



# **Pensans Primary School**

## **Behaviour Policy**

**(Primary phase policy using relational foundations  
to support behaviour)**



|                   |                |
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| Approved By:      | Pensans LMC    |
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# 1. Policy Statement

At Pensans School, we recognise that wellbeing and behaviour are inextricably linked. It is the aim of all schools within Truro and Penwith Academy Trust (TPAT) that every child deserves the opportunity to succeed, to enjoy their learning, experience belonging and realise their full potential. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. When children experience safety in their relationships, they can challenge themselves and are open to new learning. We know that a strong focus on pupil wellbeing increases the likelihood of children achieving their full potential so it is vital that wellbeing is placed at the very heart of our school offer.

We recognise that behaviour is a form of communication, we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We encourage all stakeholders to recognise both their rights and responsibilities.

We recognise the link between understanding the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and positive relationships needed to meet their individual wellbeing and mental health needs, guiding them along their journey in becoming independent and resilient, life-long learners.

Guided by relational practice along with Trauma Informed approaches, we focus on relational connection and regulation first. We will do this by putting relationships at the heart of our approach by truly listening and responding to our children's voices, to create and foster a safe and happy environment where all feel **safe, secure and respected**.

This Behaviour Policy links to other school policies and documents including:

- Anti-bullying & Anti Discrimination Framework
- Safeguarding and Child Protection
- Special Educational Needs and Disability
- Exclusions and Suspensions
- IT Acceptable Use

The Behaviour Policy refers to DfE statutory guidance and documents that should be read alongside this policy. These include:

- [The Equality Act 2010 and schools](#)
- [Education for children with health needs who cannot attend school](#)
- [Keeping children safe in education](#)
- [Suspension and permanent exclusion](#)
- [Searching, screening and confiscation in schools](#)
- [Use of reasonable force and restrictive practices in schools](#)
- [Mobile phones in schools](#)
- [Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England](#)

Occasionally, there may be children who have individual plans that support behaviour. These children may have identified needs that are not covered by this policy. In these cases, the children's individual plans could take precedent over this Behaviour Policy.

## 2. Aims

Embodying a Relational Approach is transformational; it is the golden thread that runs through our school. We understand that every interaction has an impact, that our support to remove barriers makes a positive difference.

We aim to:

- Provide a framework for our understanding and insight into human behaviour and how this relates to pupils' educational attainment.
- Build a community which values kindness and empathy for others.
- Provide guidance to staff, parents and carers, governors and other stakeholders on how to support pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- Provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- Underpin our beliefs with evidence-based practice and current research.

To achieve these aims we will:

- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community.
- Create a culture with high expectations for good behaviour supporting life-long learning through a positive and safe school climate.
- Provide a safe (tidy, well organised and free from clutter) and nurturing environment using responsibility, PACE (Playfulness, Acceptance, Curiosity and Empathy), restorative approaches to promote the behaviour we wish to see.
- Promote self-awareness, self-regulation and acceptance of responsibility for our own actions.
- Maintain a consistent, safe, caring and happy school community.

## 3. Managing Behaviour Relationally

This is the '**Pensans Way**'. Our Schools Behaviour Policy is based on the knowledge that behaviour is a communication. We strive to demonstrate a relational approach to supporting social and emotional development and behaviour following our curriculum, grounded in the following principles:

- We understand behaviour is communication and can separate the child/young person from their behaviour. We accurately assess and understand the pupils' needs by referring to assessments, action plans and / or EHCPs.
- We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. We provide empathy as an antidote to shame.
- We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment using Communication Friendly Spaces Approach (CFSa) principles (see Handbook page 12).
- We encourage the children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We keep in mind that we are adults and that children are still growing, learning and developing. Mistakes are

part of the learning process; we recognise that all our pupils are at different stages of the developmental process. We don't make a judgement about it; instead, we support and guide our pupils to make appropriate choices.

- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. This does not exclude the use of sanctions as consequences, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

- By supporting the growth of emotional development and self-regulating skills, pupils can learn to improve their behaviour. Learning new behaviour is a task, just like learning to read or write.

- Supporting pupils to effectively communicate is a very important way to promote them to self-regulate, build resilience and behave in a positive manner. All adults can learn strategies to support pupils to improve their behaviour. Most adults have evolved ways of responding to pupils' behaviour based on personal and professional experiences and training and experiential learning. All staff will be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how and why it impacts their behaviour.

- We recognise that all relationships experience moments of difficulty or "rupture", often during times of heightened emotion or conflict. What matters most is the process of repair. When adults calmly and consistently revisit the incident, acknowledge what happened, and guide pupils through reflection and restorative conversation, trust is rebuilt and relationships are strengthened. This cycle teaches pupils that mistakes can be mended, behaviour learning can take place, and that school remains a safe and supportive place.

- At times, physical connection may form an important part of helping a child feel safe, calm and regulated or to support or praise a child. Staff use professional judgement, sensitivity and understanding of individual needs to determine when and how physical contact is safe and appropriate. Wherever possible we avoid using physical interventions unless training has been provided and this is part of a relational support plan agreed with parents. However, there may be times when physical intervention is required as an immediate decision. This could be to prevent serious harm to the pupil or others or to protect property from serious damage or to maintain a safe learning environment. Our detailed approach within Appendix 2, provides guidance on what safe physical contact, what it is not and the legal framework around its use.

