Behaviour policy and statement of behaviour principles

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1. Aims

This policy aims to:

- Create a shared coherent approach to working with all children, ensuring their full potential in our classrooms and providing a consistent approach to behaviour response that is applied fairly to all pupils
- Develop a positive culture that promotes Normalisation, ensuring that all pupils have the opportunity to develop self-regulation in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations for behaviour and the response to observed Deviations
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Pedagogy, legislation, statutory requirements and guidance

In line with Montessori pedagogy, this policy recognises that the child's path to Normalisation requires the balance of the physical energy of the body and the mental energies of intelligence and the child's will. Through her own repeated actions in the prepared environments, the child develops self-regulation and, therefore, to balance impulse and inhibition. This process, or development of Normalisation, is at the very heart of the Montessori philosophy. It is made possible by the freedoms given to the children in the carefully prepared environments.

Development is active. It is the construction of the personality, reached by effort and one's own experiences. A normalised child will work with a heightened sense of concentration as the child refines his skills in a quest for perfection. The child will demonstrate a love of work, take care in its details, and treat the materials with respect and care. The child will develop inner discipline through repetition that breeds concentration. Over time, the child will progress through the three levels of obedience. Joy, courage, and generosity will all be apparent in the child's activities, and she will maintain a social nature. This is the underpinning vision of our Behaviour policy.

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for Head of Schools and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- https://www.gov.uk/government/publications/mobile-phones-in-schools/mobile-phones-in-schools

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

3. Definitions

Normalisation is defined as:

- the process where young children come to focus and concentrate on a task for a sustained period of time and that when given an engaging and stimulating task the calmer, happier and more self-disciplined they become. The process in which a child organises their brain activity through concentration is normalisation. Essentially, normalisation occurs when development is proceeding normally. The formation of normalisation happens through the repetition the work cycle. Four characteristics emerge which show that normalisation is happening. They are as follows:
  - **Love of work** *"The first characteristic of the process of normalisation is love of work. Love of work includes the ability to choose work freely and to find serenity and joy in work."* Young children thrive on consistency, and benefit greatly from engaging in a routine. During the Montessori work cycle children joyfully go about their work and feel a great sense of accomplishment upon completion.
  - **Concentration** *"To help such development, it is not enough to provide objects chosen at random, but [the teachers] have to organise a world of 'progressive interest'."* During the work cycle, normalised children will be absorbed in their work – each one in a different, freely chosen activity. Teachers will continue to present the children with the next appropriate challenge or task to master, to ensure concentration continues.
  - **Self-*discipline*** *"After concentration will come perseverance… It marks the beginning of yet another state in character formation… It is the ability to carry through what he has begun."* Linked to concentration, self-discipline refers to the persevering nature of normalised children, who complete cycles of work they have begun.
  - **Sociability:** *"There is only one specimen of each object, and if a piece is in use when another child wants it, the latter – if he is normalised – will wait for it to be released. Important social qualities derive from this. The child comes to see that he must respect the work of others, not because someone has said he must, but because this is a reality that he meets in his daily experience."* Sociability, refers to the child's relationship with his or her class members, who, when normalised, will display social cohesion. Children display patience as they wait for the materials they want, they respect the work of others, and have harmonious relationships with all classmates.

Normalisation is not a radical or irrational process, and is not aimed at diminishing the personality of a child, or conforming them to a certain image. Rather, normalisation is a natural process of development, with children learning in harmony with their surroundings.

Deviations are defined as:

- Behaviours which emerge if the child's path to Normalisation is disrupted.
- Such Deviations may manifest, on the one hand, as disobedience, violence, aggression, lack of physical or emotional self-control and possessiveness or on the other hand, as idleness, boredom, fearfulness, clinging to adults, lying, refusal to eat, overeating, and nervousness.

Grace and Courtesy is defined as:

- **Grace** - the manner in which one conducts oneself
- **Courtesy** - the manner in which one behaves towards others
- Together, a series of 'lessons' given to the children in which expected behaviours are demonstrated and practised

Misbehaviour is defined as:

- Any actions which are dangerous, demeaning, destructive or disruptive
- Poor attitude
- Discrimination
- Use of derogatory language (which may also be considered Serious misbehaviour)
- Aggression (which may also be considered Serious misbehaviour)

Serious misbehaviour is defined as:

- Repeated incidents of Misbehaviour listed above
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for approval of the Statement of Principles, monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

5.2 The Head of School

The Head of School is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour in line with Montessori principles
- Monitoring how staff implement this policy to ensure responses are applied appropriately to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

