

# John Keble Church of England Primary School



## Behaviour, Relationships and Anti-Bullying Policy

|                         |                               |
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| Co- Chairs of Governors | Pete Gladwell and Dave Hollow |
| Headteacher             | C. Allard                     |
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*Rooted together in love, growing without limits...*

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*Believing in the worth of every individual, we are a nurturing, Christian sanctuary of learning, where all can flourish. We aspire for everyone to achieve heights of success, to deepen courage and to experience breadth of creativity, knowing the joy of God's love*

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## Introduction

John Keble School is a restorative, trauma- informed school, which nurtures a strong sense of worth and belonging in each individual. Our Christian ethos is central to establishing and maintaining high standards of behaviour and positive relationships. Through our Christian values, pupils are supported to understand their behaviour and the impact it can have on themselves, others and the wider community. They are encouraged to recognise the choices available to them, take responsibility for their actions, repair harm and learn from their mistakes.

Our restorative, trauma-informed approach is integral to our school culture and underpins all aspects of school life. We explicitly teach pupils about their brains, emotions and responses to different experiences, enabling them to develop greater self-awareness and the skills needed to regulate their emotions and behaviour. Adults consistently model and reinforce these skills through their relationships and interactions with pupils and with one another.

We recognise that trauma and adverse experiences have a significant impact on the developing brain, ability to learn and on pupils' emotional and physical responses to stress. We understand that distressed or challenging behaviour communicates an underlying need. Without appropriate support, some pupils may become caught in cycles of dysregulation, escalation and shame.

Our approach seeks to understand the needs underlying behaviour while maintaining clear expectations, appropriate boundaries and accountability. Through trusting relationships, a strong sense of belonging and the explicit teaching of emotional regulation, we support pupils to develop positive strategies for managing their behaviour, take responsibility when things go wrong and restore relationships.

We therefore actively promote a culture of trust, compassion, responsibility and restoration. When harm occurs, we seek to understand what has happened, who has been affected and what needs to happen to repair the harm and restore relationships. We believe that when pupils feel safe, valued and accepted, while also experiencing consistent boundaries and expectations, they are better able to develop a sense of belonging, make healthy choices and flourish within our school community.

We believe that:

- Healthy relationships foster emotional well-being and good mental health.
- All members of the community should feel safe, happy and cared for in school.
- Behaviour happens within relationships, not in isolation.
- Behaviour is communication and includes neurological processes.
- It is the adults' responsibility to build, maintain and repair relationships.
- Behaviour and emotional regulation can be taught. We teach skills to enable and

empower pupils to build good relationships.

- Pupils' emotional regulation development varies enormously from child to child.
- Support needs to be tailored to match the pupil's neurodevelopmental stage.
- Highly consistent working practices across staff are essential.
- Dysregulated adults cannot help dysregulated pupils.
- All pupils matter and need to be listened to.

## **1. Aims**

This policy aims to:

- Establish a whole-school consistent restorative, trauma-informed approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Help pupils grow up into confident, tolerant, considerate young people ensure that everyone at John Keble School can listen to others and feel listened to.
- Show pupils how to respect themselves and to show others the same respect.
- Help pupils to understand the needs of others.
- Teach pupils to care for their own belongings and their surrounding environment.
- Create an environment where education is a partnership between home and school.
- Create a culture that promotes behaviour, that ensures that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Define what we consider to be unsafe behaviour, including bullying and discrimination.

To help achieve or aims: pupils, staff, parents, carers and members of our community will:

- Communicate in a calm manner, with a positive regard for others.
- Work together.
- Listen to each other.
- Tell their truth.
- Try to understand each other's point of view and take their perspective into account as valid and meaningful.
- Seek solutions which will repair any harm/upset caused.
- Avoid 'put downs', shouting and sarcasm.
- Actively seek to build, maintain and repair relationships.
- Adults remain regulated.