Embodying a **Relational Approach** is transformational; it is the **golden thread** that runs through our school. We understand that every interaction has an impact, that our support to remove barriers makes a positive difference. This is the '**Pensans Way**'.

## 4. Role and Responsibilities: 'The Pensans Way'

*'In every encounter we either give life or we drain it; there is no neutral exchange.'* Brennan Manning

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the whole school community having an agreed understanding of behaviour in the context of neuroscience. The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel heard and treated as valued individuals, they respect adults and accept their authority. Relational Practice is not an intervention, but a way of being.

*'What you permit, you promote. What you allow, you encourage.'*

|                                                                                                                                                                              |                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>How all members of staff behave:</b></p> <ul style="list-style-type: none"> <li>○ <b>Positively</b></li> <li>○ <b>Calmly</b></li> <li>○ <b>Consistently</b></li> </ul> | <p><b>Our three rules: Always try to be</b></p> <ul style="list-style-type: none"> <li>○ <b>Ready</b></li> <li>○ <b>Respectful</b></li> <li>○ <b>Safe</b></li> </ul> |
| <p><b>The Pensans Way: How we secure attention</b></p> <p>Hands up and eyes on the teacher</p> <p>3,2,1.</p>                                                                 |                                                                                                                                                                      |

**All staff every day will:**

- Build relationships by using the VRFs, PACE, meet and greet and check ins.
- Model positive behaviours and always highlight the behaviour we want to see in positive terms.
- Plan lessons that engage, excite, challenge and meet the needs of all children.
- Promote intrinsic motivation by rewarding the process of learning (behaviours for learning).
- Seek both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.
- Always remind children where needed of our high expectations for behaviour
- Use VRF's - Attune, Validate, Contain, Regulate, Relate Reason (see handbook – page 3)
- Use the 'gaining attention' strategy '**e.g. hands up**' consistently, modeling expectations as is 'The Pensans Way'
- Meet and Greet and End and Send (see Handbook – page 7).
- Praise in public and remind in private.

**Senior Leaders will:**

- Meet and greet children at the beginning of the day at the gate
- Be a visible presence around the school, especially during transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Model PACE and VRFs in their own interactions
- Regularly share good practice
- Support staff in managing children with more complex behaviours
- Regularly review provision for children who fall beyond the range of written policies
- Ensure there is a consistent approach to the management and organisation of learning and teaching
- Ensure that rewards are awarded consistently and fairly
- Ensure that the Behaviour Policy is consistently and skillfully followed
- Not work in isolation when supporting behaviour referrals. Instead, they will stand alongside colleagues to support, guide, model and show a unified consistency for pupils. They will ensure the Behaviour policy is followed and 'Repair' is successful, leading to a deeper level of trust.
- Have a clear understanding of relational practices and consistently model a high level of skill; they are first to offer support and lead by example; they 'Sweep the Sheds' (see Handbook page 9).

**The Local Monitoring Committee (LMC) will:**

- Be responsible for monitoring this behaviour Policy, its effectiveness and holding the Headteacher

accountable for its implementation.

**The Headteacher will:**

- Ensure that the school environment encourages positive behaviour.
- Ensure that all staff have the knowledge and skills to support and challenge behaviour which falls below expectation.
- Ensure that all staff understand the school's behaviour expectations and the importance of maintaining them.
- Offer 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.
- Provide new staff with an induction programme which includes understanding the school culture, ethos and values, and the rules and routines within the Behavior Policy.
- Monitor how staff implement this policy to ensure rewards and consequences are applied consistently and fairly to all groups of pupils.

**Parents will:**

- Work in partnership with the school to support their child to meet the school's behaviour expectations and to make a positive contribution to school life.
- Support the school's values and expectations.
- Support the school's ethos of celebrating diversity and difference and work in partnership with the school to eradicate prejudice and discrimination.
- Listen to both their child's and the school's perspectives in resolving behaviour concerns.
- Inform the school of any changes in their child's welfare or circumstances which may affect their behaviour.
- Support their child to wear the correct uniform and to have the equipment they need, ready to learn.
- Engage restorative practice, supporting their child to resolve differences of opinion and conflict in a safe and respectful way.
- Model respect towards all members of the school community.
- Encourage their child to achieve their full potential, and to abide by the school's rules.

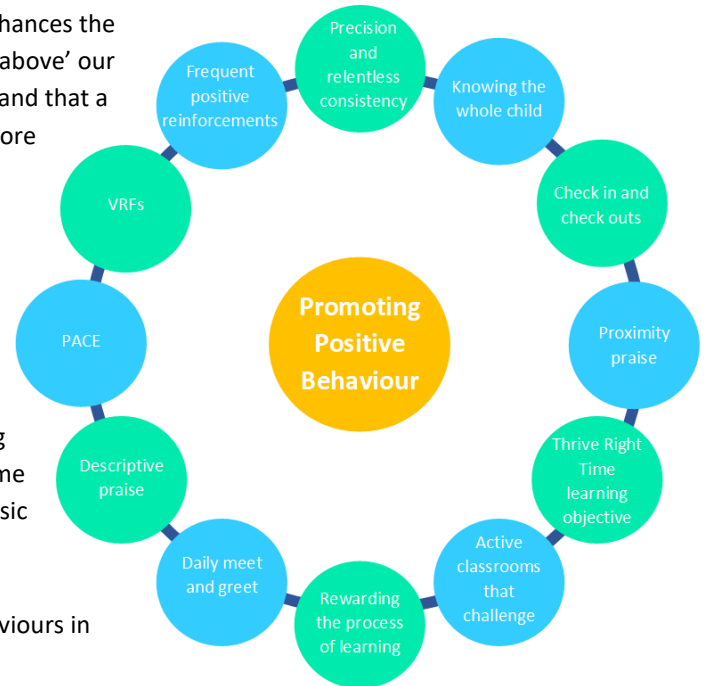
## 5. Recognising and celebrating positive behaviour and contribution