All Staff are responsible for:

- Creating a calm and safe environment for all pupils
- Using language of Respect and Positivity within the school community (see Appendix 2)
- Model expression of needs and resolution of conflicts using the principles of 'Non-Violet Communication' https://www.cnvc.org/ communicating honestly and compassionately, expressing feelings and needs clearly, and resolving conflicts by seeking mutually agreeable outcomes for everyone involved
- Creating and maintaining an environment which supports Normalisation
- Allowing freedom within limits appropriate to each child
- Observing carefully for signs of interest in work and periods of normalised behaviour
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils through planned Grace and Courtesy presentations
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using Daily Observation records, Transparent Classroom Chronology Record, ABCC form, Incident Form or Restrictive Intervention Record form as appropriate to the incident
- Report incidents of Restrictive Intervention in accordance with the guidance given in Use of Reasonable Force in Schools.pptx
- Maintaining a chronoligical record of behaviour incidents and actions for any child who is demonstrating persistent behavioural challenges
- Challenging pupils to meet the school's expectations

The Head of School will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's teacher promptly
- Take part in any pastoral work for example: attending reviews of specific behaviour interventions
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The freedoms they can earn for meeting the behaviour standard, and the limits they will face if they are not ready for that freedom
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated Grace and Courtesy lessons wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School Behaviour Curriculum

Montessori is a pedagogy for peace. The desire for peaceful coexistence with others is at the heart of our curriculum. The behaviour curriculum centres around respect for both the individual & community and our environment, living and non-living.

All children are afforded freedom within limits appropriate to their stage of development. Children are helped to understand that each freedom comes with a responsibility to exercise that freedom in a way which is respectful of everyone and everything. Desired behaviours are taught through role modelling, Grace and Courtesy presentations and our PHSE curriculum.

All adults will provide a positive model for behaviour by treating children, parents, one another and property with respect, friendliness, care and courtesy.

We aim to foster a culture of warm-hearted generosity and gratitude. Children in the Children's House and Elementary use the metaphor described in 'Have You filled a Bucket Today' by Carol McCloud to develop a shared vocabulary in expression of mutual kindness and respect within our community.

On a daily basis, expectations for behaviour are presented through 'Grace and Courtesy' presentations. These may be given to whole class, a small group or an individual child and will

address the behaviours needed for each area of the school to function harmoniously. These lessons are repeated many times and as needed to suit the cohort of children.

At the start of each year, and as required during the year, Grace and Courtesy lessons are used to embed the expected behaviour and routines in all classrooms. These are determined by the lead teacher in each community to suit the particular cohort and will cover such things as:

- Arrival and departure protocols
- Arrangements for snack
- Expectations for care of the Environment
- Choosing and Completing Work
- Care and use of books
- Seeking help
- Respecting others' right to concentrate
- Expectations for use of toilet and cloakroom areas
- Expected behaviour in group activities
- Respecting body boundaries
- How we treat visiting teachers
- Behaviour for Going Out

Routines which impact the whole school community are agreed as a 'School Code of Conduct' prior to the start of the school year and covered in Inset Training for all staff.

Themes reflecting emotional well-being, peace, diversity, respect, anti-discrimination, bullying awareness, rights and responsibilities and conflict resolution are explored on our PHSE curriculum.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones and Photographic devices

Staff and visitors' use of mobile phones is addressed in other policies (e-Safety, staff and Volunteer Code of Conduct).

Pupils are required not to bring cameras, mobile phones, tablets or any other 'smart' electronic devices into school. This includes any device which can record audio , photo or video and/or send or receive messages. If such equipment is brought in it must be handed in to the class teacher on arrival and collected at home time.

If use of personal devices is permitted by a class teacher, it will be subject to PAT testing, if appropriate, and will be subject to compliance with our AUP and e-Safety policy.

7. Responding to behaviour deviations

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school

The prepared environment is an important aspect to the normalisation of children. The freedom given to the children, especially the freedom of choice, is what allows the children to construct their personalities. Exercising their ability to choose within the structure of an orderly environment

(outer order) will help the child to build his inner order, will and self-discipline. The order of the environment will assist the child in creating his own sense of order. The environment must be well maintained, with a large variety of materials that will spark the interest of the child, leading to repetition and concentration

We take hurtful behaviour very seriously. Most children will, at some stage, hurt or say something hurtful to another child, especially if their emotions are high at the time. It is not always helpful to label this behaviour as 'bullying' unless the behaviour is repetitive or intentional hurting of one person or group by another person or group, and where the relationship involves an imbalance of power. For younger children, hurtful behaviour is often momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Safeguarding & Child Protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding & Child Protection policy for more information.