## **2. Legislation, statutory requirements and statutory guidance**

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010

- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

**Unsafe behaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Disrespectful attitude

**Serious unsafe behaviour** is defined as:

- Repeated breaches of the school rules
- 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, vaping
- 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, e-cigarettes and vapes
  - Fireworks
  - Pornographic images or lewd messages
  - 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)
  - Confectionary, biscuits, crisps, nuts and sweet drinks (due to allergies and medical conditions)
  - A mobile phone, smart watch, smart glasses or any other recording device

#### 4. Bullying

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

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: <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |

| TYPE OF BULLYING          | DEFINITION                                                                                                                                                                    |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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                                                                     |

At John Keble School we acknowledge that bullying is one of the most distressing experiences a pupil can encounter. Bullying can make the lives of victims a misery; it can undermine their confidence and self-esteem and can destroy their sense of security.

Bullying can have a life-long negative impact. Pupils have difficulty learning and it can have a lasting detrimental effect on their life chances. Young people who have been bullied can become anxious and withdrawn, depressed or aggressive. Some turn to substance misuse as a way of dealing with the emotional impact of bullying. At worst, bullying has been a factor in suicide.

It is our responsibility as teachers and caring adults to protect pupils from bullying of any kind and to ensure the school environment is a place of emotional and physical safety for all pupils. For this reason, we see bullying as part of a continuum of behaviour and therefore our Anti-Bullying Policy and Procedures is best placed within the school's Behaviour Policy. The Anti-Bullying Policy also needs to be read in conjunction with the Child Protection Policy, Safeguarding, E-Safety Policies and the school's Equality Plan.

It is the responsibility of the whole school community – pupils, staff, parents/carers, governors – to work in cooperation towards building and maintaining an anti-bullying ethos in the school. Pupils and adults should realise that bullying behaviour is not acceptable and will not be tolerated. We strive to create and maintain a safe and supportive environment in which pupils and adults feel willing to report behaviour, confident that they will be listened to and action taken to remedy the situation.

At John Keble School the ratio of staff to pupils ensures that pupils are adequately supervised and bullying can be more easily pinpointed. However, because of the difficulties the pupils have, bullying can and will occur. Our challenge is to minimise this and ensure effective and quick steps are taken to deal with it.

There is no 'hierarchy' of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. Bullying can take place between pupils, between pupils and staff, or between staff, by individuals or groups. It can be face-to-face, indirect or using a range of cyberbullying methods.

Brent has its own guidelines on issues relating to bullying among school staff.

### Signs of bullying

We recognise that pupils who are bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the pupils are observant and alert for signs of bullying. These might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Being easily distressed
- Damaged or incomplete work
- Complaining about missing possessions
- Refusal to talk about the problem

### Approaches to tackling bullying

#### ***Creating a positive ethos and preventing bullying***

At John Keble School, we believe that the most effective way of combating bullying is through a preventative, proactive approach that emphasises the importance of respect for individual differences and the value of friendship and caring relationships. The Restorative Approach, Christian values and ethos of the school reinforce this and provide a framework for pupils to reflect on their behaviour and attitude towards others.

Ways in which we strive to create a positive ethos include:

- Assemblies which offer the opportunity to discuss bullying
- Regular E-Safety assemblies and parent/carers workshops to raise awareness of cyberbullying, how to prevent it and what to do if it happens.
- We take all incidents of bullying seriously. All pupils are made aware that bullying is a serious offence and they are encouraged to inform an adult whenever a bullying issue arises.
- Lessons in PSHE.

### Reporting of bullying incidents

pupils of all ages are encouraged through explicit messages to bring bullying concerns to the attention of another person – teacher, support staff, friend, parent, sibling - as quickly as possible. Pupils can use the Tree House, SLT and any staff to raise issues.

Parents/carers are invited into school to coffee mornings on various aspects of behaviour and safety including anti-bullying and E-Safety. Bullying issues can also be picked up through attendance monitoring and parents/carers must inform the school straight away if their pupil shows signs of not wanting to come to school.

### Responding to incidents of bullying

When issues arise, the school procedure is to report the incident immediately to a member of the Inclusion Team and/or SLT. The school's procedure for dealing with an incident involves a restorative approach and a number of stages:

- 1 Talking to the different parties separately. The victim needs to be reassured that s/he has done the right thing by reporting the situation and everything should be done to restore the victim's self-confidence and self-esteem.

