

# **Birchwood Avenue Primary School**

## **Behaviour Policy**

### **Policy Review**

The policy was last reviewed and agreed by the Full Governing Body on 13/12/2023.

It is due for review in December 2024 (up to 12 months from the above date).

Signature:

Date: 13.12.2023

Headteacher

Signature:

Date: 13.12.2023

Chair of Governors

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## 1. Aims

The aims of this policy are to:

- increase pro-social behaviour and reduce anti-social behaviours through planned responses
- set out clear expectations of children's behaviour
- create a job description that clearly identifies what a member of staff must, must not and may do
- build staff confidence in all responses to pro-social and anti-social behaviour
- provide an explanation of the methodology for teaching behaviour that results in pro-social outcomes
- act as a communication tool for clarity for children, staff, families and governors
- create a planned response for children who are not catered for through 'predict and prevent';
- define language and terms used.

Within this policy, it also defines the methodology that achieves the Department for Education (DfE) statutory requirements, which are:

- publicise governing body's statement of behaviour principles
- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure pupils complete assigned work
- regulate pupils conduct

"You can't teach children to behave better by making them feel worse.  
When children feel better, they behave better."

Pam Leo

## 2. Values and Vision Statement

### 2.1 Statement

At Birchwood Avenue Primary School, our therapeutic approach to behaviour management has been inspired by the Therapeutic Thinking approach. This policy outlines the purpose, nature and management of behaviour in our school, in-line with Therapeutic Thinking. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall wellbeing.

The statement of inclusion, which underpins the Therapeutic Thinking approach, is the bedrock of our philosophy, policy, and everyday practice at Birchwood Avenue:

"The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."

Our approach is based on the following principles:

- A shared focus on inclusion of all children and young people within their educational settings
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de-escalation
- A shared risk management
- A shared reparation, reflection, and restoration

### 2.3 What is behaviour?

At Birchwood Avenue Primary School, we define behaviour as everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour.

### 3. Pro-Social Behaviour

#### 3.1 Definition

Behaviour that is positive, helpful and intended to promote social acceptance.

The following examples help us to recognise pro-social behaviours:

- Behaviour that benefits the individual (e.g., produced a great piece of work; tidied their drawer)
- Behaviour that benefits another person (e.g., helped a classmate with a piece of work; held a door open for someone)
- Behaviour that benefits the dynamic (group/class) (e.g., explained a concept to the group/class; tidied the whole cloakroom)
- Behaviour that benefits the school (e.g., litter picking in the playground; fundraised for PE equipment)
- Behaviour that benefits the wider community (e.g., helped clean up & paint over graffiti; fundraised for a charity)

#### 3.2 Responses to Pro-Social Behaviour

Staff's responses are essential to motivate pro-social behaviours.

The following list is examples of staff's responses to pro-social behaviour and not an exhaustive list.

- Teachers celebrating and sharing work with:
  - other classes
  - other staff
  - the child's family
  - displays around the school environment
  - If sent to the Headteacher/Deputy/Assistant Head, the child shall be able to choose a Golden Prize.
- Teachers nominating a child in the Golden Book on a Friday for our Celebration Assembly. Each nomination celebrates the use of the half termly spotlighted Learning Superpower.
- Teachers sending messages to the child's family via postcards
- Verbal praise and celebratory conversation.
- Earning house points

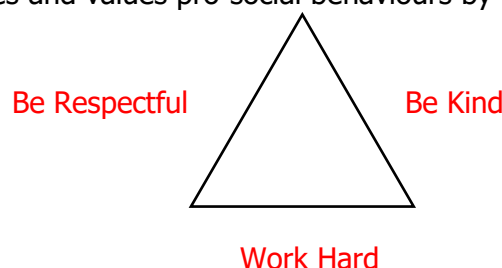
### 4. Supporting all Learners in pro-social behaviour

At Birchwood Avenue, there are common and consistent approaches across the setting that support children to have behaviours for learning and pro-social behaviours that benefit the dynamic.

Behaviours that benefit the dynamic are understood, motivated and valued by the teaching and modelling of our Birchwood Triangle, Learning Superpowers and Classroom Charter.