The best form of behaviour intervention acknowledges and enhances the positive. We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who seem the hardest to reach.

We promote a growth mindset when using praise by rewarding the process of learning 'in the moment'. We identify and name the key skills and attributes shown, leading to intrinsic motivation, resilience and life-long learning.

We will reward those children who demonstrate positive behaviours in and around school through:



### Verbal Praise and Recognition

### Class Points

House points

Headteacher Awards

Stickers

Star Certificates

Infectious Positivity

Resilience

Kindness

Teamwork

Creativity

Curiosity

Bravery in Learning

Connection

Respect

## 6. Managing behaviour which does not meet the school's expectations

Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms. Our standards for behaviour form the foundations on which we build our respectful school community. We believe pupils should always try to adopt behaviour that supports their own learning and that of others. Behaviour of concern and disruption to learning prevent the learning of others and may be unsafe. It is vital that knowledge of the child's social and emotional development is considered. Steps should always be used with care and consideration, taking individual needs into account where necessary. All children must be given time in between steps to make good choices.



Professional judgment will be used where a more serious behaviour requires entry at a higher stage or missing a stage (e.g. physical and verbal abuse).

|                          | STEP                                                                             | ACTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Additional Support Steps | <b>7. RELATIONAL SUPPORT PLAN</b> (RECORDED ON ARBOR, PARENTS / CARERS INFORMED) | A Relational Support Plan (RSP) aims to help a child to improve their social, emotional and behavioural skills. The RSP will identify precise and specific targets for the child to work towards and will include the teacher, child, parents / carers and a member of the SLT in the drafting process.<br>There is a set format for this ( <b>see Handbook page 17</b> ).                                                                                                          |
|                          | <b>6. POSITIVE REPORT CARD</b> (RECORDED ON ARBOR, PARENTS / CARERS INFORMED)    | Child supported with a Positive Report Card (PRC) with agreed targets that will be monitored, shared at a meeting with the teacher, child, parent / carer and a member of the SLT. There is a set format for this ( <b>see Handbook page 15</b> ). This step is recorded on ARBOR.                                                                                                                                                                                                  |
| Behaviour Steps          | <b>5. TIME IN WELLBEING BASE</b> (RECORDED ON ARBOR, PARENTS / CARERS INFORMED)  | At this step the child will be referred to the <b>wellbeing base</b> outside the classroom. This can be at the point of need or at a time where reflection, followed by a restorative conversation would lead to a positive outcome. <b>Step 5 always concludes in repair with the adult where (or with whom) the rupture occurred.</b>                                                                                                                                             |
|                          | <b>4. TIME IN WELLBEING SPACE</b> (RECORDED ON ARBOR, PARENTS / CARERS INFORMED) | At this step the child will be asked to go to the wellbeing space in the classroom for a 'Time In', they will have access to calm box resources until an adult can speak to the child privately as a co-regulator. <b>Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred.</b>                                                                                                                                                               |
|                          | <b>3. FINAL REMINDER</b>                                                         | A clear conversation and ' <b>final reminder</b> ' delivered privately to the child using the <b>30 second script</b> to make them aware of their behaviour and clearly outlining the consequences if they continue.<br><br>Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child.<br><br>Praise in Public (PiP) and Remind in Private (RiP). Being aware of individual children's needs. |
|                          | <b>2. REMINDER</b>                                                               | Reminder of expectations. Repeat reminder if necessary but usually no more than two.                                                                                                                                                                                                                                                                                                                                                                                                |
|                          | <b>1. RELATE</b>                                                                 | Consistent high-quality teaching. Praise, read the room and redirect using PACE, VRFs and small acts of kindness.                                                                                                                                                                                                                                                                                                                                                                   |

### Step 1 - Relate

Consistent high-quality teaching. Read the room and use a combination of positive praise, recognise and name good behaviour, move around the space, refocus through direct questioning, use polite but firm reminders. reposition, and redirect using PACE, VRFs and small acts of kindness.

*"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel"* Maya Angelou

### Step 2 – Reminder

Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a reminder of the expectations for children of **The Pensans Way**.

### Step 3 – Final Reminder

The 30 second script, at the child's level, involves a conversation with the pupil that goes to redress their behaviour in the first instance. The key to these conversations is framing the pupil in the positive light we know they can exhibit:

- I noticed you are having trouble with [state the behaviour you see to separate the behaviour from the child].
- I am wondering if you are feeling [...]?
- You know we have the school rules. It was the rule about [lining up / bringing toys into school / not allowing others to learn] that you broke.
- Do you remember when you [did that kind thing for...]?
- That is who I need to see today.
- When I come back in \* minutes, I want to see your wonderful [...]. Thank you for listening.