- ☐ Bringing all parties together and an agreement drawn up. If the victim agrees, the facilitator acts as mediator between her/him and the perpetrator and encourages the two sides to talk and hopefully resolve their issues.
- ☐ Various strategies might be appropriate e.g. a written or verbal contract between different pupils, a support group of buddies or a discussion/circle time with the whole class to learn from the incident.
- ☐ Informing the parents of the incident and how it has been dealt with (this can be done at any stage in the process).
- ☐ Monitoring the behaviour of all pupils involved.
- ☐ Referral on for further support for either parties if needed e.g. Inclusion Team, school play therapist
- ☐ Support for the wider peer group or class if needed e.g. circle time.

Pupils who continually display physical or verbal intimidation or violence towards another pupil may be withdrawn from class. This will be discussed with parents and discussed at welfare meetings. Intervention work will be done with the pupil to seek to understand why this is happening. Advice will be sought from the Local Authority if there is no improvement.

Playtimes and lunchtimes are times when bullying, fighting and other forms of unacceptable behaviour are more likely to occur. All staff take pupils' concerns seriously and any reports or suspicions around bullying are reported to a key member of staff.

The technology available at school and devices lent to pupils have safeguards in place to ensure pupils cannot access inappropriate content or, in the case of devices at home, notify school when inappropriate material is accessed. Where there is reason to believe a pupil may be accessing inappropriate content outside of school, or may be involved in or experiencing online abuse, this will be brought to the attention of the pupil's parents. We will refer to safeguarding and behaviour procedures to ensure a prompt and appropriate response for each case. A referral may also be made to Social Care and the Police if there is a concern for a pupil's safety and well-being.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### **5.2 The headteacher**

The headteacher is responsible for:

- Leading on the school's restorative, trauma informed approach
- Reviewing this policy in conjunction with the governing board
- Approving this policy
- Ensuring that the school environment enables effective learning
- Ensuring that staff use a restorative approach effectively
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's restorative culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in a restorative approach, 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
- Offer appropriate training in trauma-informed approaches.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of pupil behaviour
- Implementing the behaviour and relationships policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and healthy relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after pupils, to ensure empathetic and supportive responses to their behaviour.
- Considering their own behaviour within the school culture and seeking to model self-regulation as part of pupil psycho education.
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions.
- Recording behaviour incidents promptly on CPOMS.
- Challenging pupils to meet the school's expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers should:

- Engage with the school and all members of the school community respectfully and appropriately through all forms of communication.
- Get to know the school's behaviour and relationships policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour and relationships policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following unsafe behaviour (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 healthy relationship with parents and carers by keeping them informed about developments in their pupil'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 school's values.
- The pastoral support that is available to support their emotional well-being.

Pupils will be supported to make healthy and safe decisions and will be provided with support wherever appropriate.

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**

Pupils are expected to:

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move safely around the school
- Treat the school buildings and school property with respect
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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 Mobile phones

- Pupils in Years 5 and 6, who travel home alone, are allowed to have non-smart mobile phones. Devices with cameras, internet or recording devices are not permitted in school.
- Phones must be handed to the classroom teacher on arrival at school, switched off and placed in the phone box
- There will be exceptions to the rules for medical or personal reasons
- The school is not liability in case of loss or damage of phones brought into school

## 7. Responding to behaviour

### The Restorative Approach

At John Keble School, everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties.

The 5 stages are:

**What happened?** Draw out each person's story one at a time.

**What do you think and feel about that?** Establish what each person was thinking at the time, before and since.

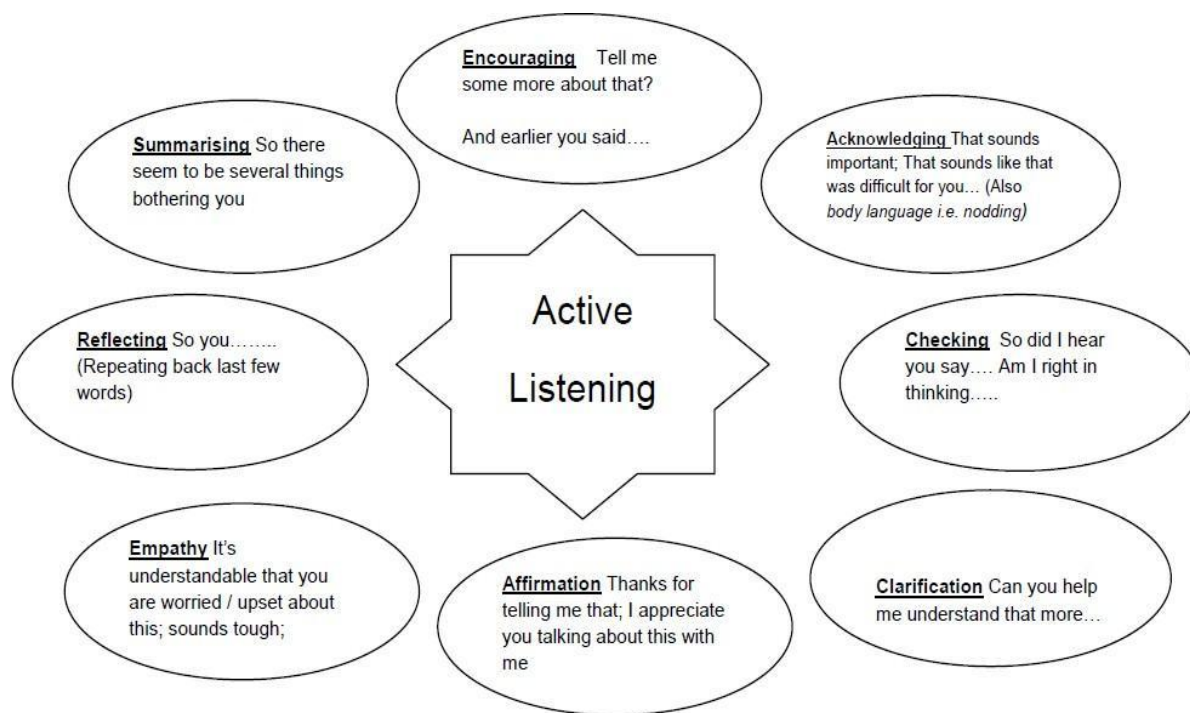
**Who has been affected and how?** Find out who has been harmed/affected and how.

**What are the needs of those involved?** Establish what those affected need to feel better, move on, repair harm and rebuild relationships.

**What agreement can we reach about the future?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process, but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement, as to how to move forward after a conflict, they are more likely to abide by it, than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement, we give them ownership over it and ensure it is helping them to resolve the situation in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



### Implementation of the Restorative Approach

At school, we recognise that all pupils are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. Whilst we work with the 5 stages of the Restorative Approach, we are conscious that we adapt what we do to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources, such as photographs, are all used to support the pupils' understanding of the approach. As pupils become more secure in the skills needed for each stage, they progress to the next one.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can need support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative stages at their own pace. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve. They also recognise that at times this approach may not prove successful and will need to be reviewed.

### 7.1 Classroom management

Within our restorative approach, teaching and support staff are responsible for setting the tone and context for behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a healthy relationship with pupils, which may include:
  - o Greeting pupils in the morning/at the start of lessons
  - o Establishing clear routines
  - o Communicating expectations of behaviour in ways other than verbally
  - o Highlighting and promoting good behaviour
  - o Concluding the day positively and starting the next day afresh
  - o Having a plan for dealing with low-level disruption
  - o Using positive reinforcement

## **7.2 Safeguarding**

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

Specific circumstances and trauma, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour.

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

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to pupil's social care is appropriate.

Please refer to our [child protection and safeguarding policy](#) for more information.

## **7.3 Investing in Relationships**

It is essential that we build and maintain relationships.

This is done in the following ways:

- Creating a climate of psychological safety in the classroom.
- Welcoming pupils in the morning.
- Regular routines.
- Positive body language, smiling.
- Active listening.
- Interacting with pupils whilst on duty in the playground.
- Appreciation, be specific about what you are observing.
- Communicating praise to parents via a chat, phone call or written correspondence.

