Team will make the report. The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

6.9 Malicious allegations

- Where a pupil/student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil/student in accordance with this strategy.
- Where a pupil/student makes an allegation of sexual violence or sexual harassment against another pupil/student and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil/student in accordance with this strategy.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil/student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

- The academy will also consider the pastoral needs of staff and pupils/students accused of misconduct

6.10 Zero tolerance approach to sexual harassment and sexual violence

- The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
- Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:
  a). Proportionate
  b). Considered
  c). Supportive
  d). Decided on a case-by-case basis
- The trust/academy have procedures in place to respond to any allegations or concerns regarding a child's/young person's safety or wellbeing. These include clear processes for:
  a). Responding to a report
  b). Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police
- Please refer to Trust/academy child protection and safeguarding strategy for more information.

6.11 Repeated or persistent misbehaviour

- At Exceed Learning Partnership's academies, we are aware that there are experiences in academies that can trigger patterns of behaviour. These triggers may relate to learning, relationships, changes at home or at school, special educational needs or attachment difficulties.
- Therefore, we record inappropriate behaviours on CPOMs, so we can:
  a) Increase our awareness and identify patterns
  b) Recognise potentially disruptive situations and attempt to minimise them
  c) Target key pupils/students for the appropriate intervention
- Senior leaders in the academy will regularly analyse data linked to behaviour to inform their actions across the academy.

6.12 Consequences

- Consequences should:
  a) Be linked to the behaviour and be reasonable and proportionate in response to the action
  b) Make it clear that unacceptable behaviour affects others and is taken seriously
  c) Not apply to a whole group for the activities of individuals
  d) Be consistently applied by all staff to help to ensure that pupils/students and staff feel supported and secure.

6.13 Discrimination towards protected characteristics

- At Exceed Learning Partnership's academies, we take any behaviour of a discriminative and offensive nature towards the 9 protected characteristics (whether intended or in 'jest') extremely seriously and is not tolerated.
  The protected characteristics are:
  a) Age
  b) Disability
  c) Gender reassignment
  d) Marriage and civil partnership
  e) Pregnancy and maternity
  f) Race
  g) Religion and belief
  h) Sex
  i) Sexual orientation
- Behaviour of this nature will be dealt with by an appropriate member of staff, in the Primary academies this would usually be the Principal or Vice Principal, who will fully investigate the incident.
- Support will be provided for the victim immediately and restorative work between the victim and the perpetrator to take place when appropriate. The victim's voice including wishes and feelings will be captured and recorded.
- The senior leader will make contact with the families of those involved and inform them of the incident and the outcome.
- The incident will be record on the pupil's/student's file via CPOMs and the Trust Leaders will be informed. If this behaviour is repeated, then a meeting with parents and Trust Leaders may be arranged to discuss the seriousness of the behaviour.

6.14 Inclusion

- Whilst all children identified with SEN and/or disabilities are covered under this behaviour strategy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils/students.
- Pupils/students with cognitive and physiological difficulties are more likely to have an impaired emotional regulation system and sometimes this is compounded by communication, sensory and motor difficulties as well as by a wide range of environmental factors. Responses to these difficulties should be supported and planned as part of a multi professional approach within schools.

6.15 Restorative practice

- A restorative approach enables the academy to resolve conflicts, improve behaviour and develop well-rounded individuals.
- The principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life, and that in conflict there is an underlying damage to all parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature.
- Restorative justice techniques are used to positively resolve conflict that arises in the classroom and the playground in order to uphold a positive learning climate.
- This should take the form of a coaching conversation. It should take place at the earliest opportunity, before the two parties are scheduled to meet again.
- Staff will have a script for the restorative conversation that they feel comfortable with.

An example of a script for a restorative conversation is:
a) What happened and why they made the choice to behave like that?
b) Who was affected by their behaviour?
c) What could have been done differently, what would they do to avoid the same situation happening again?
d) What you could the other party have done differently?
e) Agree strategies, goals, targets for the future

6.16 Positive handling

The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone to whom the principal has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

This power extends to times when staff are lawfully in charge of pupils but are off the academy premises, i.e. on a school trip. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down, such as using communication skills, distraction techniques and removing triggers, may not yield results. On rare occasions, staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

All incidents where pupils need to be held to help them to calm down will be recorded, any [individual behaviour plan and/or pastoral support plan and/or individual provision maps] reviewed, and parents will be informed as a matter of course.