**Now walk away, remembering to return at the given time.**

The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour. Praising in Public (PiP) – where this is appropriate based on a child's need (e.g some children with trauma or ASD can find this very difficult) and Reminding in Private (RiP) – where this is possible.

### Step 4 - Time In (Wellbeing Space) Recorded on ARBOR

If a child reaches this stage, they are beginning to dysregulate. Children will have a 'time in' for regulation in a space **within the classroom**. Children will be allowed to use the calm box (see Handbook page 10) until an adult can speak to the child privately as a co-regulator.

- The child will be asked to go to the wellbeing space in the classroom where they will access a calm box containing items to support the child's regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques.
- The teacher will have a chance to speak to the child away from the class and will use WIN; 'I am wondering, imagining, noticing...'.
- Boundaries are reset.
- Child is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour for learning.
- Usually, after no more than 10 minutes the child is given the opportunity to re-engage with the learning and / or follow instructions.
- If this is at playtime, the child should have 'time in' by standing with the adult.

For there to be a positive outcome from Time In, the focus should be on the level of connection and support. This step is about giving pupils the opportunities and the tools to be successful. This doesn't come from isolation or shame; it comes from practice and supported learning. **Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred.**

There may be occasions where there is significant dysregulation and 'time in' at the wellbeing space is not appropriate. In this instance the child should be moved to a safe space to support them to regulate and/or to defuse a situation.

### Step 5 – Time In (Wellbeing Base) [Recorded on ARBOR]

If step 4 is unsuccessful, or if a child refuses a Time In within the classroom, then the child will attend the wellbeing base **outside the classroom** at the point of need or at a time when reflection, followed by a restorative conversation would lead to a positive outcome. Immediate support at the wellbeing base will be provided where the level of dysregulation increases risk for the child, other pupils or the staff member.

Staff will always deliver consequences calmly and with care. It is essential the adult is regulated and if they are not, feels secure to ask for another member of staff to step in. Parents are informed and this step will be recorded on ARBOR.

## Restorative Conversations 'Repair'

Restorative approaches teach behaviour. Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without judgement. Done correctly, they can be incredibly powerful and create a positive relationship between staff and children.

We understand that children who are dysregulated do not have access to their pre-frontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place.

It is important that the repair takes place with the member of staff involved in the incident, to complete the rupture – repair cycle.

To meet their individual needs, strategies that help a child to regulate vary according to the child.

Once the child is regulated, the child needs an adult to lend them their thinking brain. The following questions will allow learning to take place:

1. Can you show me what happened (using the arts will allow the child to express the incident - this may involve acting it out with puppets or using a sand tray.)
2. I'm wondering if you felt a bit angry / frightened / scared etc.
3. I can imagine it's difficult to have those big feelings but it's not ok to [...], I think I could help you with that.
4. How do you think [...] is feeling?
5. How can we repair it?
6. I wonder whether there is a way that we could make this right?

The adult lends the child their thinking brain to problem solve and find an appropriate solution. Think about the positioning in the room, focus on the issue at hand (do not bring up previous incidents or events that are not relevant) and plan the conclusion. Use WIN (I'm wondering, imagining, noticing...)

All staff will take responsibility for leading restorative conversations.

## Additional support stages 6 & 7

### Step 6 – Positive Report Card (PRC) Recorded on ARBOR

**If a child is dysregulating regularly, then they will have individualised targets.** Where a child continues to struggle with showing improved behaviours in school further support structures will be implemented in the form of a Positive Report Card. this will be a holistic approach by putting in wellbeing interventions alongside monitoring. Decisions to place children on any formalised behaviour monitoring will be taken by the Headteacher, in collaboration with the class teacher and SENDCo.

The Positive Report Card will support the child by setting a precise behaviour target that is achievable. The behaviour target will remain in place for a week; there will be approximately 30 opportunities for success each recognised by a sticker. An achievement target (the number of stickers to be achieved) will be set by the Headteacher, senior member of staff, Class Teacher and Mentor in conjunction with the child. A review is held at the end of each week and a decision made as to the best course of action. A child must achieve 100% of stickers for at least two consecutive weeks for it to be considered that the PRC is no longer needed for support. A trusted adult staff mentor will be assigned to the child to offer support and encouragement.

|                       |                                                                                        |
|-----------------------|----------------------------------------------------------------------------------------|
| Could be prompted by: | Persistent low-level disruption to learning or regular moves to 'time-in'.             |
| Minimum time frame:   | 2 full weeks achieving an agreed success measure.                                      |
| Formative measure:    | Individual precise behaviour target set at the end of each week for the following week |
| Maintained by         | Class Teacher with Headteacher and Sendco kept informed.                               |

### Step 7 – Relational Support Plan (RSP) Recorded on CPOMS

**If a child continues to be dysregulating regularly, then they will have an individualised plan.** A Relational Support Plan (RSP) is put in place when less formal measures have not been successful in helping to improve a child's behaviour. Its purpose is to promote social inclusion and help to reduce the need for Suspension or Exclusion. The effectiveness of the RSP relies on identifying the underlying causes of the child's behaviours; the Headteacher or senior staff member will seek to identify the barriers to behaviour through an individualised assessment and action plan. The action plan will be shared with parents as part of the RSP meeting and help to form the formal targets for the child's RSP. A trusted adult staff mentor will be assigned to the child to offer support and encouragement.