#### 4.1 Birchwood Triangle

The Birchwood Triangle promotes and values pro-social behaviours by categorising them into: **Be Kind**, **Be Respectful** and **Work Hard**.



#### **Be kind**

Everyone is expected to be kind to each other.

We do not tolerate bullying, which we define as deliberately and repeatedly hurting someone's feelings or body. If an adult is made aware that someone is using bullying behaviour, they will act immediately to stop the poor behaviour choices. The adults in the school will work with that child to understand the impact their behaviour has had and will help them to make better behaviour choices in the future. If a child is being bullied or sees bullying, they should tell an adult immediately.

### **Be respectful**

We ask children at Birchwood Avenue to recognise the value of people, objects and places. If everyone takes care of others, property and the school, then it becomes a warm, happy, safe place to learn. We work with children to help them learn how to show respect and how to take care of property.

### **Work hard**

We expect children at Birchwood Avenue to always try their best. Hard work is rewarded through adult acknowledgement and with the chance to make the most of all that school has to offer. We encourage every child to make the choice to meet their full potential.

## **4.2 Learning Superpowers**

At Birchwood Avenue, we believe in cultivating, encouraging and championing scholarly attributes that enable our children to flourish and become the best learners they can be. We embed, at the core of every child's learning journey, learning values that our children and community believe are intrinsic to creating a community of learners, who are: **curious, reflective, resilient, empathetic, collaborative, and resourceful**. Our goal is to create tenacious learners who want to learn and know more – so our [Learning Superpowers](#) are the bedrock of learning at Birchwood Avenue.

**Empathy** is when 'we think and relate to how other people may be feeling by putting ourselves in their shoes'.

**Curiosity** – we ensure that our children always know they can ask questions, which in turn helps them to better understand the world they live in. We are cultivating learners who have a desire to know more, experience new things and discover the answer to the questions they have.

**Collaboration** – is acknowledgement that our peers are useful resources to us knowing and understanding more. Collaboration helps us to gel as a class, make new friends and creates a dynamic learning environment.

**Resilience** – is when we learn from our mistakes. Resilience helps us to pick ourselves up after a set back and gives us the confidence to give it another go. Resilience helps us to make progress and be the best learner.

**Reflectiveness** – is when we can effectively evaluate our work and when we have the ability, and resilience, to believe that we can improve. Being reflective allows us to ask questions and make deeper connections, which enables us to be the best learners.

**Resourcefulness** – by championing resourcefulness, we are creating a community of learners, who can problem solve and find solutions to help overcome any challenges or barriers they encounter whilst they are learning.

## **4.3 Classroom Charter**

Using our PSHE curriculum/'Jigsaw', the children create a Classroom Charter that allows the children to exist and learn within a safe, nurturing and secure learning environment. All children and staff sign the charter, and everyone strives to uphold the values of the charter. The charter is clearly displayed in the classroom environment and is referred to regularly, to support children in regulating their behaviour to meet the Charter values/objectives.

Within these principles, class teams should develop strategies that suit the needs of their individual class, to ensure that all learners feel safe and welcome in their learning environments.

For example:

- Our learning environment is a safe place to learn and share ideas
- Be respectful to each other
- We listen to each other
- We look after the classroom environment
- We support each other in our learning

#### 4.4 Adjustments and differentiation

Understanding why a child behaves in a particular way is the key to supporting them. Therefore, it is important for all staff to make reasonable adjustments and differentiate to support all children.

Where necessary, families will be informed of and will be supported by the school in managing their child's behaviour. A careful and in-depth exploration of the child's behaviour will be conducted to triangulate the views and evidence of the school, parent and child using the following documents: [Therapeutic Thinking Flow Chart](#), [Early Prognosis Guidance](#), [Early Prognosis](#), [Anxiety Mapping Guidance](#), [Anxiety Mapping](#), [Roots and Fruits Guidance](#), [Roots and Fruits Model](#), [Electronic Analysis and Planning Toolkit](#), [Electronic Toolkit Guidance](#), [Analysis and Planning Checklist](#),

It may also be appropriate to complete a Families First Assessment if multi-agencies are involved with the child, or a Therapeutic Thinking Support Plan if the child is at risk of exclusion.