The use of force can only be reasonable if the circumstances to the particular incident warrant it and the degree of force used is proportionate to the degree of challenging behaviour presented or the consequences it is intended to prevent.

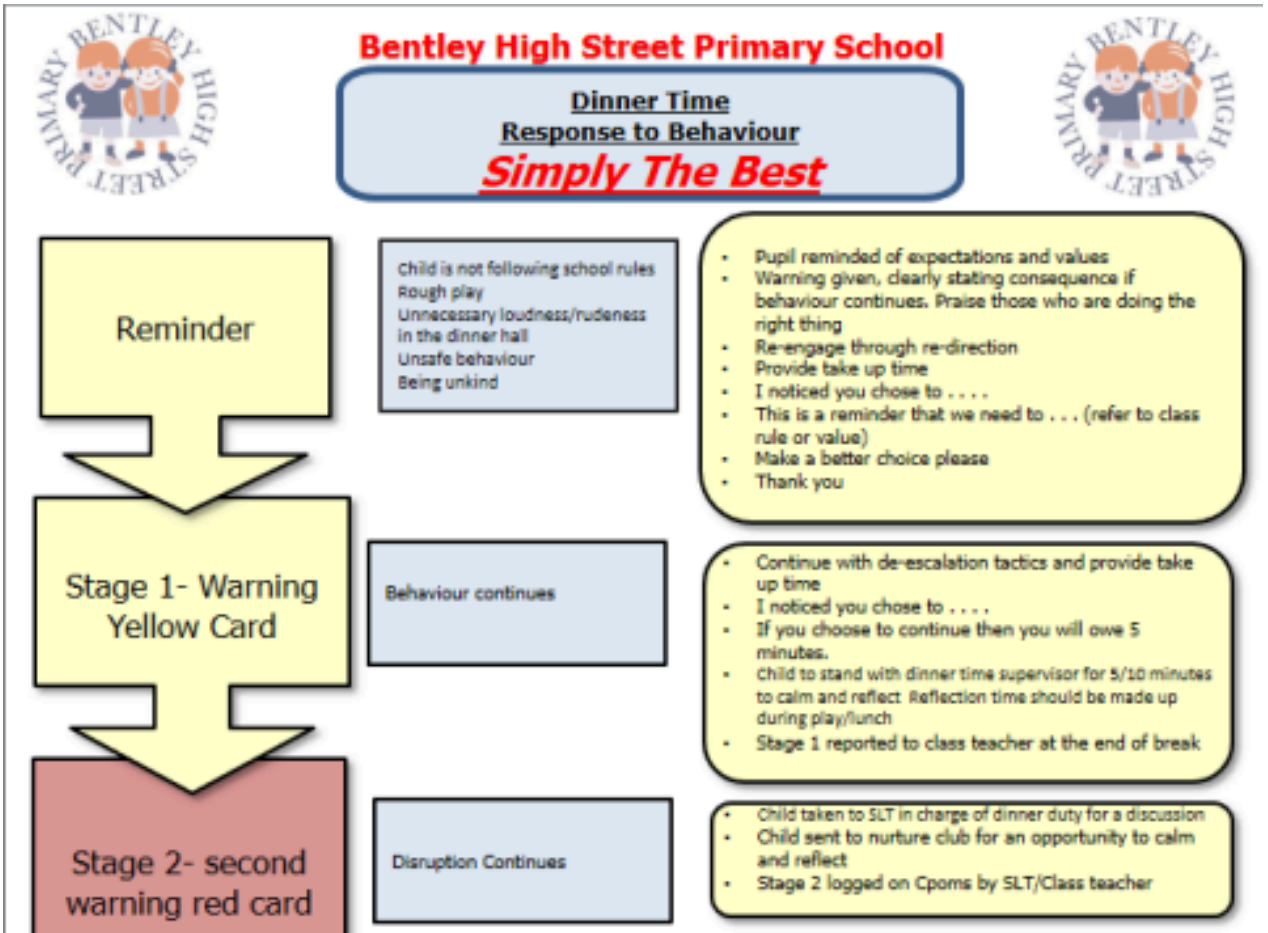
Whenever physical intervention/restraint is used the incident must be recorded using the incident recording log format *(see appendix 2)* All staff involved in the incident (including witnesses) must contribute to the record and the report must be completed as a matter of urgency (by the end of the academy day at the latest). Parents will always be informed. Incidents that require the use of physical interventions/restraints can be very upsetting to all involved and may result in injuries to pupils/students or staff. Until an incident has subsided, it is essential to reduce risk of re-escalation and to ensure the situation remains calm. Staff should avoid saying or doing anything that might inflame the situation during the recovery phase.

