



UPDATED: JULY 2024

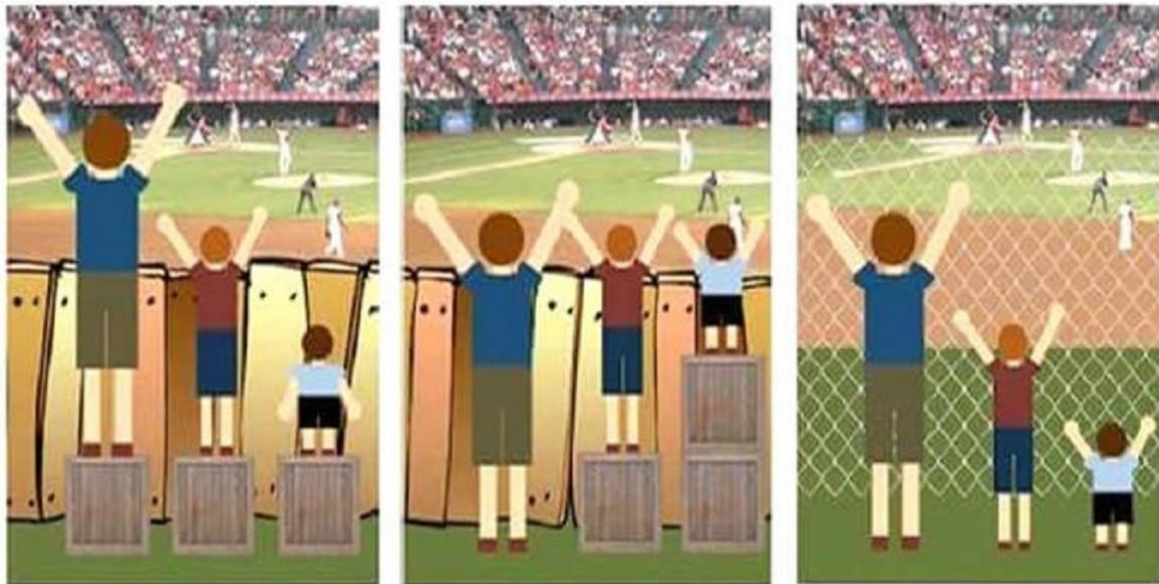
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## Policy Aims

- To promote the inseparable link between teaching, learning and behaviour.
- To ensure staff confidence in applying a therapeutic approach within their class dynamic and across the school
- To ensure the positive environment for all learners
- To reduce and eliminate exclusions
- To support consistency when working with additional services within West Sussex.

## Principles for the Teaching of Behaviour at White Meadows Primary Academy

At White Meadows Primary Academy, we advocate for every child to receive the resources, experiences, appropriate intervention and support in their learning to achieve their full potential. We use the equality/equity/inclusion model to illustrate this.



### **Equality**

### **Equity**

### **Inclusion**

Equality is treating everybody the same, whilst equity is giving everyone what they need to achieve success. This policy reflects the practice used for the majority of children. A small minority of children may need Individual Therapeutic Plans to support them in their behaviour. These are created through following the Therapeutic Thinking Flow Chart (Appendix 1). This may include additional interventions or support from our Behaviour Mentor, Learning Mentors, Play Therapist, SENCO or Head of Inclusion. Where a child's plan contradicts this policy, the individual plan takes precedence.

Strategies for teaching behaviour include:

- Building relationships - children are invested in from the start - children should want to do something because of the quality of their relationship with the adults. The more we know about the child, the more therapeutic we can be.

- Role modelling.
- Consistency.
- Routines.
- Prioritising pro-social behaviour (making sure every child knows how valued it is – thanking them, proximal praise).
- Planning alternatives to anti-social behaviour with the child.
- Reward and positive reinforcement which should be given freely and unexpectedly, not as a form of bribery.
- Feedback and recognition, at a proportionate level (not for what is usually expected).
- Comfort and forgiveness (understanding and knowing that we will do it differently tomorrow).
- ‘Planned ignoring’ of unsocial and low-level behaviours, giving time for unsocial behaviour to stop.
- Positive language - telling children what we want to see, not what we don’t (e.g. ‘please walk’ rather than ‘don’t run’).
- Restorative practice - following up on the behaviour, its impact and consequences, at the appropriate time, after regulation has taken place. Providing strategies for further occurrences. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.
- We manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery or punishment.
- We have no public methods of tracking behaviour that risk creating negative feelings – children cannot publicly see the judgement of staff and we have adopted more private levels of praise.
- Children predominantly receive feedback and verbal recognition or support (visual reminders such as stickers/certificates are private and not given publicly to avoid competition or comparison).
- Scripted responses.