A child's behaviour may deteriorate before it improves when an RSP is introduced. Rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of an RSP for maximum success, especially with younger children.

|                      |                                                                                                                                      |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Could be prompted by | Failure to respond to the PRC or following incidents of more serious behaviour.                                                      |
| Maximum time frame   | Targets to be reviewed every 4 weeks at an RSP meeting.                                                                              |
| Formative measure:   | Individual RSP meeting and specific targets agreed with Class Teacher, Behaviour Support/SLT, parents and child (where appropriate). |
| Maintained by        | SENDCo or Headteacher / Senior staff member                                                                                          |

The RSP will include clear expectations for behaviour and targets that provide limited (maximum of three) unambiguous and, above all, achievable targets for the child's behaviour. 'To stay on task at all times' is not a realistic target for any child. Specific targets will be identified through the assessment.

## 7. Suspension and Permanent Exclusions

In line with the TPAT Exclusion Policy, the Headteacher may decide to suspend or permanently exclude a pupil for a serious breach or persistent breaches of the school's Behaviour Policy, where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others. Further details are available in the Exclusion Policy.

| STEP 8                     | POSSIBLE ACTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERMANENT EXCLUSION</b> | Serious incidents need to be treated on an individual basis and the circumstances investigated. Any Exclusion would follow Government guidance; it could be considered for a first or 'one off' offence including for example: <ul style="list-style-type: none"><li>○ Sexual abuse or assault</li><li>○ Serious actual or threatened violence against another pupil or a member of staff</li><li>○ Supplying an illegal drug</li><li>○ Carrying an offensive weapon</li><li>○ Serious deliberate damage to school property</li><li>○ Any pupil found to have made a malicious allegation against a member of staff</li><li>○ A single serious incident (like assault or bringing a weapon to school).</li><li>○ Persistent breaches of the school's behaviour policy, when allowing the child to remain would harm their education or welfare, or the welfare of others</li></ul> |
| <b>SUSPENSION</b>          | A Suspension would follow Government guidance and upon return to school, a child would have support through a Relational Support Plan (RSP)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>OFF SITE DIRECTION</b>  | A measure used by schools, under the Education Act 2002, to temporarily place a pupil at another educational setting, as a supportive measure, to improve their behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>INTERNAL INCLUSION</b>  | An Internal Inclusion may be appropriate to support learning and ensure child safety. A child would not have contact with their class but instead have specific wellbeing support focussing on social, emotional and behavioural skills and their education would continue.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## 8. Bullying & Discrimination

Our school is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

We are committed to eradicating bullying and discrimination from our school. We respond to bullying and discriminatory incidents in a reasonable, proportionate and considerate way to prevent the continuation of harmful behaviour. This includes the use of disciplinary procedures and the provision of support for pupils as appropriate.

For full details of our approach to bullying and discrimination please see our Anti bullying and Discrimination framework.

## 9. Early Years Nursery Provision (Remove section if not relevant and update the contents)

We establish and maintain positive relationships with parents and carers; these are key to recognising and understanding a child's ever changing emotional state. Regular conversations take place to ensure we understand the whole picture of a child's 'lived experience'; provision meets this need and effective adult relationships will support a

child who may have experienced trauma. All staff are emotionally available, understand sensory integration strategies and relational practices, they recognise the impact of early trauma and how this can affect attachment and development.

## **10. Pupils with Special Educational Needs**

To fulfil our legal duty to prevent substantial disadvantage to a disabled child, and in line with the needs outlined in their Education, Health and Care Plan (EHCP) or Individual Education Plan (IEP), we will make reasonable adaptations that take the pupil's needs into account when considering behaviour and any associated consequences. For any serious behaviour incidents that could result in loss of educational provision, or where a pupil is experiencing repeated difficulties that may relate to unmet need, the SENCO will be consulted.

When determining a consequence for behaviour that does not meet school expectations, we will consider whether the child was able to understand the expectation or instruction and whether reasonable adjustments are required. These adjustments may include modifying the length or type of consequence, changing the location of the consequence, splitting the consequence into shorter periods or ensuring a trusted adult is present to support the pupil. Additional support may also be incorporated, such as restorative approaches, sensory breaks, or activities like social stories to help the pupil.

By adapting the nature, timing, or delivery of behavioural consequences—rather than relaxing standards or disregarding the behaviour pathway—we uphold fairness, meet our legal obligations, and create an inclusive learning environment where all pupils, including those with SEN, can thrive.

## **11. Zero-tolerance of sexual harassment and sexual violence**

Pensans School will ensure that all incidents of sexual harassment or violence are responded to and never ignored. Children are supported and encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will always be; proportionate, considered, supportive, decided on an individual case-by-case basis. The school will also take into account a child's special educational needs or disabilities.

Where a child's safety is at risk, the school will follow the appropriate Safeguarding procedures, as detailed in our Safeguarding Policy and including appropriate referrals to external agencies including social care.