#### 5. Unsocial Behaviour

Not enjoying or needing to behave sociable in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

These behaviours are not anti-social because they are not to the detriment of others. Generally, unsocial behaviour is quiet, non-compliance that does not negatively impact on other pupils' learning. Extroverts often communicate their negative feelings with high levels of interaction. Introverts may communicate their feelings through non-compliance. Staff strive to interpret unsocial behaviour as a way of communication of different feelings and so differentiate and support.

#### 6. Anti-social Behaviour

##### 6.1 Definition

Behaviour that causes harm to an individual, a group, the community or to the environment.

The following examples help us to recognise anti-social behaviours:

- Behaviour that does not benefit the individual (e.g., refuses to complete work; rips up their work)
- Behaviour that does not benefit another person (e.g., Prevents others from working in class; excludes an individual from playing)
- Behaviour that does not benefit the dynamic (group/class) (e.g., shouting out in class/talking over others (including staff))
- Behaviours that do not benefit the school (e.g., littering in the school grounds; vandalising school equipment)
- Behaviour that does not benefit the wider community (e.g., graffiti; theft)

Anti-social behaviours are defined as either **difficult** or **dangerous**.

- Difficult behaviour is classed as anti-social, but not dangerous.
- Dangerous behaviour is defined as behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Anti-social behaviours need to be minimised and/or eradicated from the dynamic because they violate the rights of another person but also because such behaviours are contrary to the laws and customs of society, and we want to ensure that our children can operate successfully within the parameters of society.

## 6.2 Staff Responses to Anti-Social Behaviour

When anti-social behaviours are displayed, these are the actions and scripts staff must use.

Graduated Levels	Examples	Staff Responses
1	Low-level disruption, such as: calling out, making noises,	<ul style="list-style-type: none"> <li>Praise pro-social behaviour from other learners. Staff will give their attention and praise to those who are demonstrating prosocial behaviour within the Birchwood Avenue Triangle.</li> </ul>
	disturbing others, wandering around the classroom.  Excluding people from play Not taking care of equipment Unintentional harm/play fighting Not following the rules of play Unkind words	<ul style="list-style-type: none"> <li>Review what is causing the learner to behave in this way, put actions in place and differentiate to lessen this child's anxiety.</li> <li>Give a non-verbal warning (e.g., changing position in the classroom to be nearer the child to re-gain their attention).</li> <li>Give a positive reminder of the class rules that need to be adhered to.</li> <li>Give a verbal warning that includes a reminder of consequences.</li> <li>Child will be given the opportunity to take a 'time out' within the classroom space.</li> </ul> <p><u>Reflective conversations</u></p> <ul style="list-style-type: none"> <li>Why have I called you over?</li> <li>What did I see you doing/hear you say?</li> <li>How should we play outside?</li> <li>What does that look like?</li> <li>How have you stepped outside of the Birchwood Avenue Triangle?</li> <li>Which parts of the Birchwood Avenue Triangle have you broken?</li> <li>How can we make this situation better?</li> <li>What would you do differently next time?</li> </ul>