## **Roles and Responsibilities**

**Pupils** are responsible for:

- Following school rules and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other’s property and resources as well as for school property.
- Taking pride in their learning and actions.
- Valuing each other’s opinions.

All staff are responsible for:

- Being positive role models.
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected at White Meadows Primary Academy.
- Creating a calm and well-ordered environment for teaching and learning and promoting

a pride in it.

- Establishing and maintaining high expectations at all times and praising when expectations are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying, conflict and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting pro-social behaviour: “treat others as we would like to be treated”.
- Facilitating learning about relationships and behaviour.
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.
- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a ‘silly’ game from continuing) both in the classroom and playground.
- Enabling children to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one child from taking away another child’s right to learn or feel safe.
- Ensuring there is effective supervision of all children at all times (i.e. ‘walking’ the playground and ensuring children are not left anywhere without supervision).

**Class-based staff** are responsible for:

- Providing opportunities for children to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct.
- Liaising with parents about matters which affect their child’s happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Liaising with the SENCo/SLT to write Individual Therapeutic Plans for those children whose behaviours are not met solely by the Behaviour Policy.
- Planning a programme of Religious Education and PSHE (including Circle Time) to promote pro-social behaviour and build their Emotional Literacy.
- Ensuring Circle Time activities and social stories are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording serious and concerning incidents on CPOMS on a daily basis, where a child’s behaviour is deemed to have a serious effect on themselves and others.
- Where external support agencies are involved in meeting the needs of a particular child, working co-operatively with those agencies, as necessary, to support and guide the progress of the child, for example, in consultation with the school’s Special Educational

Needs Co-ordinator (SENCo), discuss the needs of a child with the LA's behaviour support service.

- Welcoming pupils into the classroom each day, in an age appropriate way and fostering a sense of belonging.

The **Headteacher** is responsible for:

- Under the school Standards and Framework Act 1998, implementing the school behaviour policy consistently across the school, and to report to governors, when requested, on the effectiveness of the policy.
- Giving suspensions or fixed-term exclusions for dangerous acts of anti-social behaviour.
- Maintaining a positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that no child will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.
- Ensuring regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

**Parents** are responsible for:

- Accepting, contributing to and supporting the school's behaviour policy.
- Accepting responsibility for the conduct of their children and offering encouragement or consequences when appropriate.
- Agreeing to and signing the Home School Agreement when their child joins White Meadows Primary Academy.
- Liaising about matters, which affect their child's happiness, progress and behaviour by keeping the school well, informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

The **Governing body** is responsible for monitoring and evaluating the impact of the Policy.

**Related Policies:**

- Anti-bullying Policy
- Equality Duties Framework
- Exclusion Policy
- Online Safety and Social Media Policy
- Safeguarding and Child Protection Policy

## **Section 1: Vision and Values Statement**

Our behaviour policy is underpinned by the principles of Therapeutic Thinking.

At White Meadows Primary Academy, we firmly believe that positive experiences create positive feelings, and positive feelings create positive behaviour. We also believe that you cannot teach a child to behave better by making them feel worse, based on the research of Pam Leo.

This policy outlines the purpose, nature and management of behaviour in our school in line with the Therapeutic Thinking principles. This requires all members to behave in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall wellbeing.

We aim to provide children with what they need to be successful in school and beyond. We endeavour to create a culture which inspires a lifelong love of learning through emotional and social intelligence, and a responsibility of self-discipline and respect for others. This is reflected in our values and mission statement:

Values:

- Belonging
- Resilience
- Integrity
- Enjoyment
- Empowerment

Mission statement: Laying the foundations for life.

## Section 2: Valued behaviour







Valued behaviour is that which is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people, and benefits other people or society.

At White Meadows Primary Academy these behaviours are demonstrated by following our school 'Golden Rules':

- Be respectful
- Be honest
- Be safe

These rules are displayed in all classrooms and communal spaces and are frequently referred to. They may be incorporated into class codes of conduct generated by children and their teachers at the start of each year.