A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. Staff should refer to the Searching, Screening and Confiscation in Schools guidance document for detailed advice on searching a pupil

## **12. Search, confiscation and banned items**

Pensans School has the right to search pupils for prohibited items including any that have been or are likely to be used to commit an offence or cause personal injury or damage to property and any item not compliant with school rules. Where there is reasonable evidence to search pupil's bags, outer clothing or other possessions, two members of staff will be present, including a senior member of staff. All searches are recorded on CPOMS by school staff.

Where a search is for a legally prohibited item, staff can use such force as is reasonable and will at these times work in partnership with the police. If during a search an electronic device is found and it is suspected that it has been or will be used to commit an offence or cause harm, damage to property, disrupt teaching or break the school rules, then the school may examine any data or files on the device where there is good reason to do so. The school may also delete

files or data if it is thought there is a good reason to do so, unless the device is to be given to the police.

A School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. If a pupil fails to co-operate with a search, the school may require the pupil to leave site and can apply a suitable behaviour sanction, taking into account the seriousness of the incident and the potential risk to both good order and discipline, and the safety of the child and other members of the school community. All confiscated items will be disposed of by the school as appropriate.

#### **Banned items:**

This list of items which must not be brought into school is not exhaustive and is intended as a guide only. This is in the interests of the health, safety and welfare of members of the whole school community.

- Energy drinks containing caffeine
- Aerosol cans
- Illegal substances including legal highs
- Lighters or matches
- Laser pens
- Tobacco, cigarettes, e-cigarettes, vaping fluid or equipment or any other nicotine replacement product or equipment associated with smoking or vaping
- Knives or weapons (Any article that a member of staff reasonably suspects has been, or is likely to be, used to cause personal injury or damage to property or commit an offence)
- Any other item that poses a risk to the safety of the school community

Consequences within our Behaviour Policy, including suspension and permanent exclusion, will be applied as appropriate to any pupil found in possession of a banned item or any item that the School deems to be inappropriate and/or dangerous.

For the purpose of clarity, school staff do not conduct strip searches of children and do not have the power to do so. The DfE Guidance on Searching, screening and confiscation will always be adhered to.

## **13. Behaviour outside of school**

Our standards of behaviour apply to a child's behaviour offsite when; taking part in any school organised or related activity e.g. a school trip or visit. travelling to or from the school including on a school bus, wearing school uniform or In any other way identified as a child of the school.

Trip leaders will ensure that parents and pupils understand the standards of behaviour expected during the trip, prior to the trip departing. The school will apply our Behaviour Policy to any breaches to our behaviour standards that occur whilst pupils are out of school whether or not the above conditions apply, if the behaviour

- Could have repercussions for the orderly running of the school.
- Poses a threat to another child who attends the school.
- Could adversely affect the school's reputation.

Where poor behaviour occurs out of school, including when a pupil is travelling to or from the school, the school reserves the right to issue a consequence including a suspension or permanent exclusion (for serious breaches). The school

considers behaviour which adversely affects the reputation of the school to be a serious breach of our behaviour standards.

## 14. Mobile devices (phones, iPads, smart watches)

In line with DfE Guidance, we would prefer that pupils do not bring an internet enabled ('smart') mobile phone or device to school. If pupils do bring a mobile phone or device to school, it should be handed in to the school office at the start of the day and collected at the end of the school day. This applies to all pupils of all ages, throughout the school day from the time they arrive in school until they leave, including during after school activities.

Where pupils are taking part in a school trip, the teacher leading the trip will confirm what the procedures for mobile phones will be. Parents/carers are reminded that in the case of emergency, the school office remains the key route for messages to be shared with children. Phoning the office will ensure that pupils are reached quickly and can be given appropriate support.

Responsible and appropriate use of digital devices by all members of the school community is vital to provide a safe learning environment and to avoid disruption to learning. This includes the safe and responsible use of social media. Please refer to the Acceptable Use Policy for more information about the use of school issued iPads

## 15. Malicious Allegations

Where a child makes a false allegation against another child or member of staff, and that allegation is shown to be deliberately invented or malicious, Pensans School will consider whether to use an appropriate sanction within this Policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer where appropriate) will consider whether the child who made the allegation requires support and will make appropriate referral to other agencies e.g. social care if this is the case.

## 16. External Support

In rare occurrences where a child's behaviour has not improved following targeted support, we will look to engage external agencies to assist us. Agencies involved could include:

- **CAMHS** (Child and Adolescent Mental Health Services) - An NHS service dedicated to the Mental Health needs of an individual child, where appropriate.
- **EWO** (Education Welfare Officer) – a service dedicated to supporting pupils' attendance
- **Referrals** – e.g. educational psychologist, cognition and learning team, Autism team, Early intervention team..
- **SCIP** (Supporting change in partnership) - A preventative, time limited approach that sets out to improve outcomes for children and their families
- **Family Help Hub** – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.
- **General Practitioner** – to seek medical intervention and support.

This list is not exhaustive; the needs of the child will dictate which support is required. Parents will be informed, and their views and consent sought should the school refer to one of the above agencies.



## Appendix 1: Behaviour Policy Steps: One Page Summary

**High quality** behaviour for learning is underpinned by relationships, lesson planning and positive recognition. Our school rules, be displayed in each learning space and referred to in conversations around behaviour.