## 7.4 Repairing relationships, following challenging and unsafe behaviour

### Procedures -

We have set procedures, which have been developed and shared with the whole staff. This is to ensure consistency and accurate monitoring. It is important that we always consider the underlying needs of the pupil and use the incident as an opportunity to help equip the pupil with life skills

When a pupil is struggling to adhere to the expectations, staff will respond restoratively in order to restore a calm and safe learning environment.

Staff will endeavour to create a predictable environment by helping our community learn to understand the consequences and impacts of their actions through restorative conversations.

Addressing behaviour through responding in a consistent, fair and proportionate manner will support pupils to know with certainty that unsafe behaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention. See our policy on the use of restrictive interventions for more detail on prevention and de-escalation strategies.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When considering how to support the pupil, staff will consider each pupil as an individual, their lived experience and take into account their current window of tolerance.

The school follows 10 behaviour steps:

1. **Make 'Bank Deposits'** - find ways to build relationship with the pupil including celebrating healthy choices
2. **'Connect before Correct'** - Genuine connection enables cooperation
3. **Calm verbal reminder of expectations**
4. **Restorative discussion** - Say what you see - from 'I' e.g. "I see that you're not writing in your book." and 'I wonder' - "I wonder if you kicked that over because something upset you today?" Gauge their 'window of tolerance' and offer child specific options of support e.g. scaffolding (teaching), movement break, drink of water, peer support.
5. **Check-in** - What do you need to remain self regulated (remind yourself that behaviour is communication - it's not personal, take a breath)?
6. **Verbal warning - Not** in front of the whole class - Remember follow-up happens once the child is regulated.
7. **Assess** - Take a *helicopter* view of the situation. Consider if someone is dysregulated (Hand model of the brain), do they need support regulating (Sequence of engagement: regulate, relate, reason)? Do you need to 'Green button' for support?
8. **Work in another classroom** (This is not to be used when it is a trigger for a pupil).
9. **Reflection with SLT**
10. **Contact with parents**

Step 8 is not a punishment, but rather a method of creating a safe space for the pupil, whilst continuing their learning.

The school may use the following consequences in exceptional circumstances.

- Suspension.
- Permanent exclusions, in the most serious of circumstances.

Again, when considering how to support the pupil, staff will consider each pupil as an individual, their lived experience and take into account their current window of tolerance.

### **The importance of being flexible, all pupil are individuals**

Please note: If the 'everyday' measures listed above have limited effect, we move to another stage of the process. However, this policy is reactive to the pupil and thresholds are flexible depending on the type and number of occurrences of the incidents. This ensures we are consistent to our principles, but flexible in our practice. This may involve a more in depth look at the pupil's behaviours and the setting up of support interventions to improve their behaviour. These might include:

- Regular catch-up when the pupil is collected
- A personal sticker chart
- Actions and Consequences
- Regular meetings with parents to discuss progress
- Work with a mentor or drop in therapist for emotional support
- Pastoral Support Plan
- Behaviour Plan
- 1:1 Support from our therapists or mentors
- Risk Assessment
- Meeting between Inclusion Manager (if an area of SEN has been identified), Assistant Head, Deputy Head or Head of School and parents to discuss the issue and decide on action
- Involvement with Brent Inclusion Team

We remind ourselves at this point that **'the behaviour is the problem'** not the pupil. This discussion often takes place in our weekly meetings between the SENDCO, main therapist and Headteacher. To support this process, we may need an **internal exclusion**. This may involve the pupil spending either half or the whole day working on their own. This will involve the Senior Leadership Team ensuring the pupil's needs are met. They have their lunch on their own and do not attend assemblies or go to playtimes.

### How do we record what has happened?

- I. Low level corridor/classroom/playground - mini RA conference, which is unlikely to have further implications - no recording needed. E.g. pushing on the stairs, laughing at someone, etc.
- II. More serious/reoccurring dispute - mini RA conference needs to be recorded and logged on CPOMs.

- III. Physical violence needs to be recorded and logged on CPOMs. If this is a fight or severe physical violence, this needs to be referred to SLT immediately after the RA, on the day, as it might result in an exclusion.
- IV. Racist/homophobic incidents need to be recorded and logged on CPOMS and SLT notified.