<p><b>2</b></p>	<p>Continuous difficult behaviour</p> <p>Repeated Level 1 behaviour</p> <p>Continued refusal to follow an adult's instruction(s) after the above response</p>	<ul style="list-style-type: none"> <li>• Can complete work in a supporting/partner class. The teacher will set an age-appropriate time limit for the child to be out of class e.g. 10 minutes. <u>Please be aware that this strategy may not work for all children and could cause greater upset and distress. This should also be seen as a therapeutic approach rather than a punishment.</u></li> <li>• The child should be accompanied to the supporting/partner class by an adult</li> <li>• This process needs to be calm and approached as a positive solution for the child</li> <li>• The class teacher keeps a record by adding a brief incident on the school's MIS</li> <li>• Once in the supporting/partner classroom, the child should sit down and be left to complete their work at their own pace and with support where necessary.</li> <li>• Parents will be notified by the class teacher (or cover teacher) about behaviours their child has demonstrated and consequences implemented</li> </ul> <p><u>Playground specific</u></p> <ul style="list-style-type: none"> <li>• Stand/walk with an adult on duty to build in thinking time</li> <li>• Restorative conversations (see appendix)</li> <li>• Script book (see appendix)</li> <li>• Lunchtime staff to inform Class Teacher at the end of lunch</li> </ul>
<p><b>3</b></p>	<p>Pattern of difficult behaviour over a period of time (at least 2 weeks)</p> <p>Response to Level 2 has not promoted prosocial behaviour</p> <p>Consecutive daily level 2 behaviours</p>	<ul style="list-style-type: none"> <li>• Child to work with a member of the Senior Leadership Team (SLT). A discussion between the child, the member of the SLT and Class Teacher</li> <li>• Class Teacher to have ownership of consequences implemented, with support from SLT.</li> <li>• Class teacher will record this behaviour, on the school's MIS.</li> <li>• Plan and Predict – differentiated response</li> <li>• <a href="#">De-escalation scripts</a></li> <li>• Planning – 'Anxiety Mapping' and 'Roots and Fruits'</li> <li>• Staff follow the flow chart (appendix 1)</li> <li>• Consideration of Therapeutic Thinking Plan</li> </ul>
<p><b>4</b></p>	<p>Allegation of bullying, verbal assault, sexualised behaviour, school vandalism, physical assault, racist incident or theft.</p> <p><u>Any</u> dangerous behaviour</p>	<ul style="list-style-type: none"> <li>• The class teacher will then collate all the details of the incident (considering who, what, where, why and when from all children involved) and then refer to a member of the SLT.</li> <li>• Removal from the classroom/playground (radio/telephone for support if necessary) to de-escalate and provide reflection time</li> <li>• Incident is recorded on school's MIS as soon as possible by Class Teacher</li> <li>• Educational and/or protective consequences, including Exclusion, considered</li> <li>• Roots and Fruits to be completed and reviewed with a trusted adult</li> <li>• Repair, reflect, restore and discussed with a trusted adult</li> <li>• Additional adult support on return to the playground</li> </ul>



It is expected that all antisocial behaviour is initially attempted to be **resolved by the class teacher**. Educational and/or protective consequences are used by the class teacher to help the child learn and understand why their behaviour is not within the Birchwood Avenue Triangle. All behaviours outlined within Level 2 and above will be recorded on Cpoms.

Further consequences may be implemented by members of the SLT for level 4 behaviour.

### **6.3 Managing Risk and Developing Pro-Social Behaviour**

We use the Therapeutic Thinking response to dangerous behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

#### **Positive phrasing:**

- "Stand next to me." ○ "Put the toy on the table."
- "Walk beside me."

#### **Limited choice:**

- "Put the pen on the table or in the box." ○ "When we are inside, Lego or drawing." –
- "Talk to me here or in the playground."

#### **Disempowering the behaviour** ○

- "You can listen from there."
- "Come and find me when you come back." ○ "Come down in your own time." ○ "Come back into the room when you are ready." ○ "We will carry on when you are ready."

#### **Use of a De-Escalation Script** ○

- Use the child's name
- Acknowledge their right to their feelings – "I can see something is wrong" ○ Tell them why you are there – "I am here to help"
- Offer help – "Talk to me and I will listen"
- Offer a "get-out" (positive phrasing) – "Come with me and....."

### **6.4 Consequences**

By adopting a therapeutic approach to behaviour, we are helping our children to learn how to develop their own internal control system, by giving them choices rather than 'imposing external discipline, by focusing on care and control not punishment'. Supporting our children to make the pro-social choices, not only helps them to thrive, but promotes and encourages a positive focus on improving our children's resilience, self-esteem and wellbeing.

Our policy focuses on care and control, not punishment. It uses a variety of techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm. Where a crisis has occurred, restorative justice is used to repair and rebuild relationships, thus supporting our community to rebuild and restore relationships, so we are able to work together and feel safe.