Pupils should be given time and space to calm down after an incident and when ready, reintegrated back into their timetable as soon as possible. Staff should also be offered a short break out of the classroom where possible after an incident. It is important to ensure that staff and pupils/students are given emotional support and basic first aid treatment for any injuries. Immediate action should be taken to ensure that medical help is accessed for any injuries that require it other than basic first aid. All injuries should be reported and recorded on an accident form and in the accident log book.

All staff using physical restraint as part of their daily role will be appropriately trained and will refresh this training on a regular basis. Where a pupil/student has been restrained a 'positive handling plan' will be written to support future behaviour

7. Our behaviour blueprint

The behaviour blueprint outlines our approach to behaviour and supports us to train staff and pupils about our expectations



8. Our approach to managing behaviour during unstructured times

9.Bullying

9.1 The academy will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from bullying. Bullying is defined as the repetitive intentional harming of one person or group by another person or group where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyberbullying.

9.2 The academy wants to make sure that all pupils feel safe in the academies and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

9.3 Bullying can be verbal or physical, by person or by electronic, online or written means, and can be directed at both staff and pupils. The Trust practises a preventative strategy to reduce the chances of bullying, and the Trust's anti-bullying strategy is instilled in the Trust's curriculum through the active development of pupils' social, emotional and behavioural skills, assemblies, and is embedded in daily academy life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public and staff, and any intentional breach of this will result in disciplinary action.

9.4 If an allegation of bullying does come up, the [respective] academy will:

- Take it seriously.

- Investigate as quickly as possible to establish the facts.
- Record and report the incident; depending on how serious the case is, it may be reported to the principal.
- Provide support and reassurance to the victim.
- Make it clear to the bully that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions.
- Discuss the matter with both parties, bring them together, and insist on the perpetrator seeing the other person's point of view; sometimes the no-blame approach is used, sometimes negotiation, and sometimes sanctions.
- Ensure that if a sanction is used it will correlate to the seriousness of the incident and the bully will be told why it is being used.
- Consider whether suspension or exclusion is appropriate in light of the circumstances.

10. Child on child abuse

10.1 Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy and Keeping Children Safe statutory guidance. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

11. Special Educational Needs and/or disabilities

11.1 In the context of this policy, a child is considered to have SEND if they:

- Have difficulties in learning which are significantly greater than the majority of other pupils of the same age.
- Have a disability which prevents or limits them from accessing the curriculum.
- Have behavioural, emotional or social difficulties which impact adversely on their learning and progress.

11.2 The academy is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the academy will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities, and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The Trust will not assume that because a pupil has SEND it must have affected their behaviour on a particular occasion — this is a question of judgement for the academy on the facts of the situation.

11.3 An individual behaviour plan will be used for children with SEND whose condition causes them to display challenging behaviour, and advice will be sought from external agencies, where necessary, to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

11.4 The academy will, as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of 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.

Staff training will include matters such as how certain special educational needs, disabilities or mental health needs may, at times, affect a pupil's behaviour. Where relevant, engagement with experts such as educational psychologists, and other support staff such as counsellors and mental health support teams, can help to inform effective implementation of this policy.

12. Investigating incidents

12.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together.

12.2 Where it is deemed by leaders to be appropriate, pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. However if deemed to be not appropriate, pupils who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw, and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the academy will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

12.3 The Trust uses closed circuit television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction.

12.4 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

12.5 In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the academy.

13. Investigating incidents linked to safeguarding

13.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by each academy principal or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened; this includes the individual needs or learning difficulties of pupils with special educational needs (SEN), and making reasonable adjustments that may be required where a pupil has a disability.

13.2 Each academy principal or designated senior leader will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained which safeguards the welfare of all pupils and staff, with support from the designated safeguarding lead (or deputy). Each academy principal or designated leader will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not cooperating, so that these trained staff can support and advise other members of staff if this situation arises.

13.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the academy rules, or are evidence in relation to an offence, and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction, so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate, a member of staff may retain or dispose of a pupil's property as a punishment and is protected from liability for damage to or loss of any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

13.4 A teacher or someone who has lawful control of the child can search a pupil with their consent to look for any item banned by the academy rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place, and give them the opportunity to ask any questions. If the pupil refuses to give permission, the academy may impose a sanction for failing to follow a reasonable instruction.