7.3 Responding to good behaviour

Montessori pedagogy acknowledges that prizes and punishments both act as incentives towards unnatural or forced effort and do not support the natural development of the child's character. Research has indicated that extrinsic rewards do not lead to pro-social behaviour. Even praise can have a detrimental effect on a child's natural tendencies for pro-social behaviour. A child who is rewarded for charitable behaviour considers herself less altruistic than one who is not rewarded.

Instead, we rely on the intrinsic worth of pro-social behaviour as its own reward. Through the child's own actions as a member of each community in our school the child's self-esteem and internal locus of control is fostered.

We will use encouragement rather than praise if is appropriate in the circumstances. See Appendix 2 for further details.

7.4 Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. See Appendix 2 for further details.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Any problems will be handled in a developmentally appropriate fashion, respecting the individual child's level of understanding and maturity. In dealing with inconsiderate or hurtful behaviour we are aware of the many factors which may impact on behaviour including:

- child development and what is appropriate behaviour for the age and stage of the individual child
- unmet needs, such as hunger, tiredness, connection, love, quiet
- Lack of required skills, such as communication; ability to take turns/wait; how to make friends
- Possible obstacles, which may be environmental or developmental

- It is recognised that reasons for bad behaviour are often complex and high emotions can make immediate resolution difficult. In all the following strategies we acknowledge that a child will only be receptive to learning from the situation after any distress, frustration or anger has subsided.
- We require all staff, volunteers and students to use an ethos of positive guidance for handling any inconsiderate behaviour. We will seek to find the antecedent to unwanted behaviour and address this, encouraging children to find a solution for disagreements themselves. We will seek to turn challenging behaviour into an opportunity for learning.
- One of the great benefits of the Montessori approach is that children have the opportunity to learn how to behave in a social situation from other children slightly older than themselves. Here are some techniques that we use when dealing with challenging behaviour:
  1. Positive intervention and distraction.
  2. Modelling good behaviour.
  3. Practising social skills through drama and role play.
  4. Talking things through.
  5. Time with an adult, observing other children;
  6. Time-out to calm down if the child indicates they would welcome this.

7.4.1 Redirection

- If a child is misusing equipment, disturbing another child or behaving inappropriately, we may seek to offer a productive outlet for the observed behaviour. For example, if a child is pouring all of the drinks at snack table, we will redirect them to the pouring exercises of Practical Life. If a child is throwing things in the classroom, we may suggest an outdoor ball game. If a child wants to bash some of the materials, we can offer the hammering activity or a drum to make music etc.
- For younger children, distraction and redirection will often be the most appropriate response.
- For older children, a suggestion of an interesting piece of work or the child's own personal development goals may be helpful.

7.4.2 Initial Response

- All children and situations are different; These suggestions give the tone of our response – calm, kind, consistent, having faith in the child's ability to do the right thing. Our Response is in Accordance with our Behaviour Principles in Appendix A
- There will be occasions where the best response is to do nothing, especially if there is no danger involved, allowing the children a chance to resolve the situation themselves and learn from it.
- If there is any imminent danger to a person or property then a loud CHILD'S NAME (to catch their attention) then STOP should be called out.
- Otherwise, if a child is doing something undesirable go over to the child, get to the child's level and in a normal tone we suggest the appropriate behaviour to them allowing the child to choose

to do the right thing. If feasible, walk away, to allow the child to consider his response. Observe unobtrusively and acknowledge good behaviour.

- If a child doesn't alter their behaviour return and stop the unwanted behaviour – perhaps removing materials; We never use any form of direct physical restraint or raised voice, unless there is danger to person or property. [Note: Care should be taken when offering a young child a hand to guide them away from the location, as the child may suddenly resist and 'drop' leading to risk of injury. Perhaps offer a finger for a child to hold if such security might be helpful.]
- If a child runs away, we ignore it and follow through as soon as the child has calmed. Always follow through.
- Avoid interfering with a situation when another member of the team is dealing with it. Offer support to a colleague if you think they are at their wits end! Discuss afterwards if you have strong feelings about how a situation was handled.

7.4.3 Sanctions

Sanctions will not include:

- Threatening or using corporal punishment or any form of punishment which could have an adverse impact on the child's wellbeing..
- Children being deprived of food or drink.
- Children being sent out of a room by themselves; however, some children may wish to spend some time apart to calm down;
- Other than as an attempt to prevent imminent harm, shouting or raising our voices in a threatening way to respond to children's inconsiderate behaviour (see below).
- Language intended to single out and humiliate individual children. At no time and in no way is a child labelled by using negative words or deeds.
- We do not engage in punitive responses to a young child's rage, as that will have the opposite effect.