## **Educational**

Educational consequences need to be a logical, explainable response to a behaviour. A consequence is a logical or natural outcome of a behaviour occurring earlier. Educational consequences are designed to help children learn and develop pro-social behaviours that are transferable to all contexts. Therefore, it is essential that consequences are proportionate and linked to the behaviour. To facilitate change, behaviour needs to be understood rather than suppressed. The Therapeutic Thinking Anxiety Mapping and Roots and Fruits must be used to help adults consider the underlying causes of behaviour choices.

Educational consequences include but are not limited to:

- Assisting with repairs
- Role play/practice
- Research
- Conversation and exploration of the incident
- Completing learning tasks
- Rehearsing
- Educational opportunities

## **Protective**

There will be occasions when it is necessary to use and apply measures to manage the risk of harm that results from dangerous behaviours. Protective consequences as a result limit freedoms. When we use protective consequences, we need evidence of the educational consequences that are in place to progress the child to a point where we can return any freedoms using protective consequences. This is because educational consequences, through learning, rehearsing and teaching, allow freedoms to be returned.

Protective consequences include, but are not limited to:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Differentiated teaching space
- Suspension
- Exclusion

## **Additional Differentiated Approaches**

- Social stories
- Comic Strip Conversations
- Role-play with dolls/soft toys or puppets
- Circle time activities
- Signing or signalling
- Use signs, pictures and symbols to communicate emotions
- Individual support from the Learning and Pastoral Mentor

## **6.5 On the playground**

Play Leaders and other adults provide positive role models and support children to participate in play activities. All adults on the playground must have a radio, so they can communicate effectively with other staff.

At break and lunchtimes, all adults should carry their '[playground restorative conversations booklet](#)', which will assist them in supporting the children achieve pro-social behaviours whilst playing. All adults must use the graduated response to playground behaviour.

## **Other strategies that may be useful are:**

- Alternative play spaces or times
- Support on the playground with the Learning and Pastoral Mentor
- Opportunities to play board games inside with friends
- Children are taught how to play games with a friend by a trusted adult or Play Leader
- Adapted routines for those who find transitions difficult
- Additional adult support for children to play together

## 6.6 Bullying, Discriminatory and Prejudiced Behaviour

In the event of an incident regarded as bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying and use of derogatory language or racist language, it is essential that all such incidents are recorded on the School's MIS by the Class Teacher. The number of such incidents will also be reported to the governing board termly.

The following actions will be used to support:

- Repair, reflect, restore discussed with an adult
- Roots and Fruits to be completed and reviewed by a class teacher • Racial and Bullying Incidents must be reported to SLT • Parents/Carers informed about the incident.
- Consequences, including exclusion (as a last resort), put in place

## 6.7 Physical Intervention

There will be occasions when physical intervention is necessary, however it must be used as a last resort. This is non-statutory advice from the [Department for Education Use of Reasonable Force](#). It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power. At Birchwood Avenue Primary School we use **pro-social touch**.

See Appendix 2.

## 6.8 Risk assessments

Where a child's needs are not met by the behaviour policy, it is necessary to implement a [Risk Reduction Plan](#) for the child to ensure that their needs are met (equity), prior to actioning the plan, it is necessary to conduct a [Risk Calculator](#). The [Risk Reduction Guidance](#) is used for support. This can be done effectively by using the Steps Analysis and Planning tool, as early prognosis provides a swift response and analysis of the potential reasons underpinning the behaviour. It is essential that an early prognosis form is completed by the child (with the support of a trusted adult), all adults who work with them (e.g., Class Teacher, TA/LSA), and parents. This allows a comprehensive and holistic view of the child to be created, and ensures that the child, and all who work with them, is supported in achieving pro-social feelings and behaviours.

Children who may require a risk management plan are those whose needs are exceptional, and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety, and to ensure learning takes place for all.

A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show pro-social behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

## 6.9 Reflect, repair, and restore

Once the child is calm, relaxed and reflective, the experience will be re-visited with a trusted adult by retelling and exploring the incident with a changed set of feelings. The adult may ask the child questions to.

- Explore what happened? (Tell the story)
- Explore what were the people involved thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships? How can we put this situation right?
- Summarise what we have learnt so we are able to respond differently next time and avoid future incidents happening in the future?