13.5 Each academy principal and other members of staff authorised by them have the power to search a pupil without the pupil's consent if they suspect they are in possession of prohibited items. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk, without delay. Prohibited items that can be searched for without consent include:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- E-cigarettes, tobacco and/or cigarette papers.
- Fireworks.
- Pornographic images.
- Articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to or damage to property of any person (including the pupil).

13.6 A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the academy rules. Before using reasonable force, the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

13.7 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately, and where it is not reasonably practicable to summon another member of staff.

13.8 When conducting a search, pupils must not be required to remove any clothing other than outer clothing. Outer clothing is [defined as] any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

13.9 Strip searches (a search involving the removal of more than outer clothing) on academy premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, academy staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the academy, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and academy principal, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

13.10 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- The date, time and location of the search.
- Which pupil was searched.
- Who conducted the search and any other adults or pupils present.
- What was being searched for.
- The reason for searching.
- What items, if any, were found.
- What follow-up action was taken as a consequence of the search.

13.11 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device. and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

14. Suspensions and Exclusions

This is defined in our suspensions and exclusions policy

15. Approaches to supporting pupils with behavioural needs

	Types of behaviour	Possible Consequences	Actions

Stage 1- Warning Yellow Card	Not following instructions. Talking during listening time. Not engaged in learning. Distracting peers. Shouting out	Positive reminders. Gestures. Warning. Yellow card. Cue cards. Learning pitch check	No further action if these behaviours cease.
Stage 2- Second warning Red card	Persistent low level from stage 1. Disruption in class. Rudeness to staff. Inappropriate language. Repeated refusal to join in learning. Leaving the classroom without permission,	Missed break times. Time out/ time in. Restorative conversations. Completing any missed learning. Restorative practice e.g. letters of apology	Internally logged/ monitored, SLT made aware Teacher to contact home to discuss concerns.
Stage 3- SLT intervention	Persistent behaviours from stage 2. Damaging learning. Persistent inappropriate language used. Aggressive behaviour	Short term removal e.g. one lesson. Detention Behaviour plan/Values card Contact with parents SLT involvement,	Incident recorded on C POMS Meeting with parents/carers, teachers and SLT Involvement of external agencies and pastoral staff

Stage 4	Use of homophobic, transphobic, racial language. More aggressive behaviour towards staff and pupils. Severe disruption to learning of peers. Dangerous behaviour	Behaviour contract with parents and academy Internal suspensions (e.g. removal for a longer period of time, missed breaks for a week)	Serious incident recorded on C-POMS Meeting with parents/carers, teachers and Principal Risk assessment in place Involvement of external agencies and pastoral staff

Stage 5	Persistent, severe disruption to peers' learning. Physical Assault against a pupil or adult. Bullying. Verbal abuse or threatening behaviour against an adult or pupil. Deliberate, severe damage to property. Use or threat or use of an offensive weapon or prohibited item. Racist abuse. Abuse related to disability. Abuse against sexual orientation or gender assignment.	Suspension Fixed Term suspension Exclusion Managed moves	Recorded on C-Poms Meeting with parents/carers, teachers and Principal Notifying Local Authority Involvement of CEO/ Local Governing Body.

18. Staged Approaches to Behavioural Intervention

	Types of behaviour	Action	Intervention/support
Stage 1-	Repeated yellow cards and low level disruption Difficulty following classroom instructions Difficulty following rules at break and dinner Child needs lots of supports to make the right decisions and to remain on task.	Ensure child is discussed within phase meetings and phase leader/SLT are notified Monitor behaviour using cpoms If appropriate, informal discussion with family Reward and consequence used consistently with appropriate conversations to enforce positive and negative behaviours	Individual reward chart for trigger points (broken into lessons, break etc.) Use of praise for positive behaviour Regular coaching conversations Restorative conversations when incidents occur

Stage 2-	Persistent disruption in class. Frequent red cards Regular episodes of rudeness to staff. Inappropriate language. Repeated refusal to join in learning. Leaving the classroom without permission. Difficulty engaging in positive play.	Ensure child is discussed within phase meetings and phase leader/SLT are notified that the behaviour has become more severe. Monitor behaviour using cpoms STAR documentation to identify route and cause.	Values booklet implemented and completed daily. Daily information given to parents. Parents must sign daily values card. Discussion with child per day to outline positive and negative behaviours. Child sent to phase leader at the end of each day to discuss behaviour.