Sanctions

- When children fail to comply with the School's Code of Conduct they will be reminded of the desired behaviour and asked to correct the situation.
- We do not punish a child but, where the children are sufficiently developed to understand cause and effect, we respond to failures to comply with the school codes of conduct by applying logical consequences linked to the behaviour if it seems helpful to the situation. For example, asking a child to come inside if they are not ready to work productively outside; asking a child to return to school if they behave unsafely when on a 'Going Out'; if a child runs through the classroom they might be asked to return and show us how they can walk beautifully; removing a toy which has caused a fight; asking a child to finish a piece of work before joining others for lunch; a child may not be invited to join a new activity if they have not replaced their previous activity on the shelf etc.
- We will apply appropriate limits to the child's freedoms within the environment to ensure that they are able to use their level of freedom constructively. For example, a child may be given a limited choice of activities or even a directed choice (instruction) in some instances. A child may be guided to work in specific areas of the environment or may be invited to work under direct guidance of the teacher. Such limits will be reviewed and reduced as the child demonstrates an ability to use freedoms in support of their self-construction and without hindering another child's progress.

- The child may be offered an opportunity to 'make it right' through some service to the community. This will help to rebuild the child's self-esteem.
- In group activities, if a child is disruptive they may be invited to sit beside the teacher who can offer greater support, or they may be asked to leave the group and find another activity to do if they are demonstrating a complete lack of interest in the group work.
- The response is appropriate to the individual child.
- In cases of serious or persistent misconduct the school may invoke the process for Exclusion as set out in the exclusion policy.

7.4.4 Resolution and Discussion

- If a child has already done something undesirable, we attend to a victim first, offering comfort. At an appropriate moment soon afterwards, when the misbehaving child is calm, discuss the behaviour and try to help the child understand their feelings in the moment; what was wrong with their action and what behaviour would have been better in the situation – using their words, asking for help from an adult etc. Sometimes it will be more appropriate to have this conversation with a small group of children as a Grace and Courtesy group so as not to single out one child – i.e. giving extra attention.
- We can acknowledge poor behaviour witnessed by other children, explaining to them that the misbehaving child is still learning how to behave appropriately.
- If a child has lost control of their emotions, it is a judgement call whether to stay with the child to help them find a calm state or whether to leave them to calm down themselves. Our aim is to help the child recover. We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child to be able to manage his or her own feelings.
- We will offer the children language that they may need to help them communicate their feelings and needs to their peers and adults and, where appropriate, use visual aids such as pictures or social stories to help understanding of how to behave together.
- We help young children develop pro-social behaviour, such as resolving conflict through use of language. We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. We help children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. Refer to the PHSE Curriculum for further details.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We convey to the children that it is negative behaviour that is unacceptable and not the children themselves.

7.4.5 Removal and Physical Restraint/Use of Reasonable Force

Reasonable force and Physical Restraint covers a range of interventions that may involve physical contact with pupils or seclusion. All members of school staff can use a restrictive intervention – including reasonable force – 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

Staff should only put a pupil in **seclusion** to protect others from harm, when a pupil is experiencing high levels of emotional or behavioural dysregulation. The pupil should be supervised during the whole period of seclusion. When the immediate risk of harm is reduced, the pupil should be allowed to leave.

Incidents of reasonable force must be used in accordance with the details in the attached training presentation, which all staff are required to attend.

Use of Reasonable Force in Schools.pptx

7.4.6 Children Under Three

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- Where there are issues of biting or pinching which may be linked to jealousy and frustration, we will spend a moment with the victim checking the severity of injury and ensure that we provide adult support nearby with sufficient attention and activities to prevent a future occurrence. (Biting is often very impulsive and telling the biter off will not necessarily prevent another bite)
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. (Verbal children will also respond to cuddling to calm them down, but we also offer them explanation and discuss the incident with them to their level of understanding.)
- Whenever appropriate we will distract and re-direct children's activities using positive language.

7.5 Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily

a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not necessarily problematic or 'aggressive'.

We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

We recognise that fantasy play also contains many violently dramatic strategies – blowing up, shooting etc., and that themes often refer to 'goodies and baddies', We will draw children's attention to what their words and actions mean, to avoid normalistion of violence. Such play also offers opportunities for us to explore concepts of right and wrong.