### Restorative Questions

- What would you like to happen next?
- How can we make things better you and (other child's name)?
- If everything was going to be alright what would need to happen?
- How can you help to put this right?
- How can we make it ok for you to go back to school/class/play?
- What do you think (other child's name here) might need?

## 7. Unforeseeable Behaviour

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

If unforeseeable behaviour occurs, all staff are expected to ensure universal support and responses are in place.

All unforeseeable behaviours are recorded on the school's MIS by the Class Teacher.

A Risk Assessment Calculator is carried out by the Class Teacher to determine whether a Therapeutic Thinking Plan is required to prevent this behaviour or plan how to respond to it if the behaviour occurs again.

Any staff involved in unforeseeable behaviour are included in a debrief with the Headteacher or Deputy Head. An additional debrief then occurs with children that were involved with the children's Class Teacher(s) – sometimes with the Headteacher or Deputy Head also, depending on the severity.

## 8. Communication and Recording within School

Behaviour incidents are recorded using our value of 'not moralising', so that an accurate non-judgemental description is recorded; therefore, there must not be over or under description of an event. Accurately described behaviour within a context this allows for an effective and relevant behaviour plan.

### Over describe

For example: 'The child has pulled over a small bookcase containing 20 books. 10 fell out and 1 had a small tear to the cover'.

We would **NOT** over describe and write that the child 'wrecked the classroom'.

### Under Describe

For example: 'The child has used racist language directed towards another child.'

We would **NOT** write 'the child was not very nice' or 'he was very rude.'

## **Examples of Non-Judgemental Accurate Descriptions**

- Sarah used homophobic language including the words queer and bender directed towards another child
- Peter stood in front of Jason and punched him in the stomach.
- For 5 minutes Louise banged on the window from outside stopping any teaching from being possible.

## **9. Communication with Parents and Carers**

Birchwood Avenue Primary School contacts parents/carers about all types of behaviour, including pro-social.

It is usually the child's teacher who communicates facts about what has happened – see reporting behaviour – and if a consequence took/will take place.

No names of other children involved can be given to parents/carers.

Communication takes place in person or on the telephone, in a timely manner - usually on the same school day.

Records of communicated behaviour are recorded by the Class Teacher and stored on Cpoms, with details of the behaviour incident and if there is a consequence.

## **10. Exclusions**

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or a suspension, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs and/or a disability (SEND)

Only the Headteacher, or Acting Headteacher, has the power to make the decision of suspension and exclusion.

A permanent exclusion will be taken as a last resort. These decisions are not made lightly and are informed by Local Authority guidance.

We follow the Emotional and Wellbeing strategy and firmly believe and uphold that families of children who exhibit behaviours that challenge our behaviour policy must NOT be asked to look for another school for their child, nor should they be signposted towards elective home education as an alternative to permanent exclusion; everyone has the right to an education at Birchwood Avenue Primary School.

### **10.1 Communication**

The Headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion or suspension
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent
- The parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this

Also, where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, the Headteacher will ensure that the parents are informed of their right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend.

The Headteacher will also notify parents, by the end of the afternoon session on the day their child is excluded, that for the first 5 school days of an exclusion (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If provision at a different or specialist setting is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably available by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

## **10.2 Returning from a Suspension**

Following a suspension, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

As a therapeutic behaviour school, we focus on preventing exclusion and suspension and maintaining a child's placement at Birchwood Avenue. Children who exhibit behaviours that challenge our policy should never be sent home, nor should their families be asked to collect them as an alternative to them being given a suspension.