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		Thrive assessment Parent informed that a values booklet will be implemented for two weeks to monitor behaviour. Both verbally and in writing Reward and consequence used consistently with appropriate conversations to enforce positive and negative behaviours	Regular support and reminders from class based staff. Use of class based strategies such as: now and next, timetables, stopwatches to support the child to monitor expectation.

Stage 3-	Stage 2 interventions show no improvement. Use of homophobic, transphobic, racial language. More aggressive behaviour towards staff and pupils. Severe disruption to learning of peers. Dangerous behaviour	Phase leaders and SLT notified. Individual behaviour plan developed. This may also include a risk assessment. Thrive assessment Formal meeting held with parents, class teacher and phase leader. This will include development of targets for the pupil. This will be reviewed every 4 weeks.	Learning mentor support/ Thrive intervention. Frequency dependent on need Targets to be included in values card. Daily information given to parents. Parents must sign daily values card. Discussion with child per day to outline positive and negative behaviours. Child sent to phase leader at the end of each day to discuss behaviour. Weekly meeting with principal/vice principal.
Stage 4	Stage 3 interventions not working. Persistent, severe disruption to peers' learning. Physical Assault against a pupil or adult. Bullying. Verbal abuse or threatening behaviour against an adult or pupil. Deliberate, severe damage to property. Use or threat or use of an offensive weapon or prohibited item. Racist abuse. Abuse related to disability. Abuse against sexual orientation or gender assignment	Phase leaders and SLT notified. Individual behaviour plan developed. Risk assessment developed signed by parents Variation to timetable if needed to optimise learning opportunities for the child and class. Behaviour contract with parents and academy. Weekly review with family. Incidents recorded on cpoms	Learning mentor support/ Thrive intervention. Frequency dependent on need Targets to be included in values card. Daily information given to parents. Parents must sign daily values card. Discussion with child per day to outline positive and negative behaviours. Child sent to principal/vice principal at the end of each day to discuss behaviour. Variation to timetable if needed to optimise learning opportunities for the child and class. Use of adult support

			Reduction in unstructured times e.g. provision for break,

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			dinner and group based learning. Referral to outside agencies for support and intervention.

16. Rewards and Celebration

17. Conclusions

17.1 Monitoring arrangements

- The Principal is responsible for reporting to the local governing board on how the strategy is being enforced and upheld, via the termly report.
- The governors are in turn responsible for monitoring the effectiveness of the strategy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.
- The strategy is reviewed every 12 months, in consultation with key stakeholders across the Trust.
- Senior leaders will ensure the following data is recorded so that it can be shared with Governors and Trust Leaders:

1. Permanent Exclusion
2. Suspensions (number of sessions)
3. Internal suspensions
4. Individual Behaviour Plans
5. Stage 5 behaviour incidents
6. Stage 4 behaviour incidents
7. Stage 3 behaviour incidents
8. Stage 2 behaviour incidents
9. AP school commissioned
10. AP LA commissioned
11. External Behaviour Support Services
12. Positive handling

13. Bullying with the sub categories:

- Bullying-total founded incidents
- Reported incidents including unfounded
- Of which are Racist incidents
- Of which are Homophobic incidents
- Of which are Physical incidents
- Of which are Cyber bullying incidents
- Of which are Sexual incidents - harmful
- Of which are Sexual incidents - problematic
- Of which are Verbal incidents
- Unsubstantiated bullying incidents

Appendix 1: Record of incident Requiring Positive Handling

NAME OF ACADEMY

RECORD OF INCIDENT REQUIRING POSITIVE HANDLING

Name of Pupil:	**DOB:**		**Date:**
Time of incident: Start:	**Finish:**	**Duration of hold:**	
Person recording incident:	**Incident Book No and Page:**		
Location of incident:			

De-escalation techniques used (number in order used):							
Verbal advice:		Verbal Support:		Distraction:		Transfer to new adult:	
Time our directed:		Alternative offered:		Step away:		Limited choices:	
Calm Taking:		Space given:		Direction given:		Success reminder:	
Humour:		Reassurance:		Planned ignoring:		Consequence reminder:	
Help Script:		Supportive touch:		Simple listening:		Removing audience:	
Apologising:		Agreeing:		Acknowledgement:		Other:	
Response to de-escalation: Positive: Negative:							