Valued behaviour is recognised and celebrated in line with the school's 'RIGHTS' recognition procedures. These are displayed in all classrooms and learning spaces.

Recognition	
Reward Postcard	
Individual Praise	
Golden Ticket	
House points	
Time Earned	
Share Work	

Examples of valued behaviour	Expected Responses (used by all members of staff)
<p>Small, daily acts that are 'expected' but should be acknowledged to promote behaviour:</p> <ul style="list-style-type: none"> <li>• Holding a door open</li> <li>• Being polite</li> <li>• Using good manners</li> <li>• Being kind to other peers</li> <li>• Showing respect to others</li> <li>• Showing respect to the environment</li> <li>• Walking calmly around the school</li> </ul>	<ul style="list-style-type: none"> <li>• 'Thank you for...' with appreciation and specifics about what they have done that is positive</li> <li>• 'I have noticed...'</li> <li>• Words of encouragement</li> <li>• House points – to be issued singularly</li> </ul>

<p>Efforts with learning within the classroom:</p> <ul style="list-style-type: none"> <li>• Trying hard with learning</li> <li>• Supporting others with their learning</li> </ul> <ul style="list-style-type: none"> <li>• Specific examples of exceptional effort from individual children</li> </ul> <ul style="list-style-type: none"> <li>• Ongoing sustained effort over the week/half-term/term/year</li> </ul>	<ul style="list-style-type: none"> <li>• Thumbs up, adults pointing to own smile (non-verbal actions that do not interrupt the learning)</li> <li>• Words of encouragement</li> <li>• Stickers - can be given for particular encouragement, but not used as a competition (e.g. not saying 'I have five stickers to give out for the five best...')</li> <li>• Peers encouraging each other</li> <li>• House points – to be issued singularly</li> </ul> <ul style="list-style-type: none"> <li>• 'Star Award' Postcards to be given as and when pupils demonstrate exceptional effort or outcomes 'privately' in class. These can be shared with a special member of staff or followed up with a phone call home/seesaw message</li> <li>• Share exceptional examples in Celebration Assemblies – this is not tokenistic and must be an example of exceptional effort or outcome.</li> <li>• Send to another teacher (e.g. subject leader, previous class teacher) to share work</li> <li>• Send to Senior Leadership Team to share work</li> <li>• Send to Headteacher to share work, and have 'Headteacher's Award' sticker</li> </ul> <ul style="list-style-type: none"> <li>• One class member is chosen by the class teacher to attend 'Golden Tea' with the Headteacher/Senior Leadership Team at the end of each half term</li> <li>• One pupil per year group chosen by the class teachers and year leader to attend 'Golden Trip' with the Headteacher/Senior Leadership Team at the end of each term</li> <li>• Subject-specific awards at the end of the year to celebrate outstanding achievement</li> </ul>
<ul style="list-style-type: none"> <li>• Valued behaviour at break times /lunchtimes i.e. sharing equipment, including others in games, turn taking, problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Employ the above strategies when appropriate</li> <li>• House points – to be issued singularly</li> </ul>



### **Section 3: Supporting All Learners**

In order to promote valued behaviours, all staff are expected to use agreed universal reasonable adjustments to support all learners.

When children feel safe, liked, replete, praised, rewarded, included, involved, consulted, motivated, heard, rested, successful, accepted, needed, appreciated and nurtured they are more likely to behave pro-socially.

It is the responsibility of the class teachers, with support from TSAs, to create a calm and well-ordered environment within their own classrooms, and for fostering a pride in it.

Lessons are well-planned with appropriate adaptations to support and scaffold learning. Children are motivated and keen to learn - no learning time is wasted.

Class teachers are supported by the Head of Inclusion, SENCO and Pastoral Team to ensure social and emotional support is in place for pupils who require it.

#### Section 4: Unsocial Behaviour

Unsocial behaviours are not deemed as 'detrimental behaviour' if they are not to the detriment of others.

Generally, unsocial behaviour is quiet non-compliance that does not negatively impact on other children's learning.

Extroverts often communicate their negative feelings with high levels of interaction.

Introverts communicate their feelings through quiet non-compliance. All staff should strive to interpret unsocial behaviour as a communication of negative feelings, for example needing help, attention, or becoming bored or impatient. Staff should therefore make appropriate adaptations or support.