The following measures may be implemented when a pupil returns from a suspension:

- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Internal exclusion

## **11. Linked Documentation**

### **11.1 Birchwood Avenue Primary School Policies/Procedures**

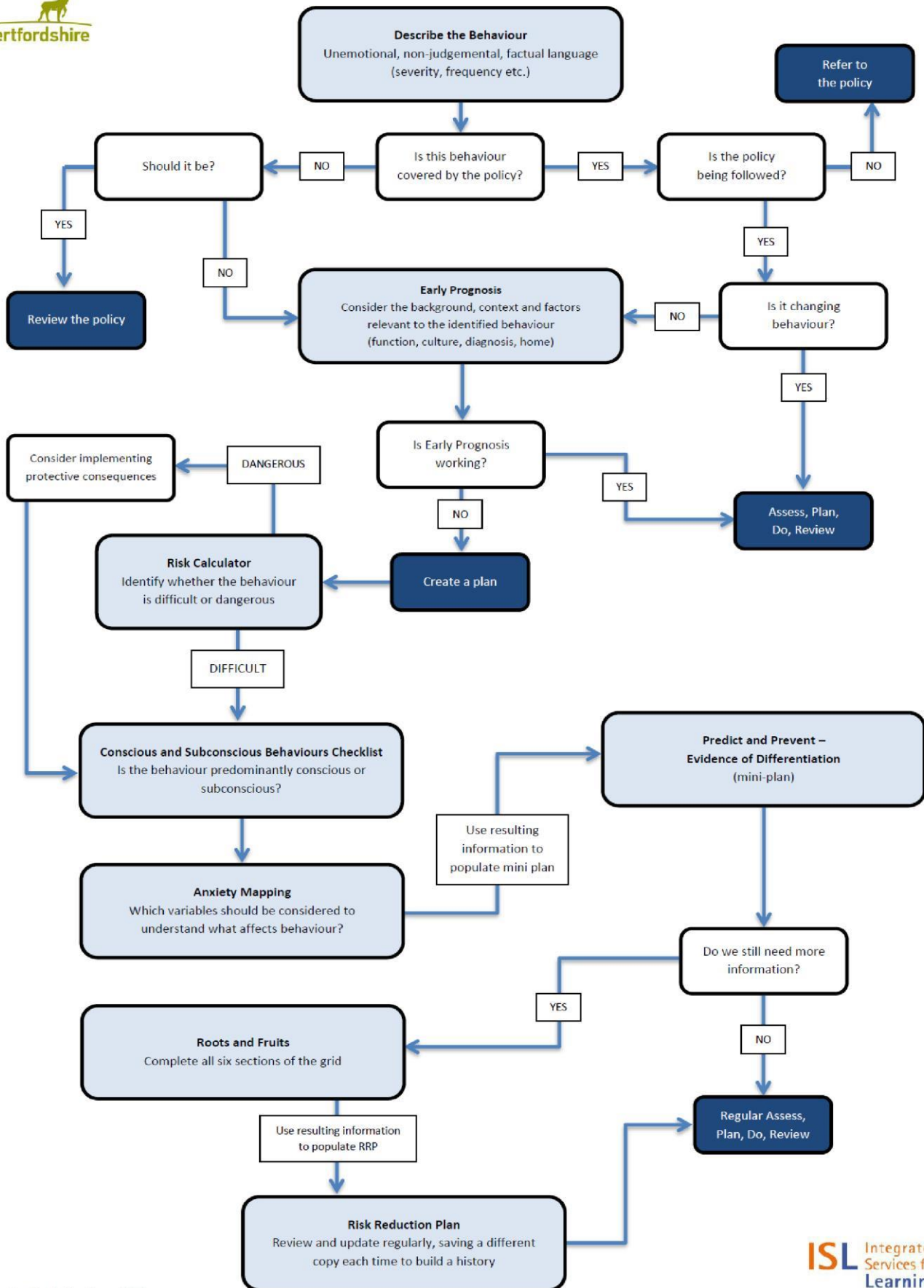
[Teaching and Learning Toolkit](#)

### **11.2 Influential DfE Guidance**

[Mental Health and Behaviour in Schools \(March 2016\) \(Revised November 2018\)](#)

[Transforming Children and Young Mental Health Provision Green Paper \(December 2017\)](#)

## Appendix 1: Behaviour Flow Chart





## Appendix 2: Physical Intervention

### Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior leaders should support their staff when they use this power.

### What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control children and to restrain them. Control means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child.

### Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of children, such as unpaid volunteers or parents accompanying children on a school organised visit.

### When can reasonable force be used?

- Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control children or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.



Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. At Birchwood Avenue Primary School, we always use de-escalation strategies to support our children.