### Consistencies:

- Build relationships using **VRFs, PACE, Meet and Greet, End and Send** at the door and **check ins**.
- Refer to school rules as non-negotiable rules.
- Focus on the **values, rights and responsibilities** of the school when establishing boundaries in **conversation** with children.
- **Model** positive behaviours and always highlight the behaviour you want to see in positive terms. **Always** remind children about the expectations.
- Recognise **behaviour is a form of communication**.
- **Plan** lessons that engage, challenge and meet the needs of all children.
- Promote intrinsic motivation by **rewarding the process of learning** (behaviours for learning).
- Seek both **resolution and learning** when dealing with incidents. **Follow** up every time, **retain ownership** and engage in **restorative dialogue** with children to repair the rupture.

|                      | STEP                                                                                | ACTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Behaviour Steps<br>↑ | <b>5. TIME IN WELLBEING BASE</b><br>(RECORDED ON ARBOR, PARENTS / CARERS INFORMED)  | At this step the child will be referred to the <b>wellbeing base</b> outside the classroom. This can be at the point of need or at a time where reflection, followed by a restorative conversation would lead to a positive outcome. <b>Step 5 always concludes in repair with the adult where (or with whom) the rupture occurred.</b>                                                                                                                                             |
|                      | <b>4. TIME IN WELLBEING SPACE</b><br>(RECORDED ON ARBOR, PARENTS / CARERS INFORMED) | At this step the child will be asked to go to the wellbeing space in the classroom for a 'Time In', they will have access to calm box resources until an adult can speak to the child privately as a co-regulator. <b>Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred.</b>                                                                                                                                                               |
|                      | <b>3. FINAL REMINDER</b>                                                            | A clear conversation and ' <b>final reminder</b> ' delivered privately to the child using the <b>30 second script</b> to make them aware of their behaviour and clearly outlining the consequences if they continue.<br><br>Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child.<br><br>Praise in Public (PiP) and Remind in Private (RiP). Being aware of individual children's needs. |
|                      | <b>2. REMINDER</b>                                                                  | Reminder of expectations Schools rules. Repeat reminder if necessary but usually no more than two.                                                                                                                                                                                                                                                                                                                                                                                  |
|                      | <b>1. RELATE</b>                                                                    | Consistent high-quality teaching. Praise, read the room and redirect using PACE, VRFs and small acts of kindness.                                                                                                                                                                                                                                                                                                                                                                   |

## Appendix 2: Physical Contact and Physical Intervention

*Please refer to the handbook for the neuroscience behind safe physical contact.*

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other physical interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to comfort a distressed pupil
- to congratulate or praise a pupil
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to: the school's child protection (or any other relevant) policy, the applicable circumstances, such as whether there are other adults present, the individual pupil's age, any other material factors, including but not limited to whether: the pupil has SEND or other vulnerabilities or any alternative strategies that do not include physical contact can be used.

### **Safe physical contact:**

- Occurs in the context of a positive, trusting relationship and is welcomed by the pupil.
- Supports regulation, reassurance and a sense of safety (e.g. calm, brief contact to soothe or reassure).
- Aids communication, connection or inclusion, particularly for pupils with additional needs.
- Contributes to social and emotional learning through co-regulation and modelling calm, safe interaction.
- Considers cultural norms and individual sensory needs.

### **Examples of safe physical contact may include:**

- A handshake, high-five or fist bump as a greeting or celebration.
- A gentle hand on a pupil's shoulder or upper arm to offer reassurance or guidance.
- Holding the hand of a younger child for comfort, safety or support.
- A side-on hug or brief arm around the shoulder when the child seeks comfort.
- Touch to guide movement safely (e.g. PE, dance, swimming, learning a musical instrument).
- Administering first aid
- Physical assistance with tasks such as fastening a coat or tying shoelaces, where appropriate.

### **Safe physical contact is not:**

- Invasive, prolonged or initiated to meet an adult's emotional needs.
- Coercive or used to force compliance.
- Delivered without the pupil's consent (where possible) or in a way that compromises dignity or privacy.
- A substitute for relational communication or used as a behavioural control.

### **Legal and Safeguarding**

- At no point and under no circumstances should staff members use touch to satisfy their own need for physical contact or reassurance.
- All staff are trained to be fully cognisant of touch that is invasive or which could be confusing, traumatising or experienced as eroticising in any way whatsoever.
- Any incident causing uncertainty or discomfort is reported and reviewed in line with safeguarding procedures.
- Should any such touch be used it would be deemed as the most serious breach of the Code of Conduct warranting the highest level of disciplinary action. Schools would follow safeguarding protocols.
- Staff must always act in accordance with safeguarding, behaviour and code of conduct policies.

## Physical Interventions

Physical interventions refer to planned or emergency actions where staff use physical contact to manage a pupil's behaviour when it poses a risk to themselves, others, or property. These interventions are separated in this policy into those where physical intervention is needed for self-protection (AMBER) or as a restrictive physical intervention (RED).

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

Wherever possible we avoid using physical interventions unless training has been provided and this is part of an agreed relational support plan. However, there may be times when physical intervention is required as an immediate decision this could be to prevent harm to the pupil or others or to protect property from serious damage or to maintain a safe learning environment.