Responses to unsocial behaviour should follow the guidance below, starting with positive phrasing or limited choice. Staff use a concise scripting format when issuing instructions to pupils who are heightened using minimal words: **Name, simple instruction, thank you.**

Responses to disempower/de-escalate the behaviour can be used if necessary.

If the child does not respond to adult's attempts to support them to make prosocial choices, then an educational consequence should be put in place, i.e. one that is designed to help the child learn and develop valued behaviour. At White Meadows Primary Academy, we follow the belief that you cannot teach children to behave better by making them feel worse. For this reason, consequences must not be 'shaming' (aimed to make the child feel worse).

If unsocial behaviour persists, and the child has been given a prompt to do as requested, a verbal warning, and an educational consequence as described in the table below, then they will be asked to work in a different learning space for a short, defined period of time. Parents will be contacted if this continues.

Unsocial behaviours are managed by a member of the teaching team within the class who is tasked with talking to the pupil, reminding them of behaviour expectations and ensuring they are ready to continue their learning. Staff should be mindful of their tone of voice and body language, ensuring that they do not devalue the child, so that staff's responses to unsocial behaviour do not drive the behaviour to become detrimental.

No unsocial behaviour should need immediate support from the Behaviour Mentor or Senior Leadership Team unless it is persistent and continually disruptive, and therefore becomes detrimental. Teachers should arrange to seek advice from the Senior Leadership Team or Pastoral Team for advice and support for ongoing unsocial behaviour at a mutually agreed time.

## Guidance responding to Unsocial Behaviour:

*(This is a non-exhaustive list)*

Unsocial Behaviour	Positive Praising (can include distraction/re-directing)	Limited Choice	Disempowering the Behaviour (and/or de-escalation)	Protective or Education consequence (If unsocial behaviour persists)
Leaving their table without permission	<p>'Name, stay in your chair, thank you.'</p> <p>'Who else can I see sitting well at their table?'</p>	<p>'Are you going to sit on your own or with the group?'</p> <p>'Are you going to sit at this desk or that desk?'</p>	<p>'You can listen to what we are doing from there.'</p>	<p>'We will check you understand how to... before you go out to break.' (Then spend time talking to the child about the importance of following instructions/how you could help them do it before going out to break)</p>
Leaving the carpet during input/story without permission	<p>'I can see you may not be comfortable there but please stay seated until we have finished.'</p>	<p>'Would you like to sit in your carpet space/at your desk, or next to me?'</p> <p>(Repeat)</p>	<p>'You can listen to the instructions/story from there.'</p>	<p>'We will check you understand how to... before you go out to break.'</p> <p>(As above)</p>
Refusing to complete a task	<p>'I know you want to do... But first, I need you to... Then you can...'</p> <p>'Can you tell me.../show me...?'</p>	<p>'Are you starting your work with the words or a picture?'</p> <p>(Repeat)</p> <p>'You can work with a friend or on your own.'</p> <p>(Repeat)</p> <p>'I wonder if we will be faster at getting this done at your desk or in the book corner?'</p> <p>(Repeat)</p>	<p>'You can choose to finish it later'.</p>	<p>Completing tasks before going out to break to ensure the child understand work needs to be done.</p> <p>Rehearsing and practising prior to lesson might need to be in place.</p> <p>Adapted curriculum - consider more practical and creative activities to encourage engagement in</p>

				class.
Not listening/following instructions	<p>'I can see you are choosing not to listen at the moment, would you like me to explain again after the lesson?'</p> <p>'Well done everyone for stopping when asked. That is the safe way to do it.'</p> <p>'Fantastic listening from... I like the way you are staying still and listening so that you can follow my instructions.'</p>	<p>'Would you like to choose to listen and join in now or would you like too this after the lesson/before you go out to break?'</p>	<p>'You can choose to have another go later'.</p>	<p>Younger children may be given a 'time out', to think about the consequences of their behaviour, which is then spoken about by class teacher/TA before returning to learning.</p>
Calling out/talking to a peer when should be listening	<p>We are taking it in turns to listen. Who else can I see listening carefully?'</p> <p>'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'</p>	<p>'You can sit with ... if you listen carefully, or you can move to sit where you will be able to concentrate'.</p>	<p>If calling out continues, refer to anti-social behaviours.</p>	<p>'We can check you understand what to do before you go out to break.'</p>

## Section 5: Detrimental Behaviour

Detrimental behaviour is behaviour that is difficult or dangerous, causing harm to an individual, group, community or the environment. Difficult behaviour is detrimental but not dangerous, whilst dangerous behaviour is detrimental and will predictably result in imminent injury or harm to self or others.