We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

7.6 Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with the Head of School and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.7 Off-site misbehaviour

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

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

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

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head of School will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our Safeguarding & Child Protection policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with 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 (LADO), where relevant) will

consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Safeguarding & Child Protection policy and Allegations against a Member of Staff policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

Dealing with Persistent or Serious Behaviour issues

When hurtful behaviour becomes problematic (including aggressive, physical or persistent disruptive behaviour), we work with parents to identify the cause and find a solution together.

The main reasons for children to engage in excessive hurtful behaviour are that:

- they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
- their parent, or care/teacher in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of frustration and anger;
- the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
- the child has a developmental condition that affects how they behave.

By working closely in partnership with our parents, we will be aware that some kinds of behaviour may have arisen from a child's special needs, effects of change such as home circumstance, a new baby, house move, care arrangements, divorce, illness or lack of sleep.

In the event of recurring problems, we may carry out a series of formal observations to help establish an understanding of the cause of the behaviour. These will be recorded using an ABCC form and/or a Behaviour Chronology record.

We will work in partnership with our parents with their being involved in any process that may require the implementation of an ISP (Individual Support Plan) or Behaviour Management Plan to help normalise behaviour. If the behaviour of a particular child is expected to necessitate regular physical intervention, then a written protocol must be prepared for that child including:

- A description of the behaviour requiring intervention
- A risk assessment
- A record of the views of the parents/carers
- A note of previous methods which have been tried without success
- A description of physical intervention techniques which are sanctioned, with a date for review
- Named staff competent to use these methods
- Dates and procedures for reviewing the protocol.

Where this does not work, the Behaviour Lead will invite parents to seek expert advice and guidance from outside professionals such as a child psycholoogist or psychiatrist if ordinary methods of managing behaviour are not effective with a particular child.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes.

Aggressive/physical or very disruptive behaviour may be recorded in the Accident and Incident form and shown to parents on collection.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time (this does not refer to periods of a few minutes in response to low level disruption or seclusion as covered in the section on Use of Reasonable Force in Schools).

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful for them.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of staff and will be removed for a maximum 30 minutes.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head of School.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from group work, such as:

Use of teaching assistants

Short or Long term behaviour plans

Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log for that child.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Head of School and only as a last resort.

Please refer to our Exclusions Policy for more information.

If the child's behaviour is persistently disruptive or potentially puts other children or members of staff at risk the School will advise the Parent. If no effective remedial steps are available and if, in the professional judgement of the Head of School and after consultation with the parents, it is decided that the School cannot provide adequately for a child's behaviour, the parent will be asked to withdraw the child without being charged Fees in lieu of notice. Please refer to the Exclusion Policy for further details.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using reasonable endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We will seek to anticipate and remove triggers of misbehaviour such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism and attachment problems
- Use of separation spaces (sensory resources or quiet corner) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, we will ask parents to seek support and advice from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will support parents to liaise with external agencies and to plan support programmes for that child. We will work with parents to implement the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This will include all of the strategies outlined earlier for promoting good behaviour with repetition of Grace and Courtesy lessons as required and consideration of implementation of an ISP or Behaviour Management plan.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next community, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Supporting Young Children's Behaviour
- If required, the proper use of restraint to support a particular pupil
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Periodic anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the school behaviour culture
- The data will be analysed every term by the Head of School.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group (Children's House and Elementary)
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Head of School and at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Head of School.

14. Links with other policies

This behaviour policy is linked to the following policies

Anti-Bullying Policy
Exclusions policy
Safeguarding & Child Protection policy
E-Safety Policy
Code of Conduct for Staff and Volunteers

Appendix 1: Written Statement of Behaviour Principles

We are a UNICEF Rights Respecting School. These principles relate to Articles

3,4,5,6,12,13,14,15,16, 18,19,23,28,29,30,31,39

Rationale and Purpose

This is a statement of principles, not practice: it is the responsibility of the Head of School to draw up the Behaviour Policies, though they must take account of these principles when formulating this.

The Behaviour Policies must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Our Behaviour Principles

reflect our school values, our commitment to the United Nations Convention on the Rights of the Child and our curriculum drivers.

- Everyone should be free from discrimination, harassment, victimisation of any sort. Equity is when everyone gets what they need to achieve.
- Everyone has the right to feel safe all of the time.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.
- Every pupil should be educated in an environment where they feel valued, listened to and respected
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others
- Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible.
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.
- The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
- Exclusion from school is a last resort.