The school emphasizes the importance of minimising the need for the use of physical interventions by using prevention and de-escalation strategies. These are part of whole school approaches and staff training as well as personalised relational plans created in collaboration between school and parents and may involve other professionals.

The decision on whether it is reasonable to use physical intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider if it **necessary, proportionate** and has **considered the pupil's welfare**.

**Necessary:** are there more effective, less restrictive ways of managing the situation? Will physical intervention reduce the risk or will it escalate the situation further?

**Proportionate:** least amount of force or least restrictive intervention necessary for the least amount of time to reduce the relevant risk. If this approach is escalating the situation reconsider and attempt an alternative strategy.

**Pupil's Welfare:** balance the pupil's welfare and any medical or educational need against any actions taken to include past trauma, neglect, communication difficulties or other needs where physical intervention would be particularly distressing. All actions should minimise the impact on any pupils.

Pupils with **special educational needs** may react to situations by displaying behaviours which may be harmful to themselves and others. School will seek to understand any underlying triggers of challenging behaviours to create a supportive environment and reduce the incidents where a pupil will become triggered and challenging behaviour occurs. This will normally be conducted as part of a relational support plan involving school, parents and other professionals.

Below is a list of physical interventions which form part of the Price training delivered by the Trust Behaviour Lead. These interventions should only be used to support safety or as part of an agreed strategy within a relational support plan by trained staff.

The list in the RED section is classed as **Restrictive Physical Interventions** which must be recorded on CPOMS and reported to SLT and the DSL. The list in AMBER is classed as **Physical Interventions** which are for self-protection and should also be recorded on CPOMS.

|     |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                              |
|-----|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Red | Child sitting on lap | <p>These interventions are often referred to as 'RPI's' – <b>Restrictive Physical Interventions</b>, the adult instigates the touch. These are used <i>only</i> when safety is the priority and is a '<i>last or only resort</i>' after de-escalation, diffusion strategies have been exhausted or when there may be immediate danger to the child – for example if the child has run into a road. Staff must record the (PRICE) technique used and clearly state the number of seconds the technique was used for. The repair work must also be recorded.</p> <p><b>**Sitting on an adult's lap is strongly discouraged. If, in exceptional circumstances, lap-sitting is deemed appropriate by staff, the child's seated position must be accurately recorded. The child must sit sideways, never facing toward or directly away from the adult, to ensure safeguarding and maintain appropriate physical boundaries.</b></p> | MUST record on CPOMS and report to SLT & DSL |
|     | Wisp                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                              |
|     | Floor support        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                              |
|     | Rainbow leg support  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                              |
|     | Single embrace       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                              |
|     | Adapted embrace      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                              |
|     | Side hug             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                              |
|     | Adapted side hug     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                              |

|       |                    |                                                                                                                                                                                                                                      |                                           |
|-------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| Amber | Walk and talk      | <p><b>Self-protection techniques.</b> The adult has not instigated the touch; they are protecting themselves from harm whilst making a situation safe. Use the name of the (PRICE) technique used where possible or describe it.</p> | MUST record on CPOMS or Medical reporting |
|       | Wipeaway           |                                                                                                                                                                                                                                      |                                           |
|       | Blocking kicks     |                                                                                                                                                                                                                                      |                                           |
|       | Bite prevention    |                                                                                                                                                                                                                                      |                                           |
|       | Shepherding        |                                                                                                                                                                                                                                      |                                           |
|       | All first aid care |                                                                                                                                                                                                                                      |                                           |

|       |                                         |                                                                |                                            |
|-------|-----------------------------------------|----------------------------------------------------------------|--------------------------------------------|
| Green | Hand holding                            | Every day, mutually agreed actions do not need to be recorded. | No need to report unless this is a trigger |
|       | Fist bump / handshake                   |                                                                |                                            |
|       | Comfort, hand on arm, back or shoulder. |                                                                |                                            |

As a safety measure only, it may be necessary to keep a pupil confined to a place away from others and prevented from leaving. This is called **seclusion** and should never be used as a sanction or punishment but used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. Any incident involving the use of seclusion must be recorded on CPOMS and reported to SLT and the DSL.

## Appendix 3: Removing pupils from site

There are four sets of circumstances in which individual pupils may be required to leave the school site, namely where:

- a) There is sufficient evidence that a pupil has committed a disciplinary offence. In these circumstances the pupil may be excluded from school for a fixed period or permanently.
- b) A pupil is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the Head teacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated off site for a certain period, subject to review at regular intervals. This is not a suspension.
- c) For medical reasons, a pupil's presence on the school site represents a risk to themselves, the health or safety of other pupils or school staff. In these circumstances the Head teacher may send the pupil home after consultation with the pupil's parents. This is not a suspension and may only be done for medical reasons.
- d) The pupil is given permission by the Head teacher, or the delegated member of the Leadership Team, to leave the school premises briefly to remedy breaches of the school's rules on appearance or uniform, where this can be done quickly and easily; this should be for no longer than is necessary to remedy the breach. This is not a suspension but an authorised absence. However, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, the pupil's absence will be counted as unauthorised absence. In all such cases, the parent will be notified and the absence will be recorded. When making this decision, the child's age and vulnerability, and the parent's availability, will be considered.