Reason for intervention (Actual – A / Threat – T):				
Injury to self:	A/T	Criminal Offence:	A/T	Other:
Injury to staff / pupil:	A/T	Serious disruption	A/T	_____

Medical intervention:
Breathing monitored during incident: Y/N Circulation monitored during incident Y/N
Injuries to staff/pupil Y/N Air1 No: _____
If yes, what? _____ If yes, what? _____

Team Teach Techniques used in intervention (number in order used):

Help Hug:		Cradle:		Friendly hold:		T Wrap:	
Single elbow:		Double elbow:		Face:		Figure of four:	
Guided escort:		Other					
Position: Standing: Sitting: Ground: Escorting:							
Did position change: Y/N If so, to what position?							

Staff Members Involved:				
Name:	Designation:	Active	Passive	Signature:
Details of incident:				
1) What happened prior to the incident/triggers				
2) What happened during the incident (try to include all details):				
3) What happened after physical intervention:				

Action taken after the incident:

Outline of debrief:	Staff debriefed: Y / N
Outline of debrief: Hear Explain Link Plan	Pupil debriefed: Y / N
Time:	Date:
Pupil's signature	Staff Signature:

Action Taken / Outcomes:		
PLP Updated:	Risk Assessment Updated:	PHP Updated:

Notifications	Phone:	Report Book:	Letter:		Phone:	Report Book:	Letter:
Parent/Carer:				Police:			
Social Worker:				Child Protection:			

Appendix 3: Positive Handling Plan

Child's Name:	Date of plan:

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
What does this look like? What can I do to help myself? What can staff do to help me?	What does this look like? What can I do to help myself? What can staff do to help me?	What does this look like? What can I do to help myself? What can staff do to help me?
Stage 4 Recovery Behaviours	**Stage 5 Depression Behaviours**	**Stage 6 Follow up**
What does this look like? What can I do to help myself? What can staff do to help me?	What does this look like? What can I do to help myself? What can staff do to help me?	What does this look like? What can I do to help myself? What can staff do to help me?

What are the common triggers?

De-escalation Skills:

	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Choices			
Humour			
Consequences			
Planned ignoring			
Take up time			
Time-out			
Supportive touch			
Transfer adult			
Success reminded			
Simple listening			
Acknowledgement			
Apologising			
Agreeing			
Removing audience			
Others			

Child's interests/praise points

1. 2.

3. 4. 5.

Any medical conditions to be taken into account before using physical interventions?

Preferred method of physical intervention?

	Try	**Avoid**	**Notes**
Friendly escort			
Single elbow			
Figure of four			
Double elbow			
Single elbow in seats			
T wrap			
T wrap to seats			
Seats to T wrap			
T wrap to ground			
Cradle			