### De-escalating Body Language

It is **essential** to use these techniques when interacting with our children at school.

- standing at a distance (beyond an outstretched arm)
- standing to the side
- relaxed hands
- managing height (sitting down if necessary)

De-escalating body language



It is essential that we **do not** use behaviours that contribute to escalating a situation further. Such behaviours that would contribute to escalating a situation are:

- standing too close to a child (closer than an outstretched arm)

- toe to toe, eye to eye
- blocking a child's path
- aggressive gestures
- overbearing



When considering the use of physical intervention or restrictive physical intervention, there are only three components that can be judged as wrong:

1. A negative impact on the process of breathing
2. Pain as a direct result of the technique
3. A sense of violation

Whenever reasonable force is used it **must** follow school policy, which reflects current law and national guidance. Pro-social touch must be adhered to, and the policy demonstrates what this looks like in practice and what techniques must not be used as they are dangerous to the child's welfare. Physical intervention should ALWAYS be in the best interest of the child and must always be **pro-social touch**.

### Open Mitten (used to move a child away)

- Fingers together
- Thumb away from fingers
- Palms parallel to floor

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Open mitten

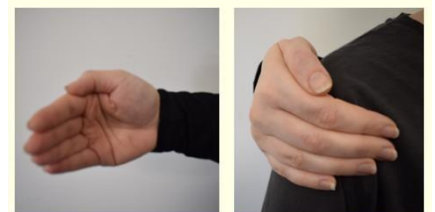


### Closed Mitten (used to draw a child close)

- Fingers and thumb together

The hand must remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Closed mitten



## Restricting breathing

Restricting breathing



It is essential that these strategies are not used because they restrict breathing, and we use pro-social touch.

Restricted breathing could occur where adult arms, the child's own arms or their clothing is held in a way that could restrict the free movement of the abdomen, diaphragm, and chest.

Factors such as height, weight, obesity, breathing difficulties and heart conditions could increase the risk.

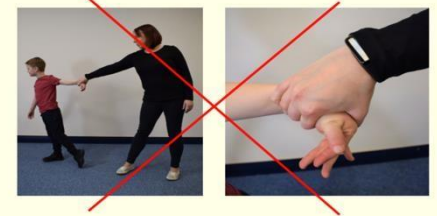
The following can all result in a sense of violation, pain or restricted breathing:

- The use of clothing or belts to restrict movement
- Holding a person lying on their chest or back
- Pushing on the neck, chest or stomach
- Extending or flexing of joints (pulling and tugging)

## Pulling and dragging

This is not an acceptable form of reasonable force and must not be used in practice. Pulling and dragging would be where staff attempted to move a child by holding a hand or wrist and pulling on an extended arm. This must not be used because factors such as instability of joints, muscle tone and balance could all increase risk. Small, young and developing children would have increased risk of injury.

Pulling and dragging



Pulling and dragging



Pulling and dragging



Pulling and dragging



## Pro-social Touch

At Birchwood Avenue Primary School, we use pro-social touch. Pro-social touch is part of our therapeutic practice and is a supportive method used to ensure that safety of all children and staff. The methods are effective and safe if they are used correctly. Staff have received training and these techniques have been practised and rehearsed.

Open mitten escort (to support, guide and escort)



Open mitten escort (to support, guide and escort)



Offering an arm (to support, guide or escort)



Supportive arm (to support, guide and escort)



Supportive arm (to support, guide and escort)



## Intimacy

It is essential that again physical intervention should be in the best interest of the child and should be conscious of the need to differentiate that attachment to staff from the attachment to key adults such as parents and siblings. Regardless of age, physical intervention should NOT provide intimacy within a transient relationship.

On occasions, mostly with emotionally younger children, it is necessary to provide children with emotional and physical comfort. When a child is distressed, the following interactions would be deemed as suitable:

- Lap sitting
- Physically separating a child from their parent
- Physically comforting a child (see supportive hug below)
- Steering, guiding or escorting a child (see photos above)

## Safe Touch Images

Supportive hug (to support, guide or escort)



Supportive hug (to support, guide or escort)