Detrimental behaviours should be responded to by all staff using the guidance below.

If difficult detrimental behaviour occurs at lunchtime, midday-meals supervisors will issue a yellow/red card appropriate to the level of behaviour as per the consequence section in the guidance below. If a pupil is issued a yellow card, they are to stand with the MMS who issued the yellow card, who will conduct a restorative conversation regarding the impact of their behaviour and de-escalate using the strategies in the guidance below. If a pupil is issued a red card, they are to be sent inside to the Behaviour Mentor who will respond as per the guidance below.

### Guidance for responding to detrimental behaviour:

*(This is a non-exhaustive list)*

Detrimental Behaviour	Positive Praising (can include distraction/re-directing)	Limited Choice	Disempowering the Behaviour (and/or de-escalation)	Protective or Education consequence (social stories to be used as part of all consequences)
<b>Difficult Behaviours: Note the frequency – it is normally this that makes it intolerable. Frequent and persistent difficult behaviour may require support from Behaviour Mentor. Parents/carers will be informed by the member of staff who responded either face to face at the end of the day or a telephone call.</b>				
<b>Continued interruption</b>  <b>Aggressive shouting/calling out deliberately</b>  <b>Answering back/mimicking</b>	'I can see that you are not ready to learn. When you are ready we can talk about the learning before you go out to break.'  'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'	'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or ...?' (Repeat)	If the interruptions are 'valid' and the pupil is keen to get their point across, ensure they understand the 'rules' of conversation.  If it is being done to disrupt others then use the phrasing and choices.  Ignore and speak later to individuals.	Conversation and exploration about the impact of this on their own and others' learning.  For continual disruption, alternative learning space to be used (link class), with support from TA if required, for an agreed length of time.

	'I can see you know the answer but at the moment it is ...'s turn to share their thoughts.'			Child then returns to class to 'repair' situation and is given the opportunity to try again.
<b>Swearing</b> <b>Name calling</b> <b>Lying</b>	'I can see that you are not happy at the moment.'  'I can see you are upset.'  'We can talk when you are ready.'	'When you are ready we can talk here or in the library/office/classroom.' (Repeat).  'We will carry on when you are ready.'  'We can talk when you are ready – who would you like to talk to, me or ...?' (repeat when calm)	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (Then ignore until they are ready)	Conversation and exploration 'Thank you for telling me/showing me how you are feeling – if you tell me more I can listen/help.'  For directed swearing at a member of staff, an alternative learning space to be used (link class), with support from TA if required, for an agreed length of time.
<b>Distracting and/or disrupting others' learning by shouting, banging, making noises</b>	'I can see that you are not happy at the moment and you are not ready to learn/play.'	When you are ready we can talk here or in the library/office/classroom.' (Repeat)		Rehearsing and Practising  If child is continually disruptive, alternative learning space (link class) to be used, with support from TA if required, for an agreed length of time.  Child then returns to class to 'repair' situation and is given the

				opportunity to try again.
<b>Leaving the classroom without permission</b>	'I can see that you are not happy at the moment.'	'Come back into the room when you are ready and we can talk here or with ... who would you like to talk to, me or .....?' (Repeat).  'You can come and find me when you are ready.'	'I can see you are not happy now. When you are ready to come back to class, I will listen.' (Then ignore until they are ready as long as another adult is in the vicinity)	Educational opportunities – identify early warning signs for needing to leave.  Creation of a 'safe space' in the classroom if staying in class is difficult.
<b>Damage to property</b>	'I can see that you are not happy at the moment.'	'When you are ready we can talk here or in the library/ office/ classroom.' (Repeat)		Time with SLT assisting with repairs or planning the repairs.
<b>Stealing</b>	'I can see that you have taken something that doesn't belong to you.'	'When you are ready to return it, you can give it to me or put it in the box.' (Repeat)		Time with SLT - Research the criminal implications.