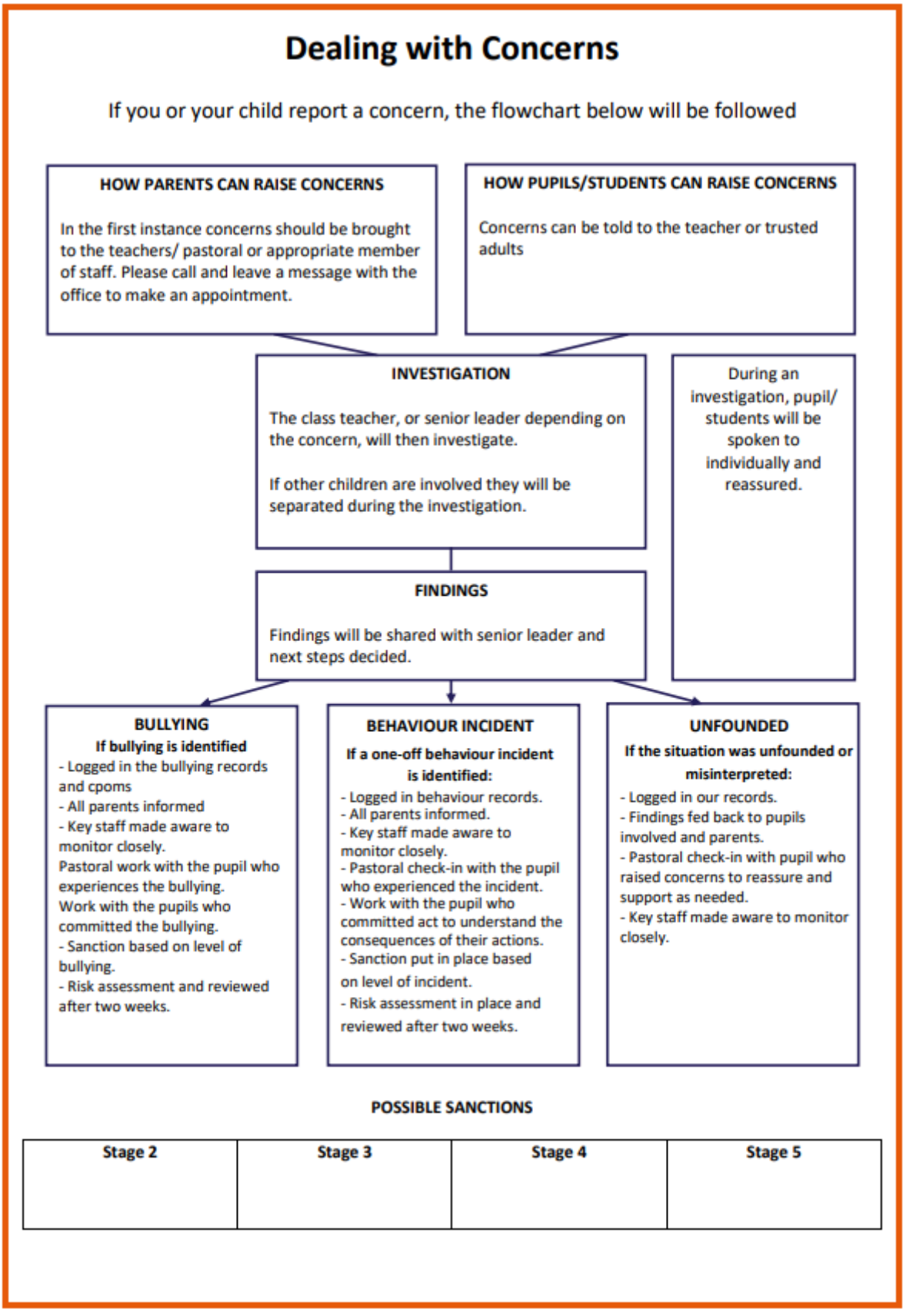
How should we record incidents and who should we inform?

Plan signed and agreed by:

Headteacher:	Name:	Child:	Name:
Parents/Carers	Name:	Class Teacher:	Name:
Social services (if applicable)	Name:	SEN LSA:	Name:

Educational Psychologist Name:

Appendix 4: Dealing with Concerns



Appendix 5: Recording Bullying Form

Bullying log form

Incident reported by	
Parent's Name	Date
Recorded by	Date

Child's details

Name:

Class:

Description of incident

Actions

Appendix 6: Bullying incident report form

Appendix 2: Bullying incident report form

School Details: Bentley High Street Primary School, High Street, Bentley DN5 0AA	**Name of person completing form:** **Position:**	**Date:**

Child's details
Name:

Age:

Gender: Male / Female

Home Carer:	**Religion:**	**Ethnic origin:**	
Parents	Christian	Bangladeshi	White British
Other relative	Buddhist	Black African	White Irish
LAC	Hindu	Black Caribbean	White other
	Jewish	Chinese	Any other Asian background
	Muslim	Roma/ Traveller	Any other black background
	Sikh	Indian	Any other mixed background
	Other	Pakistani	Travellers of Irish heritage
	No Religion	Caribbean	Any other ethnic group
	None stated	Mixed white/ black	Ethnicity not yet known
		Mixed white/ Asian	Refused to provide

Home language:

Repeat victim: Yes/ No

Alleged Offender(s) details:
(If a number of children were involved please complete the 'alleged offenders form' for everyone involved and attach to this form)

Name:

Age:

Gender: Male / Female

Level of involvement

1 = Very involved 2 = involved 3 = slightly involved 4 = indirectly involved

Home Carer:	**Religion:**	**Ethnic origin:**	
Parents	Christian	Bangladeshi	White British
Other relative	Buddhist	Black African	White Irish
LAC	Hindu	Black Caribbean	White other
	Jewish	Chinese	Any other Asian background
	Muslim	Roma/ Traveller	Any other black background
	Sikh	Indian	Any other mixed background
	Other	Pakistani	Travellers of Irish heritage