## **7.5 Restrictive interventions, including use of reasonable force**

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

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.

### **7.5.1 Reasonable force**

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

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

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

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve 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
- **Never** be used if the pupil is 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please see our [restrictive intervention policy](#) for more information.

### **7.5.2 Seclusion**

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.

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 and is **not** a disciplinary response to deliberate or wilful unsafe behaviour.

During seclusion:

The pupil will be secluded in a safe place that does not feel threatening or intimidating to them. The pupil will be supervised at all times, by **at least 1** member of staff.

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

### **7.5.3. Recording and reporting requirements**

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our [restrictive intervention policy](#) for more information on this legal duty.

## **7.6 Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Confiscation**

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

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff will contact the headteacher or deputy headteacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents/carers**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their pupil

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to pupil's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to pupils' social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **7.7 Child-on-child abuse**

We recognise that pupils are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.(experienced governor here for last 8 years, Chair of resources)  
(experienced governor here for last 8 years, Chair of resources)

### **7.8 Off-site unsafe behaviour**

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

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

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

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

Consequences 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).

### **7.9 Online unsafe behaviour**

The school can issue behaviour consequences to pupils for online unsafe behaviour when:

- It poses a threat or causes harm to another pupil, staff member or other member of our school community.
- 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.

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

### **7.10 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 headteacher 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 consequences, 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 pupils' social care, if appropriate.

### **7.11 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 pupil's safety or wellbeing. These include clear processes for:

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

Please refer to our child protection and [safeguarding policy](#) for more information.

### **7.12 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 pupils'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 [child protection and safeguarding policy](#) and our allegations against [staff policy](#) for more information on responding to allegations of abuse against staff or other pupils.

## **8. Serious consequences**

### **8.1 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.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious unsafe behaviour. 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 qualified teacher.

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

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. A restorative conversation will take place between the two parties. 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 pupil is removed from the classroom.

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

- Use of teaching assistants
- Regular catch-up when the pupil is collected
- A personal sticker/ tick chart
- Actions and Consequences
- Regular meetings with parents to discuss progress
- Work with a mentor or drop in therapist for emotional support
- Pastoral Support Plan
- Behaviour Plan

- 1:1 Support from our therapists or mentors
- Risk Assessment
- Meeting between Inclusion Manager (if an area of SEN has been identified), Assistant Head, Deputy Head or Head of School and parents to discuss the issue and decide on action
- Involvement with Brent Inclusion Team
- Pupil support units
- 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 on CPOMS.

## **8.2 Suspension and permanent exclusions**

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

The decision to suspend or exclude will be made by the headteacher and only as a last resort. The Brent Exclusion Protocol will be followed.

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

When dealing with unsafe behaviour 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 our best 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 cooperate 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 unsafe behaviour, 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.

The school anticipates and tries to remove triggers of unsafe behaviour. Examples include:

- 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
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding a variety of conditions
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload (for example: sensory room, Sapling Room 2)

## **9.2 Adapting consequences for pupils with SEND**

When considering a behavioural consequence 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.

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

## **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, support and advice will also be sought 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 liaise with external agencies and plan support programmes for that pupil. We will work with parents to create 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 cooperate 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 removal from the school due to a suspension or time spent in a pupil referral unit or another setting.**

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

The pupil will have

- Support from Brent Inclusion Team
- A pastoral support plan (PSP)
- Regular Contact with parents

## **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 the parents and pupils with the behaviour policy and the wider school culture.

### **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, 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. Staff training**

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

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Restorative, trauma-informed practice and behaviour management
- Restorative, trauma-informed practice and 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 suspensions.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of searching, screening and confiscation.
- Incidents involving restrictive intervention, including the use of reasonable force.
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed weekly at SLT and presented to governors termly.

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

- At school level
- By age group
- 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. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and full governing board 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 governing board.

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Child protection and safeguarding Policy
- Allegations against staff Policy
- SEND Policy
- Online Safety Policy
- Mobile Phone Policy
- Restrictive Interventions policy