<b>Detrimental Behaviour</b>	<b>Positive Praising (can include distraction/re-directing)</b>	<b>Limited Choice</b>	<b>Disempowering the Behaviour (and/or de-escalation)</b>	<b>Protective or Education consequence (social stories to be used as part of all consequences)</b>
<b>Dangerous Behaviours: Will likely require Behaviour Mentor and SLT support</b>				
<b>Leaving the school premises/site</b>	'I am not chasing you. I'll be standing here to make sure you are safe. When you go to (adult) inside, we can solve the problem.'	'I can see there is something wrong. Do you want to come inside and talk to....?' (Give a choice of 2 adults whichever		Conversation and exploration.  Possible limit to outside space.  Escorted in social situations/break times.

	‘Name, you have left the school premises, so I am calling your parents and the police.’	most appropriate/ available).  ‘When you come in would you like to go to the carpet or your safe space?’ (Repeat)		Restricted off-site activities.  Differentiated teaching space (SLT)
<b>Spitting (directly at another)</b>  <b>Intentional action causing physical harm including hair pulling, pushing, scratching, pinching, hitting, biting etc</b>  <b>Throwing furniture</b>  <b>Physical or verbal bullying (see Anti-Bullying Policy for definition)</b>	‘Your actions have hurt me/child’s name.’  ‘Use your words and I will listen.’	‘I can see there is something wrong. Do you want to come inside and talk to...?’ (Give a choice of 2 adults – whichever most appropriate/ available)  (If already inside the choice would be to come and talk to one of these adults and away from wherever they are now).	‘Child’s name... I can see something has happened.’  ‘I am here to help.’  ‘Talk and I will listen.’  ‘Come with me and ...’.	Possible limit to outside space.  Escorted in social situations/break times.  Restricted off-site activities.  Different teaching space with member of SLT.  Restorative techniques to support child to repair the situation.  Suspension.

If dangerous detrimental behaviour is taking place, staff will notify the school office who will radio the behaviour mentor and/or SLT on call to respond imminently.

All detrimental behaviours need time and patience, as well as praise when the child is showing valued behaviour following any of these difficulties. Children need time to de-escalate and be ready to consider what has happened, which should be in a quiet space supported by an adult.

When children have calmed, post-incident responses can include:

- ‘Name, you have used your safe space, well done.’
- ‘You are making a good effort with your learning.’
- ‘Thank you for telling me how this made you feel.’
- ‘Thank you for being honest with me and telling me the truth.’
- ‘I could see that you were upset...your body language was showing me you are cross.’



- 'I can understand how that could be upsetting/annoying...'
- 'Tell me what happened when...'
- 'How were you feeling when you...?'
- 'Who has been affected...?'
- 'How can you help to put this right?'
- 'So let's practise what we have learnt so that we can do things better next time.'

### **Time to Reflect – Targeted intervention to support positive behaviour choices**

- The use of Time to Reflect and Circle Time is central to our Therapeutic Behaviour Policy. Time to Reflect/Circle Time provides a framework for the development of self-esteem and positive behaviour.
- Time to Reflect takes place daily and is led by the Behaviour Mentor. This is a targeted intervention and pupils are identified and invited to attend by the Behaviour Mentor/SLT.

### **Use of Reasonable Force (Physical Intervention)**

White Meadows Primary Academy uses the guidance set out in the DfE document 'Use of Reasonable Force' (2013). Although used as a last resort, this states that 'reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder' (DfE, 2013, p. 4).

All Senior Leaders and the Behaviour Mentor have been trained in using 'Team Teach' - training in positive behaviour management and de-escalation which uses set techniques when restraining a child. If these techniques are used, they will only be used by trained staff who will document their actions in the 'Bound and Numbered' book kept in the Headteacher's office. A copy of the completed form will be scanned and uploaded to CPOMS and parents/carers will be notified.

Use of Team Teach will be followed by time for both the child and the adult to de-escalate and debrief, with consideration of actions that may be taken next time to reduce any risk. If children are predicted to need use of Team Teach, they will have a Risk Reduction Plan which assesses risk and details strategies and support to be used.

Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search without consent for banned items: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Banned items also may include any items which the headteacher has decided are detrimental to maintaining high standards of behaviour and a safe environment. (as outlined in 'Searching, Screening and Confiscation Advice for Schools, DfE 2022)

## Section 6: Unforeseeable Behaviour

Unforeseeable behaviours are behaviours not covered by policy, never previously experienced, or so historic that it was believed that they would not reoccur.