	No Religion	Caribbean	Any other ethnic group
	None stated	Mixed white/ black	Ethnicity not yet known
		Mixed white/ Asian	Refused to provide
Home language:			

Place incident occurred			
Classroom		Corridor	
Playground		Outside school	
Dining room		Cyber incident	
Form(s) of bullying			
Name calling and teasing		Physical abuse	
Inciting others		Abuse of personal property	
Jokes		Graffiti	
Use of racist language		Distribution of offensive material	
Refuse to co-operate, sit next to		Abusive letter/ texts.	
Cyber incident		Other (define)	
Bullying incident related to:			
Race		Appearance or health condition	
Disability		Homophobic	
Transphobic		Biphobic	
Sexist		Religion or culture	
Age		Family	
Other (define)		Derogatory language	

Description of incident

Frequency		**Duration**	
Once or twice a Day Week Month Year		*Persisting over a* Week Month Year	
Several times a Week Month Year			

Action(s) taken – Tick more than one if appropriate			
Oral reprimand		Internal report	
Formal apology		Police involvement	
Removal of graffiti		Exclusion from activities Details:	

Detention (Missed playtime/ lunch) Details:		Fixed term exclusion Details:	
Parents informed		Permanent exclusion	
Other Details:		Learning mentor	
Individual discussion		Group (restorative) discussion	
Actions agreed with victim and perpetrator			

Actions agreed with all parties (shared with parents/ carers)

Follow up review date:

Outcome of follow up and further actions taken:
Has the bullying stopped? Yes / No **Further actions required:**

Bullying incident reported by		
Print Name	Sign Name	Date
Recorded by	Position	Date

Appendix 5: Individual Behaviour Plan

Pupil Name	Class	Year	Key Stage	Class Teacher / Form Tutor	Responsible SLT / Year Manager

Plan start date	Next review date	Medical conditions / SEND / Additional needs

Challenging Behaviour - What does it look like? How often does it happen? How long does it last?	Targets - What are we working towards? What support is needed?

Triggers / Warning signs / Reasons for challenging behaviour	Strategies for maintaining positive behaviour

Reactive strategies	Support after the incident

Skills / Talents / Achievements	Likes / Dislikes

De-escalation strategies:

	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Choices			
Humour			
Consequences			
Planned ignoring			
Take up time			
Time-out			
Supportive touch			
Transfer adult			
Success reminded			
Simple listening			
Acknowledgement			

Apologising			
Agreeing			
Removing audience			
Others			

Parent Name	Parent signature of agreement	Date of signature

Pupil Name	Pupil signature of agreement (if appropriate)	Date of signature

Lead Staff Name	Lead Staff Signature of agreement	Date of signature

Appendix 6: Risk Assessment for Challenging Behaviour

Pupil Name	Class	Year	Key Stage	Class Teacher / Form Tutor	Responsible SLT / Year Manager

Risk assessment start date	Next review date	Medical conditions / SEND / Additional needs

Hazards or risk of harm to others	Presenting risk? Y / N	Control / risk reduction measures and additional comments	Risk Level H/M/L
Bites / spits			
Grapples or wrestles			
Inappropriate / sexualised touching			
Sexualised language			
Other Harmful Sexual Behaviour (Provide detail)			
Head butts			
Kicks / stamps			

Thrashes on floor			
Self harm / self injurious behaviour			
Shouts / screams			
Slams door / objects			
Slaps . pinches / punches / scratches / pushes / pulls hair			
Throws items / uses weapons			
Unpredictable behaviour			
Verbal abuse / threats			
Causes damage			
Disrupts learning or play			
Causes graffiti			
Absconds			
Inappropriate attachment to others (provide detail)			
Targets other pupils / staff			
Needs bespoke arrangements for trips			

Known Triggers	Y / N	Comments	Risk Level H/M/L
Group activities			
Rules / instructions			
Changes in routine			
Being challenged regarding conduct			

Existing control measures	Y / N	Comments	Level of success H/M/L
Alternative curriculum / provision			
Familiarisation with new places			
Changes made to physical environment			
Transport arrangements			
Removal of potential ‘weapons / missiles’			
Specialist equipment (e.g. radios / panic alarms)			
SEND / sensory learning equipment			
Behaviour contract / agreement			
Fixed term suspension			

Positive Handling Plan			
Individual behaviour plan			
Timetable adjustment			

Details of multi agency support (e.g. BOSS / CAMHS / WMIM)

Assessed by	Signature	Date	Date for review