We subscribe to the following principles:

1. We understand that behaviour communicates unmet needs and can separate the child/young person from their behaviour.
2. 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.
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage children/young people 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.
5. We keep in mind that we are the adults and the children/young people are still growing, learning and developing.
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most

appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.

The governing body wishes to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards the school's staff, will not be tolerated.

Appendix 2: Use of Positive Language

Language of Respect and Positivity

When talking about or to a child, their family or colleague, we aim to always use a 'Language of Reverence'. In so doing, we strive to exclude pre-judgement or bias from our observations of the child and her behaviour. Some examples are given below

Instead of	**Try**
Tantrum	Big Feelings
Attention Seeking	Connection Seeking
Defiant	Making a Different Choice
Lazy	Something blocking her motivation
Giving me a hard time	Having a hard time
Manipulative	Using available resources
Overly Protective	Not yet ready to see their child's potential to act independently

When responding to a Behaviour situation:

Use neutral rather than personal language. It is the behaviour we are focussed on correcting, not the child. We will convey our expectations of behaviour neutrally and avoid the personal (such as: do it for me, I would like you to...). We use the requirements of the environment as the basis for the need (such as: the book is on the floor; it needs to be on the shelf).

Instead of	**Try**
Don't shut the door Get off the table	Please leave the door open *(say what you want to happen rather than the thing that you don't want)* Feet on the floor
You can't do that	It's not safe to do …… *(Safety trumps everything)*. We have to keep everyone safe. See 'Managing Challenging Behaviour in Early Years' by Anna Freud Centre for further information on using the language of safety https://www.annafreud.org/early-years/expert-advice-and-guidance-videos/

You're being too loud	Banging the drum is making a very loud noise – it is hurting Tim's ears *(draw attention to the consequence of child's action)*
You're not ready for that material	I can see you are really interested in xxx. Would you like to practise yyy? That will help you to have the skills you will need for xxx.
You're doing something wrong / You shouldn't be …..	I'm noticing, I'm wondering, I can see that…. *Neutral, open-ended*
When a child is hurting another:	I can see that you have big feelings and I wonder what caused them but hurting Tim is not something that is allowed. *Make it very clear that hurting others is not permitted but also that you are prepared to listen to the child.*
Language of Blame - You broke the pencil You've spilled all the milk	I see that the pencil is broken *(Use of passive voice rather than active)* This isn't going very well
Giving Choices Would you like to sit beside me for this group lesson or go and choose some other work? Only offer open ended choice (what would you like to do?) if you are prepared for all possible answers.	Only offer choices that are all acceptable outcomes to you – if you need the child to stay with the group, give a direction although you can still create a choice (will you sit on my right or left?) to give some control to the child
Labelling the child as being unkind towards others…. Offer empathy and support	I am available to support you to find a way to solve this problem. We will be thinking about other ways to solve this problem in the future so that it is fair to you and to "X" I trust you and I believe that you are clever enough and caring enough to find a new way when this happens next time

We resolve disagreements using the language of Non-Violent Communication: https://www.cnvc.org/

When xxxxx happens (explain what is causing the problem but without accusation)

I feel ……

Because ……

Would you be willing to……?

Acknowledging and Reinforcing Positive Behaviour

We use encouragement rather than praise. We avoid labelling the child and instead describe a specific aspect of the action, preferably the effort rather than the result. For example:

Instead of	Try
Good boy/girl	I like the way you really tried hard to
Well done. You got all of those spellings right.	You practised your spellings well this week and I see it's paid off

The attached resource describes the impact of praise and encouragement in more detail, with further examples.

- praise-vs-encouragement.pdf

Appendix 3 Positive Handling – Use of Restrictive Intervention

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

Our policy aims to:

- Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies
- Help school staff feel confident in knowing how to use restrictive interventions safely, appropriately and lawfully, when they are necessary
- Clearly set out the steps for recording and reporting incidents of reasonable force, seclusion and restraint
- Protect the safety, wellbeing and dignity of all pupils and staff, and help create a positive and safe place for everyone at school

This policy is based on the Department for Education (DfE) guidance on restrictive interventions, including the use of reasonable force, in schools. It also meets the requirements of:

- Section 93 of the Education and Inspections Act 2006
- Section 93A of the Education and Inspections Act 2006, inserted by the Apprenticeships, Skills, Children and Learning Act 2009
- Section 550ZA and section 550ZB of the Education Act 1996
- Equality Act 2010
- Health and Safety at Work etc. Act 1974 and associated regulations
- Human Rights Act 1998
- Keeping Children Safe in Education
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Department for Education guidance on searching, screening and confiscation
- Paragraph 16A of the schedule to The Education (Independent School Standards) Regulations 2014 (inserted by The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025)

The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions (linked to in section 2 of this policy).