If these behaviours occur, staff are expected to use professional judgement and use of strategies within this policy which most align with the behaviour that is being demonstrated, with a focus on minimising risk of harm. SLT must be notified as soon as possible and the incident will be recorded on CPOMs and, if physical restraint is used, the 'Bound and Numbered' book.

Following any unforeseeable behaviour, a debrief will take place with both pupils and staff involved to identify any possible triggers and strategies to be put in place in the future for risk reduction and minimising harm.

## Section 7: Communication and Recording within School and with Parents/Carers

**Valued behaviours** - Acknowledged by staff and shared with parents in line with the guidance in this policy.

**Unsocial behaviours** - Monitored by the class team and recorded on CPOMs by the class teacher if there is a pattern emerging, or if advice is being sought from the SENCO, SLT or Pastoral Team. Parents are informed by class teachers if a pattern of unsocial behaviour is forming, so that a joint focus from both home and school can help to teach the child pro-social behaviours.

**Detrimental behaviours** - Incidents of anti-social behaviour are recorded on CPOMS by the class teacher or staff member who responded. Ongoing difficult anti-social behaviour is reported to parents by the class teacher or member of SLT (agreed dependent on the circumstances), either face to face or a telephone call. This should be on the day it occurred. If the anti-social behaviour was dangerous, and a member of the SLT or Behaviour Mentor became involved, it is their responsibility to ensure the incident is documented appropriately. For dangerous anti-social behaviours, a member of SLT will contact parents, again inviting them in for a meeting with the child to discuss ways to support the child to make pro-social choices in the future.

It is important that recording of incidents is timely (within one working day), factual, accurate and non-judgemental. It should state clearly what happened, and the responses and consequences used.

## Section 8: Suspensions and Permanent Exclusion

We are an inclusive school and do not wish to exclude any child, even when they are exhibiting dangerous anti-social behaviours. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude. The school adheres to the DfE document 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (May 2023), which states that if 'approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.' (DfE 2023, p. 3).

The school has regard for the standard national list of reasons for exclusion (DfE 2023, p. 14/15). Parents and carers must ensure their child is not present in a public place during the first five days of suspension, and headteachers have a duty to offer the parents or carers a reintegration review before or at the beginning of the pupil's return to school.

Only the Headteacher (or an acting Headteacher) has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. A suspension can also be for parts of the school day, for example if a pupil's behaviour at lunchtime is disruptive, they may be suspended from school premises for the duration of the lunchtime period. The legal requirements relating to the suspension apply in all cases, and lunchtime suspensions are counted as half a school day.

If the Headteacher excludes a child, they inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal in the letter notifying parents/carers of the suspension.

The Headteacher informs the Local Authority, without delay, of any suspensions or permanent exclusions. The Headteacher informs the governing body of any permanent exclusion, or a suspension which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term, or any suspension or permanent exclusion which would result in the pupil missing a national curriculum test.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body may designate a sub-committee of at least three members to consider any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

## **Drug and Alcohol Related Incidents**

It is the policy of White Meadows Primary Academy that no pupil should bring any drug, legal or illegal, into school. If a child will need medication during the school day, the parent or carer should notify the school and follow the Administration of Medication policy.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or carers of any pupil involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be subject to a suspension. The child will not be readmitted to the school until their parent or carer has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated, the child will be permanently excluded, and the police and social services informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other children for money, the child will be permanently excluded from school. The police and social services will also be informed.

## **Searching, Screening and Confiscation**

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

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

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Should it be deemed necessary to search a pupil, two members of the Senior Leadership Team will be consulted and present during the search.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.  
*(DFE Guidance 2018: Screening, searching and confiscation)*

## **Monitoring and Review**

The Headteacher monitors the effectiveness of this policy on a regular basis. They report to the governing body on the effectiveness of the policy, and if necessary, make recommendations for further improvements.

The Headteacher keeps a record of any child who is suspended or who is permanently Excluded on CPOMs.

It is the responsibility of the governing body to monitor the occurrence of both suspensions and permanent exclusions, and to ensure that the school policy administered fairly and consistently. The governing body will pay particular attention to matters of equality and discrimination and ensure that no child is treated unfairly because of gender, religion, language, race, social background, culture, appearance, family set-up, special needs, ability or disability.

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.