- **Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.
- Examples of restrictive interventions could include:
    - Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others

- Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight

Reasonable force refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

Examples of the use of reasonable force could include:

- A staff member guiding a pupil to safety by the arm
- Staff breaking up a fight between pupils
- A staff member restraining a pupil to prevent injury to the pupil, or others

Restraint is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

Examples could include:

- A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others
- Removing a pupil's crutches

Appropriate physical contact with pupils

Our school does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

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 or other restrictive interventions. Examples include:

- Providing first aid to a pupil
- Guiding or escorting a pupil through the school building or on a school trip by holding their hand
- Comforting a pupil who is upset
- Offering a greeting or congratulations, such as with a pat on the back or handshake
- To demonstrate how to use a musical instrument or other equipment
- When demonstrating exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

- Our school's child protection and safeguarding policy
- The specific circumstances, such as whether there are other adults present
- Factors including, but not limited to:
  - The pupil's age and/or preferences
  - Any known vulnerabilities, including whether the pupil has special educational needs and/or disabilities (SEND)
  - Whether any alternative strategies that don't involve physical contact can be used

Seclusion

As defined above, seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. Please see our behaviour policy for information on our response to misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them for example, the garden, the front room or a cloakroom area.
- The pupil will be supervised at all times, by sight or within earshot or both (some children respond better if they do not feel 'watched'.

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in this policy.

Acceptable uses of force

All our school staff have a legal power to use reasonable force in certain situations. Staff can use reasonable force to prevent or stop a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

While all staff have this power, some staff, especially those who work closely with pupils who might show challenging behaviour, are more likely to need to use it than others. We will ensure staff are adequately trained and that risk assessments are carried out where necessary.

Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out in this policy.

Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. We never use force as a sanction, threat or deterrent.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are never acceptable:

- Staff using force for the purpose of punishment

- Staff restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Staff using force on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

Using reasonable force to search pupils

The headteacher and any member of staff authorised by the headteacher have a statutory power to search a pupil or their belongings if they have reasonable grounds to suspect that the pupil may have a prohibited item (as listed in the DfE's searching, screening and confiscation guidance) or an item banned under our school rules.

They **can** use reasonable force to search for prohibited items (as listed in the DfE's searching, screening and confiscation guidance), such as knives, weapons, stolen items or illegal drugs. They **cannot** use reasonable force to search for items that are banned under our school rules only, such as mobile phones.

Prevention and de-escalation strategies

Restrictive intervention is used only when necessary. We aim to minimise its use as much as possible, using both whole-school and individual approaches.

Our whole-school approach includes:

- Consideration of how our school and classroom environment can support all pupils to achieve and thrive
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- Development of working staff-pupil relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning

The individual approaches we use include:

- Working closely with parents/carers to support individual pupils
- Strategies to support individual pupils based on their identified needs, including:
  - The development of behaviour support plans
  - Strategies to help pupils calm down before their behaviour escalates
  - Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible

De-escalation when a situation arises

When a staff member is faced with a situation where a restrictive intervention may need to be used, they should consider using de-escalation techniques first, wherever possible. Techniques that could be used in these situations include:

- Having open body language and being aware of a pupil's personal space
- Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff

- Using empathy – asking the pupil to help you understand their feelings
- Distraction techniques
- Offering a calm space for the pupil to go to so they can self-regulate
- Verbal warnings – calmly reminding the pupil of the consequences of their behaviour

Deciding when the use of restrictive interventions is appropriate

Necessity and proportionality

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined in section 8.1 of this policy and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the pupil and/or others.

When assessing whether a restrictive intervention is required, staff should always consider:

- **Is it necessary?**
  - Are there other more effective, less restrictive ways to manage the situation?
  - Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?
- **Is it proportionate?**
  - Staff should use the **least** amount of force or the **least** restrictive intervention for the **least** amount of time required to reduce the risks
  - If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
  - Staff should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

Pupil and staff welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the pupil involved, as well as the safety of other pupils and staff. Staff should always consider the potential impact on the pupil's welfare balanced against any actions taken. For example, staff should bear in mind that pupils who have experienced adverse life events, trauma or neglect, or who have diagnosed or undiagnosed medical conditions or sensory impairments, communication difficulties or other needs, may find the use of restrictive interventions particularly distressing.

If a restrictive intervention is needed, staff should always aim to maintain respect for a pupil's dignity. This includes consideration of the location and environment where any intervention is used, such as in front of their peers.

Staff should, wherever possible, clearly and calmly communicate to the pupil what is happening, why, and what the pupil needs to do, including using verbal and non-verbal strategies where needed, and giving time for the pupil to process information and respond where appropriate.

Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Support following an incident

As soon as possible after any use of restrictive intervention, our school will evaluate the incident to understand why restrictive intervention was used, the impact on pupils and staff, any patterns and trends, and how another incident could be avoided in the future.

Our school will make sure each pupil and staff member involved get the right support, including a medical assessment and treatment if needed, and an opportunity to reflect on and talk through the incident.

This follow-up conversation(s) will be part of the overall debriefing process to understand what happened during the incident and why, based on separate reflections from all parties involved. Conversations should also aim to repair and rebuild relationships through dialogue.

Wherever possible, this process will be facilitated by a staff member who was not involved in the incident. It may also include the presence of an additional person to ensure impartiality and support. The school will continue to monitor pupil and staff wellbeing and provide additional support if needed.

Depending on the circumstances, support may also be offered to those who witnessed the incident.

Considerations for pupils with SEND

We understand that pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

Our school is committed to understanding what might trigger challenging behaviour in pupils with SEND, and to providing the right support and an inclusive environment.

We will carry out risk assessments for pupils with SEND, where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. Our school is aware of its duty under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities to avoid disadvantage and ensure they can take part in school life as fully as possible.

We will utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

These strategies might include:

- Removing stimuli that may be causing distress to the pupil
- Staff members changing how they communicate with the pupil, such as being more mindful of body language, facial expressions and/or tone of voice
- Helping the pupil express their emotions before getting overwhelmed
- Engaging the pupil in activities to help them regulate their emotions
- Distracting the pupil with familiar objects or activities to redirect their attention

Where appropriate, we will create individual behaviour support plans for pupils with SEND. The plan will be reviewed regularly, and following any significant incident, with the pupil and parents/carers to make sure it's still working well. The plan will:

- Outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging
- Explain the best ways to communicate with the pupil
- In some cases, specify when increased physical contact with staff might be appropriate. These situations will be discussed with everyone involved and clearly written down in the plan

Training and risk assessments

Our school will make sure that all staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies.

We also have a duty to ensure the health, safety and welfare of our staff. Therefore, we carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

Recording and reporting arrangements

We have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Recording incidents

Our school has a clear process in place for recording the incidents listed above. The Restrictive Intervention Record Form should be used. This is available in the Behaviour Forms and Resources Folder.

Staff must record incidents in writing, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan. Each member of staff involved in the incident should complete a separate record.

For significant incidents involving force, we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A clear and brief description of what happened, including:
    - What led up to the incident
    - Any known or potential triggers for the behaviour
    - Any preventative or de-escalation strategies used

    - The type and degree of reasonable force used
    - Details of any physical injuries sustained, if applicable
- A brief explanation of why using force was assessed as necessary in that situation
- Details of any support given after the incident, such as medical help or emotional support

For seclusion incidents and restraint incidents, we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- Details of any physical injuries sustained, if applicable
- Details of any support given after the incident, such as medical help or emotional support
- **Note:** if a seclusion or restraint incident also constitutes a significant incident involving force, we will record it in line with our procedure for recording significant incidents involving force. It does not need to be recorded twice.

Completed reports will be kept securely and retained in line with our data protection procedures.

Reporting incidents to parents/carers

When reporting an incident to parents/carers, we will take the following steps:

We will endeavour to call parents before sending an email report. Depending on who has been involved in the incident, the Head of School will determine, on a case by case basis, who should make the report to parents.

We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

There only exception to this is:

- If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides.

When we report **significant incidents involving force** to parents/carers, we will include the following details:

- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- A short description of the type and degree of force that was used
- Details of any physical injuries sustained, if applicable

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will report it in line with our procedure for reporting significant incidents involving force. It does not need to be reported twice.

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil.

Following up with parents/carers after an incident

Typically, if a pupil is involved in a situation where use of reasonable force was deemed appropriate, we will arrange to meet parents to discuss a behaviour plan to help mitigate future occurrences.

Reporting incidents to the local authority

In cases where we have assessed that an incident needs to be reported to the local authority where the pupil ordinarily resides, this report will include all the information that we would normally share with the pupil's parents/carers, as well as the reasons why we thought it was unsafe to tell the pupil's parents/carers directly.

In cases where a pupil has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers (unless we deem it unsafe to inform the parents/carers, as set out in this policy).